

# Course Syllabus

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**Meeting Time:** Thursday @12-1:15p

**Instructor:** Konstantin Ash  
@ HPH 302D or by appointment.

**Office Hours:** Tuesdays 1-3p and Thursdays 3-5p

Instructor E-mail: [konstantin.ash@ucf.edu \(mailto:konstantin.ash@ucf.edu\)](mailto:konstantin.ash@ucf.edu)

**Teaching Assistant:**

Teaching Assistant E-mail:

## Course Description

The Russian Federation is the world's largest country by area, has the world's sixth-largest economy, the world's 9th largest population, an enormous arsenal of nuclear weapons and, as of recently, an outsized influence on global politics. In the past decade, Russian manipulation of American and European elections, Russian intervention in civil conflicts around the world and the invasion and annexation of Crimea have captured global attention. The goal of this course is to go beyond Russia's international actions and examine its domestic politics. By looking primarily at Russia's post-Cold War history, we may

then gain insight into why the Russian government has taken the international posture that we see today.

There are additional goals from this class. Foremost, while the course is about Russian politics, our goal is to use Russian politics as a lens to examine broader research in comparative politics. Academic

readings are assigned throughout the course so that students can gain an understanding of how broad theories of comparative politics apply in one particular case. Another goal is to develop writing and basic research skills through assignments that supplement the traditional exam structure. Students will be asked to give succinct presentations on Russian regions as a way of conveying information about subjects that we cannot fully cover and to generate a writing assignment with an original research question or policy proposal related to Russian politics. These assignments will reinforce communication, interview, and research skills that have broad applications to careers beyond that of the traditional political science major.

Finally, please note this is a mixed-mode class. The lecture component is purely online and posted one week before a discussion section. The discussion section meets on Thursday and there are weekly quizzes that cover both modes of instruction due on Sunday.

## Assignments

### Exams

The course will include two non-cumulative **take-home** midterm exams. They will be posted during Weeks 6 and 12 of class and be due at midnight a week after posting.

Students will be asked one essay question that applies both reading and lecture content to a novel analysis of the subject. Grading will be on a relative scale: your highest scoring exam will be worth 20% of your grade, your lowest will be worth 10%. The second midterm exam will only require coverage of information from the second half of the course -- although bringing in materials from the first half is not prohibited.

### Final Paper

The final paper is intended for students to apply some of the theories that they have learned about in class to Russian politics. There are two options for the paper:

**Research Paper:** Use theories that we have learned in class or from other scholarly research to explain some elements of Russian political behavior or institutional structure. For instance, why do Russians vote for the communist party? Why do some regions with Islamic minorities rebel and not others? Where does Putin have the greatest approval? Least approval? Why? etc. More details on the requirements during the research paper tutorial!

**Policy Brief:** Apply one theory from comparative politics (not necessarily from this class) to propose policies relating to implementing changes to the Russian government or political system. Proposals can be directed to the Russian government or relevant non-state actors in Russia. More details on the requirements during the policy brief tutorial!

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12 point font and one-inch margins and cite **at least five academic sources** using either MLA (parenthetical) or

endnote style. Papers **MUST** have in-text citations. Papers are due Sunday, May 1 at 11:59 pm on WebCourses. There is a 2.5 point penalty for every 12 hours the paper is late. No papers will be accepted after May 5.

## Topic Approval

**Research Paper:** Submit research question, one-sentence argument and **three** pieces of academic research that you are citing AND receive my approval.

**Policy Brief:** Submit a thesis, a one-sentence argument about why your policy choice is superior and **three** pieces of academic research that you are citing AND receive my approval.

Topics for papers **MUST** be submitted for approval by March 5 at 11:59 PM for full credit. You lose one point from your paper for every day that the topic is late (of a maximum of ten points). Students must submit any revisions within 3 days of reply.

## Discussion Participation

We will meet in person each Thursday (through week 12) and have time allotted for discussion of readings where all students are expected to participate. Participation entails both voicing opinions and criticism of the readings assigned for class and topics reviewed in the online lecture. Student participation will be considered holistically at the end of the semester, but will not include their presentations (however participation outside of the presentation in the same discussion does count). Off-topic digressions or filibustering are not considered constructive, do not receive credit and are discouraged.

Participation is worth 10% of your final grade. A fundamental element of participation is the attendance of our Thursday in-person meetings. Students that are absent from **more than two** of these sessions will lose one point from their participation grade (from 10 total). Those that never attend Thursday classes will receive a zero for participation.

## Quizzes

There are weekly quizzes on the lecture, readings, and tutorials (if applicable) that are available from the end of our in-person meeting on Thursday until Sunday night (11:59p) of each week. There are twelve total quizzes (weeks 1-12). Your ten highest-scoring quizzes will be worth a total of 10% of your grade. Your **two** lowest-scoring quizzes will be dropped.

## Presentation

Students will be required to give a 5-7 minute presentation on one of 22 autonomous republics, 4 autonomous okrugs or 1 autonomous oblast within Russia (see table for the full list below).

Presentations should be supplemented by PowerPoint or some other presentation aid. Presentations must discuss the following elements of the federal subject: basic background and historical information, its economic importance, its political relevance, its ethnic composition and, if applicable, history of

its economic importance, its political relevance, its ethnic composition and, if applicable, history of conflict with the central government. Federal subjects will be assigned to students based on reported preferences in the student engagement assignment during the first week of classes - presentations can take place any time from weeks 2 through 11. Please refer to the tutorial on presentations for more information.

Adygea	Dagestan	Karachai-Cherkessia	Mordovia	Tatarstan
Altai	Ingushetia	Karelia	Sakha	Udmurtya
Bashkortostan	Kabardino-Balkaria	Komi	North Ossetia - Alania	Khakassia
Buryatia	Kalmykia	Mari El	Tuva	Chechnya
Chuvashia	Crimea	Chukotia	Khanty-Mansi	Nenets
Yamalo-Nenets	Jewish Autonomous Oblast			

## Grade Distribution

Assignment	Percentage of Grade
Midterm Exams	30%
Writing Assignment	40%
Discussion Participation	10%
Quizzes	10%
In-Class Presentation	10%
Total	100%

## Academic Honesty

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/studentrules-of-conduct/> [\(https://scai.sdes.ucf.edu/studentrules-of-conduct/\)](https://scai.sdes.ucf.edu/studentrules-of-conduct/). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study

- aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
  3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
  4. Falsifying or misrepresenting the student's own academic work.
  5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
  6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
  7. Helping another violate academic behavior standards.
  8. Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu> (<https://goldenrule.sdes.ucf.edu/>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to a disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

As this is an online course, extensions will only be granted for documented involvement in university-approved activities or documented mental or physical incapacitation. Please do not invent excuses as a way of getting an extension. Evidence of fake excuses will be considered academic dishonesty and will be forwarded to the Office of Student Conduct for investigation.

# Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.sdes.ucf.edu/\)](http://www.sds.sdes.ucf.edu/), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Course Schedule and Readings

Each week's courses will follow the same structure. Lectures will be posted online on Mondays. Lectures will go over the week's topic with both Russia-specific content and broad theoretical debates in the field. We will meet each Thursday from weeks 1-12. During our meeting, we will discuss the week's topic in-depth and review the week's assigned readings in a critical fashion. Presentations and most tutorials, if they take place that week will also take place on Thursdays.

**All readings will be made available on WebCourses under the "Files" tab. Below is a schedule of readings and major course events.**

### WEEK 1 (JAN. 13 MEETING -ZOOM)

**Online Lecture Topic: Relevant Background and Course Themes**

**Online Lecture Topic: Relevant Background and Course Themes****Thursday Meeting Topics: Introduction and Syllabus Review, Presentation Workshop, Reading Academic Research****WEEK 2 (JAN. 20 MEETING)****Online Lecture Topic: The Decline and Fall of the USSR**Readings for Thursday Meeting:

- Roeder, Philip A. 1993. Red sunset: the failure of Soviet politics. Princeton, N.J.: Princeton University Press., ch.1 (3-21) and ch.9 (210-245)
- Solnick, Steven Lee. 1998. Stealing the state: control and collapse in Soviet institutions. Cambridge, Mass.: Harvard University Press., Introduction and Ch. 8 (1-9, 241-254)
- Katherine Verdery, What Was Socialism and What Comes Next (Princeton UP 1996), Ch. 2 (19-38).

**Songs of the week:** [At Dawn \(Na Zare\) - Alians](https://youtu.be/SOYkG5VMhp8) [\\_\(https://youtu.be/SOYkG5VMhp8\)](https://youtu.be/SOYkG5VMhp8)

[I Want Changes! \(Khochu Peremen\) - Kino](https://www.youtube.com/watch?v=NKC8UfJ6CSE) [\\_\(https://www.youtube.com/watch?v=NKC8UfJ6CSE\)](https://www.youtube.com/watch?v=NKC8UfJ6CSE)

[Everything is going according to plan \(Bce idet po plany\) - Grazhdanskaya Oborona](https://www.youtube.com/watch?v=DDCDsKHCE8s)  
[\\_\(https://www.youtube.com/watch?v=DDCDsKHCE8s\)](https://www.youtube.com/watch?v=DDCDsKHCE8s)

[Goodbye Forever \(Proshchay Naveki\) - Freestyle](https://www.youtube.com/watch?v=peqW1UEs1k0) [\\_\(https://www.youtube.com/watch?v=peqW1UEs1k0\)](https://www.youtube.com/watch?v=peqW1UEs1k0)

**WEEK 3 (JAN. 27 MEETING)****Online Lecture Topic: Economic "Shock Therapy"**Readings for Thursday Meeting:

- Gerber, Theodore P., and Michael Hout. "More shock than therapy: Market transition, employment, and income in Russia, 1991–1995." *American Journal of Sociology* 104, no. 1 (1998): 1-50.

**Song of the week:** [Animal \(Zver'\) - Nautilus Pompilius](https://youtu.be/OBWcmvBLKP4) [\\_\(https://youtu.be/OBWcmvBLKP4\)](https://youtu.be/OBWcmvBLKP4)

**WEEK 4 (FEB. 3 MEETING)****Online Lecture Topic: Forming a Federation**Readings for Thursday Meeting:

- Treisman, Daniel. 1999. After the Deluge: Regional Crises and Political Consolidation in Russia. University of Michigan Press. Ch. 4 (81-119).
- Sharafutdinova, Gulnaz. "Chechnya versus Tatarstan: Understanding ethnopolitics in post-communist Russia." *Problems of Post-Communism* 47, no. 2 (2000): 13-22.

**Songs of the week:** [Chechnya on Fire \(Chechnya v Ogne\) - Timur Mutsuraev](https://youtu.be/CognbW_3yY4)

[\(https://youtu.be/CognbW\\_3yY4\)](https://youtu.be/CognbW_3yY4)

[Chechnya on Fire \(Chechnya v Ogne\) - Mikhail Nazarov](https://www.youtube.com/watch?v=L_LVxS_B0jU) [\(https://www.youtube.com/watch?v=L\\_LVxS\\_B0jU\)](https://www.youtube.com/watch?v=L_LVxS_B0jU)

[Mom, come and get me \(Mama priezhay i menya zoberi\) - Timur Mutsuraev](https://youtu.be/uW5oXW4rZFk)

[\(https://youtu.be/uW5oXW4rZFk\)](https://youtu.be/uW5oXW4rZFk)

[Just don't tell my Mom I'm in Chechnya \(Ty tolko mame chto ya v Chechne ne govori\) - Unknown](https://www.youtube.com/watch?v=DHCzaiJEoEY)

[.\(https://www.youtube.com/watch?v=DHCzaiJEoEY\)](https://www.youtube.com/watch?v=DHCzaiJEoEY)

WEEK 5 (FEB. 10 MEETING)

**Online Lecture Topic: Yeltsin's Superpresidency**

Readings for Thursday Meeting:

- Henry Hale, "Why Not Parties? Supply and Demand on Russia's Electoral Market," *Comparative Politics*, v. 27, no. 2 (January 2005), pp. 147-166
- Fish, M. Steven. "The pitfalls of Russian superpresidentialism." *Current History* 96 (1997): 326.

**In-Class Tutorials: Research Question Workshop**

**Song of the week:** [What is Autumn \(Chto Takoe Ocen'\) - DDT](https://youtu.be/5KC-iscJtsI) [\(https://youtu.be/5KC-iscJtsI\)](https://youtu.be/5KC-iscJtsI)

WEEK 6 - (FEB. 17 MEETING)

**Online Lecture Topic: Rise of the Oligarchs**

Readings for Thursday Meeting:

- Guriev, Sergei and Andrei Rachinsky. 2005. "The Role of Oligarchs in Russian Capitalism." *Journal of Economic Perspectives*. 19:131–150.

**In-Class Tutorials: Research Paper Tutorial**

**Midterm 1 Prompt Distributed Tuesday, February 15.**

**Song of the week:** [Forever Young \(Vechno Molodoiy\) - Meaningful Hallucinations](http://youtube.com/watch?v=go7_y20BE_M)

[\(http://youtube.com/watch?v=go7\\_y20BE\\_M\)](http://youtube.com/watch?v=go7_y20BE_M)

WEEK 7 - (FEB. 24 MEETING)

**Online Lecture Topic: Rise of Putin**

Readings for Thursday Meeting:

- Colton, Timothy J., and Henry E. Hale. "The Putin vote: Presidential electorates in a hybrid regime." *Slavic Review* 68 no. 3 (2009): 473-503



- Kryshtanovskaya, Ol'ga, and Stephen White. "Inside the Putin court: A research note." *Europe-Asia Studies* 57, no. 7 (2005): 1065-1075.
- Daniel Triesman. "How Putin's Regime is Both Authoritarian and Incompetent." *Monkey Cage Blog*. Washington Post. March 14, 2018.

### Midterm 1 Due Tuesday, February 22 @ 11:59pm

#### In-Class Tutorials: Policy Brief Tutorial

**Song of the week:** [Carry me, river \(Ty neci menya reka\) - Luybe](https://youtu.be/qSYoulLthM) [\\_ \(https://youtu.be/qSYoulLthM\)](https://youtu.be/qSYoulLthM)

### WEEK 8 - (MARCH 3 MEETING - ZOOM)

#### Online Lecture Topic: Resurgent Conflict in the Caucasus

##### Readings for Thursday Meeting:

- Lyall, Jason. "Does indiscriminate violence incite insurgent attacks? Evidence from Chechnya." *Journal of Conflict Resolution* 53.3 (2009): 331-362.
- Dannreuther, Roland, and Luke March. "Chechnya: has Moscow won?." *Survival* 50.4 (2008): 97-112.

### Writing Assignment Topic Due on March 5 @ 11:59pm

**Songs of the week:** [Helicopter Cover \(Kovyor Vertaleta\) - Agata Kristie](https://youtu.be/zt_tyk3K1dY)  
[\\_ \(https://youtu.be/zt\\_tyk3K1dY\)](https://youtu.be/zt_tyk3K1dY)

[Headscarf \(Kosynka\) - Russian Knights](https://www.youtube.com/watch?v=Iztmc5ZLzGQ) [\\_ \(https://www.youtube.com/watch?v=Iztmc5ZLzGQ\)](https://www.youtube.com/watch?v=Iztmc5ZLzGQ)

### WEEK 9 - (MARCH 17 MEETING)

#### Online Lecture Topic: Russia as a Petrostate

##### Readings for Thursday Meeting:

- McFaul, M. and Stoner-Weiss, K., 2008. The Myth of the Authoritarian Model-How Putin's Crackdown Holds Russia Back. *Foreign Affairs*, 87, p.68.
- Maria Snegovoya. "Think of Russia as an ordinary petrostate, not an extraordinary superpower" *Monkey Cage Blog*: Washington Post. March 9, 2015.

#### In-Class Tutorials: Linking Claims to Evidence

**Song of the week:** [Cadillac - MORGENSHTERN & Eldzhey](https://youtu.be/-7n4t0cbVD4) [\\_ \(https://youtu.be/-7n4t0cbVD4\)](https://youtu.be/-7n4t0cbVD4)

### WEEK 10 - (MARCH 24 MEETING)

#### Online Lecture Topic: Economic Crisis and 2011-12 Protests

Readings for Thursday Meeting:

- Rosenfeld, Bryn. "Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia." *American Political Science Review* 111, no. 4 (2017): 637-652.
- Hale, Henry E., and Timothy J. Colton. "Who Defects? Unpacking a Defection Cascade from Russia's Dominant Party 2008–12." *American Political Science Review* 111, no. 2 (2017): 322-337.

**In-Class Tutorials: Paraphrasing Tutorial**

**Song of the week:** [Cage \(Kletka\) - Molchat Doma](https://youtu.be/NtPk22NWB5Y) [\\_\(https://youtu.be/NtPk22NWB5Y\)](https://youtu.be/NtPk22NWB5Y)

WEEK 11 - (MARCH 31 MEETING - ZOOM)

**Online Lecture Topic: Political Competition and the Media**Readings for Thursday Meeting:

- Hannah S. Chapman. "Putin now has his own TV show, following his daily life. This explains why." *Monkey Cage Blog: Washington Post*. September 28, 2018.
- Reuter, Ora John, and David Szakonyi. "Online social media and political awareness in authoritarian regimes." *British Journal of Political Science* 45.1 (2015): 29-51.
- Nazar Boyko and Roman Sverdan "Who counted the votes in Russia? We checked." *Monkey Cage Blog: Washington Post*. March 23, 2018.
- Bader, M., & van Ham, C. (2015). What explains regional variation in election fraud? Evidence from Russia: a research note. *Post-Soviet Affairs*, 31(6), 514-528.

**Song of the week:**[Hope \(Nadezhda\) - Delphin](https://youtu.be/V1AvhLuohFI) [\\_\(https://youtu.be/V1AvhLuohFI\)](https://youtu.be/V1AvhLuohFI)

WEEK 12 - (APRIL 7 MEETING - ZOOM)

**Online Lecture Topic: Domestic Roots of Foreign Policy Adventures in Ukraine and Syria**Readings for Thursday Meeting:

- Bunce, Valerie, and Aida Hozić. "Diffusion-proofing and the Russian invasion of Ukraine." *Demokratizatsiya: The Journal of Post-Soviet Democratization* 24, no. 4 (2016): 435-455.
- Götz, Elias. "Putin, the state, and war: The causes of Russia's near abroad assertion revisited." *International Studies Review* 19, no. 2 (2017): 228-253.

**Midterm 2 Prompt Distributed Wednesday, April 6**

**Song of the week:** [Good-bye, America - Nautilus Pompilius](https://youtu.be/INTTm9Bc6Eo) [\\_\(https://youtu.be/INTTm9Bc6Eo\)](https://youtu.be/INTTm9Bc6Eo)

WEEK 13 - (NO MEETING)

**Make-up presentations due. Midterm 2 Due Wednesday, April 13 @ 11:59pm**

WEEK 14 - (NO MEETING)


Online peer review of papers.

Final Paper Due Sunday, May 1 at 11:59pm

## Course Summary:

Date	Details	Due
Thu Jan 13, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2481993&amp;include_contexts=course_1384321">Week 1 Remote Meeting</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2481993&amp;include_contexts=course_1384321">https://webcourses.ucf.edu/calendar?event_id=2481993&amp;include_contexts=course_1384321</a> )	12pm to 1:15pm
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309940">Student Engagement Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309940">https://webcourses.ucf.edu/courses/1384321/assignments/7309940</a> )	due by 11:59pm
Sun Jan 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309930">Quiz 1</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309930">https://webcourses.ucf.edu/courses/1384321/assignments/7309930</a> )	due by 11:59pm
Sun Jan 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309926">Quiz 2</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309926">https://webcourses.ucf.edu/courses/1384321/assignments/7309926</a> )	due by 11:59pm
Thu Jan 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309941">Survey Extra Credit</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309941">https://webcourses.ucf.edu/courses/1384321/assignments/7309941</a> )	due by 1pm
Sun Jan 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309931">Quiz 3</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309931">https://webcourses.ucf.edu/courses/1384321/assignments/7309931</a> )	due by 11:59pm
Sun Feb 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309929">Quiz 4</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309929">https://webcourses.ucf.edu/courses/1384321/assignments/7309929</a> )	due by 11:59pm
Sun Feb 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309934">Quiz 5</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309934">https://webcourses.ucf.edu/courses/1384321/assignments/7309934</a> )	due by 11:59pm
Sun Feb 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309932">Quiz 6</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309932">https://webcourses.ucf.edu/courses/1384321/assignments/7309932</a> )	due by 11:59pm
Tue Feb 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309937">Midterm 1</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309937">https://webcourses.ucf.edu/courses/1384321/assignments/7309937</a> )	due by 11:59pm

Date	Details	Due
Sun Feb 27, 2022	 <a href="#">Quiz 7</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309927">https://webcourses.ucf.edu/courses/1384321/assignments/7309927</a>	due by 11:59pm
Thu Mar 3, 2022	 <a href="#">Week 8 Remote Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2481994&amp;include_contexts=course_1384321">https://webcourses.ucf.edu/calendar?event_id=2481994&amp;include_contexts=course_1384321</a>	12pm to 1:15pm
	 <a href="#">Survey Extra Credit 2</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309942">https://webcourses.ucf.edu/courses/1384321/assignments/7309942</a>	due by 1pm
Sun Mar 6, 2022	 <a href="#">Quiz 8</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309924">https://webcourses.ucf.edu/courses/1384321/assignments/7309924</a>	due by 11:59pm
Sun Mar 13, 2022	 <a href="#">Quiz 9</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309925">https://webcourses.ucf.edu/courses/1384321/assignments/7309925</a>	due by 11:59pm
Sun Mar 27, 2022	 <a href="#">Quiz 10</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309928">https://webcourses.ucf.edu/courses/1384321/assignments/7309928</a>	due by 11:59pm
Thu Mar 31, 2022	 <a href="#">Week 12 Remote Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2481995&amp;include_contexts=course_1384321">https://webcourses.ucf.edu/calendar?event_id=2481995&amp;include_contexts=course_1384321</a>	12pm to 1:15pm
Sun Apr 3, 2022	 <a href="#">Quiz 11</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309933">https://webcourses.ucf.edu/courses/1384321/assignments/7309933</a>	due by 11:59pm
Thu Apr 7, 2022	 <a href="#">Week 13 Remote Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2481996&amp;include_contexts=course_1384321">https://webcourses.ucf.edu/calendar?event_id=2481996&amp;include_contexts=course_1384321</a>	12pm to 1:15pm
Sun Apr 10, 2022	 <a href="#">Quiz 12</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309923">https://webcourses.ucf.edu/courses/1384321/assignments/7309923</a>	due by 11:59pm
Wed Apr 13, 2022	 <a href="#">Midterm 2</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309938">https://webcourses.ucf.edu/courses/1384321/assignments/7309938</a>	due by 11:59pm
Sun May 1, 2022	 <a href="#">Final Paper</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309936">https://webcourses.ucf.edu/courses/1384321/assignments/7309936</a>	due by 11:59pm
	 <a href="#">Discussion Participation</a> <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309935">https://webcourses.ucf.edu/courses/1384321/assignments/7309935</a>	

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309939">Presentation</a> ( <a href="https://webcourses.ucf.edu/courses/1384321/assignments/7309939">https://webcourses.ucf.edu/courses/1384321/assignments/7309939</a> )	

# CPO 6091: SEMINAR IN COMPARATIVE POLITICS

Thursdays 6:00pm – 8:50pm - - Spring 2022

**Instructor:** Konstantin Ash (Konstantin.Ash@ucf.edu)

Office Hours: Tuesday 1-3p and Thursday  
3-5p @ HPH 311A

## Course Description

Comparative politics is the study of the differences and similarities in political institutions and behavior in countries around the world. This course intended as a broad survey of research across comparative politics, divided across two broader groupings: the study of functional political institutions in developed societies and the study of less functional political institutions in the developing world. Fundamentally, comparative politics is an effort to understand why politics differs in countries across the world and that will be our goal in the class.

There are several additional learning goals for the class: **First**, the readings are intended for you to gain a broad understanding of research in comparative politics and be able to engage with this research as fellow researchers. They are roughly the same readings I did while in grad school and they are fundamental to understanding the origins and direction of the field. **Second**, as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings, but to find flaws in them and potential avenues for improvement in future research. **Third**, It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on comparative politics AND clearly improves upon that work in some capacity. This is why you will be required to develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more coherent research than a quarter system, for instance, would allow.

## Assignments

### RESEARCH PAPER

Students will be expected to complete a research paper during the course. The research paper should take the form of an academic article that students could conceivably submit for publication and/or submit to a conference. In order to facilitate the smooth flow of research throughout the semester, there will be several deadlines for developing the paper:

- February 6 @ 11:59p. Submit research question and *at least* five articles or books that have answered the same research question or a similar question.

- February 27 @ 11:59p. Submit critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.
- March 27 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include, but is not limited to, qualitative case study methods, survey methods or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

Please submit the above three assignments to me through e-mail. The only boundary for this article is that it must, in some conceivable fashion, fall in the realm of the discipline of comparative politics.

Original work for this type of paper is preferred, but please talk to me if you would like to continue on working on a project you have submitted for a previous class (I will probably like to see what you have done in advance) or if you would like to continue on something you've been working on independently as a side project (this is more acceptable and even encouraged). I must approve the use of projects from a previous class *before* the research question deadline for the assignment.

Multiple submissions to this class and another class you're taking this semester are discouraged. More in-depth empirical work must be conducted (beyond the scope of the paper you would have written for just this class) for this to be acceptable. Please consult with me for further information before submitting a research question.

The research paper is due on **Tuesday, May 3 @ 12:00p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis.

## DISCUSSION PAPERS

For **two** of the weeks after week 1, students are expected to submit discussion papers and then lead discussion that week. The discussion papers should be 4-5 page **critical analyses** of **at least** three of the required or recommended readings from the assigned week. As part of a critical analysis, students should include a **brief** summary of an author's argument or research design, a passage on how the papers fit together as part of the broader research agenda for that week and a broader passage on aspects of either/both the papers or the broader research agenda that the student believes could be improved upon.

In addition to the paper, students writing papers in a particular week are expected to write **3-5** questions that are intended to provoke discussion in the class and to briefly discuss their findings and present the discussion questions during class in the relevant week.

Summaries of the readings alone submitted as discussion papers will receive at least a letter grade penalty. Please coordinate with your classmates to ensure that you are not writing a paper on the same readings if two people are writing discussion papers on the same week.

**PARTICIPATION**

Since this is a graduate seminar, participation is integral for the smooth flow of the course. My role is not to lecture or even present the readings to a great extent, but to facilitate discussion among yourselves. This means that your participation is necessary for the class, both in relaying the topics of the assigned readings and then analyzing and criticizing the arguments and empirical approaches in those readings.

**ACADEMIC INTEGRITY**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.



**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 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.

**GRADE BREAKDOWN**

**Research Paper – 40%**

**Discussion Papers – 20% each**

**Participation – 20%**

**Course Schedule and Readings**

Each week's courses will follow the same structure. There are required readings that should be done before each class and recommended readings that you should look at if you are either the discussant for that week or writing a research paper on a subject that broaches the week. This is also a good list to have for future literature reviews on papers related to comparative politics.

**WEEK 1 (JAN. 13 - ZOOM) - RESEARCH DESIGN, READING ACADEMIC RESEARCH, INSTITUTIONS AND INSTITUTIONAL ANALYSIS****Required Reading:**

- Adam Przeworski, "Institutions Matter?" *Government and Opposition* 39, 2004: 527-540
- Geddes, Barbara. *Paradigms and Sand Castles*. University of Michigan Press. Chapters 1 and 2.

**WEEK 2 (JAN. 20) - THE STATE AND STATE CAPACITY****Required Reading:**

- Tilly, Charles. 1990. *Coercion, Capital, and European States: AD 990-1990*. Cambridge: Blackwell: Chapter 3.
- Herbst, Jeffrey. 2000. *States and Power in Africa*. Princeton: Princeton University Press: Introduction and Chapters 1 and 4.
- Kasela, Kumuli. 2007. *Tax Me if You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa*. *American Political Science Review*, Vol.101, Issue 1:159 University Press. pp. 11-31.
- Spruyt, Hendrik. 1994. *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Princeton University Press. Chs. 3 and 8.

- Garfias, Francisco. "Elite competition and state capacity development: Theory and evidence from post-revolutionary Mexico." *American Political Science Review* 112, no. 2 (2018): 339-357.

**Recommended Reading:**

- Olson, M. *The Rise and Decline of Nations*.
- Migdal, J. *Strong Societies and Weak States*.
- Bates, Robert H. 2008. *When Things Fell Apart: State Failure in Late-Century Africa*, Cambridge University Press: New York.
- Bayart, Jean-Francois. 1989. *The State in Africa: The Politics of the Belly*, Longman: New York.

**WEEK 3 (JAN. 27) - DEMOCRACY: DEFINITIONS AND SIGNIFICANCE**

**Required Reading:**

- Schmitter, Philippe C, and Terry Lynn Karl. 1991. "What Democracy Is. . . and Is Not." *Journal of Democracy* 2(3): 75-88.
- Robert A. Dahl. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press, 1971. Read pages 1-16, 231-49.
- David Stasavage. 2020. *The Decline and Rise of Democracy: A global history from antiquity to today*. Princeton University Press. Chs. 2 and 3
- Adam Przeworski et al. *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990*. New York: Cambridge University Press, 2000. Ch. 2
- Barry R. Weingast, "Political foundations of democracy and the rule of law," *American Political Science Review*, 91 (2), June 1997: 245-263.
- Guillermo O'Donnell. "Illusions about Consolidation." *Journal of Democracy* 7 (April 1996), 34-51.
- Richard Gunther, P Nikoforos Diamondouros, and Hans-Jurgen Puhle. "O 'Donnell's Illusions: A Rejoinder." *Journal of Democracy* 7 (October 1996), 151-59.

**Recommended Reading:**

- Lipset, S.1959. "Some Social Requisites of Democracy: Economic Development and Legitimacy." *American Political Science Review* 53(1): 69-105.
- Andrew Roberts. *The Quality of Democracy in Eastern Europe: Public Preferences and Policy Reforms*. New York: Cambridge University Press, 2010.
- John B. Londregan and Keith T. Poole, "Does High Income Promote Democracy?," *World Politics*, 49: 1-30.
- Douglass C. North and Barry R. Weingast, "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England" *The Journal of Economic History* Vol. 49, No. 4 (Dec., 1989), pp. 803-832.

**WEEK 4 (FEB. 3) - ELECTORAL SYSTEMS AND ELECTORAL OUTCOMES****Required Reading:**

- Carles Boix, "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." *American Political Science Review* 93, 3 (September 1999), 609-24
- Cusack, Thomas, Torben Iversen, and David Soskice. 2007. "Economic Interests and the Origins of Electoral Systems," *American Political Science Review* 101, August 2007.
- Kreuzer, Marcus. 2009. Historical Knowledge and Quantitative Analysis: The Case of the Origins of Proportional Representation, *American Political Science Review*. Vol. 104, No. 2: pp 369 - 392
- Gary Cox, *Making Votes Count*. Cambridge: Cambridge University Press, 1997. Ch. 4.
- William H. Riker, "The Two-Party System and Duverger's Law." *American Political Science Review* 76, 4 (December 1982), 753-766.
- John Carey and Matthew Shugart. 1995. "Incentives to Cultivate a Personal Vote." *Electoral Studies* 14(4): 417-39.

**Recommended Reading:**

- Arend Lijphart. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press, 1999. Chapters 5 and 8.
- Cusack, Thomas, Torben Iversen, and David Soskice. 2009. Coevolution of Capitalism and Political Representation: The Choice of Electoral Systems, *American Political Science Review*. Vol. 104, No. 2:pp 393 - 403
- Boix, Carles. 2009. Electoral Markets, Party Strategies, and Proportional Representation, *American Political Science Review*. Vol. 104, No. 2:pp 404 - 41

**WEEK 5 (FEB. 10) - PRESIDENTIALISM AND PARLIAMENTARISM****Required Reading:**

- Jose Antonio Cheibub, *Presidentialism Parliamentarism, and Democracy*. Cambridge: Cambridge University Press, 2007, chs. 2 and 6.
- Arend Lijphart. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press, 1999. Chapter 7 and 11.
- Linz, Juan J. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1(1): 51-69.
- Gary W. Cox, *The Efficient Secret*. Cambridge: Cambridge University Press, 1987, ch. 6.
- Mainwaring, Scott, and Matthew S. Shugart. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal." *Comparative Politics* 29(4): 449-71.

**Recommended Reading:**

- David J. Samuels and Matthew S. Shugart, *Presidents, Parties and Prime Ministers*. Cambridge: Cambridge University Press, 2010,

- Kaare Strom, Wolfgang C. Muller, and Daniel Markham Smith, "Parliamentary Control of Coalition Governments," *Annual Review of Political Science* 13 (2010): 517-35.
- Jose Cheibub, Adam Przeworski, and Sebastian Saiegh, "Government Coalitions and Legislative Success Under Presidentialism and Parliamentarism," *British Journal of Political Science*, Vol. 34: 565-587

## WEEK 6 - (FEB. 17) THE RISE OF POPULISM IN ESTABLISHED DEMOCRACIES

### Required Reading:

- Mudde, Cas. "The populist zeitgeist" *Government and opposition* 39, no. 4 (2004): 541-563.
- Aslanidis, Paris. "Is populism an ideology? A refutation and a new perspective." *Political Studies* 64, no. 1 (2016): 88-104.
- Mudde, Cas, and Cristóbal Rovira Kaltwasser. "Exclusionary vs. inclusionary populism: Comparing contemporary Europe and Latin America." *Government and opposition* 48, no. 2 (2013): 147-174.
- Rodrik, Dani. "Populism and the economics of globalization." *Journal of international business policy* 1, no. 1 (2018): 12-33.
- Inglehart, Ronald, and Pippa Norris. "Trump and the populist authoritarian parties: the silent revolution in reverse." *Perspectives on Politics* 15, no. 2 (2017): 443-454.
- Berman, Sheri, and Maria Snegovaya. "Populism and the decline of social democracy." *Journal of Democracy* 30, no. 3 (2019): 5-19.
- Lupu, Noam. 2014. *Brand Dilution and the Breakdown of Political Parties in Latin America*. *World Politics*.

### Recommended Reading:

- Herbert Kitschelt and Steven I. Wilkinson. eds., *Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition*. Cambridge: Cambridge University Press, 2007, Ch. 1
- Norris, Pippa, and Ronald Inglehart. *Cultural backlash: Trump, Brexit, and authoritarian populism*. Cambridge University Press, 2019.
- Rooduijn, Matthijs, Sarah L. De Lange, and Wouter Van der Brug. "A populist Zeitgeist? Programmatic contagion by populist parties in Western Europe." *Party politics* 20, no. 4 (2014): 563-575.

## WEEK 7 - (FEB. 24) DEMOCRACY OR AUTOCRACY

### Required Reading:

- Moore Jr., B. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Chapters 7-9
- Daron Acemoglu and James A. Robinson. *Economic Origins of Dictatorship and Democracy* Cambridge: Cambridge University Press, 2006, chs. 1-2.

- Paul Dower, Evgeny Finkel, Scott Gehlbach, Steven Nafziger. 2018. "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" *American Political Science Review*. 112 (1): 125-147.
- Mancur Olson, "Dictatorship, Democracy, and Development," *American Political Science Review* 87: 567-76.
- Przeworski, A. *Democracy and the Market*: Chapter 2.

**Recommended Reading:**

- Stephan Haggard and Robert R. Kaufman. *The Political Economy of Democratic Transitions*. Princeton: Princeton University Press, 1995. Read Chapters 1, 4-5, 9-11.
- Samuel P. Huntington. *The Third Wave: Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press, 1991.
- Mancur Olson, *Power and Prosperity*. New York: Basic Books, 2000.
- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, *The Logic of Political Survival*. Cambridge, MA: MIT Press, 2003.
- Bratton, M. and Nicolas van de Walle. 1997. *Democratic Experiments in Africa. Regime Transitions in Comparative Perspective*. New York: Cambridge University Press.
- Hirschman, A. 1978. "Exit, Voice, and the State." *World Politics* 31(1): 90-107.

**WEEK 8 - (MARCH 3 - ZOOM?) TYPES OF AUTOCRACY**

**Required Reading:**

- Luebbert, G.M. 1987. "Social Foundations of Political Order in Interwar Europe." *World Politics*.
- Geddes, Barbara. 1999. What do We Know about Democratization after Twenty Years. *Annual Review of Political Science* 2: 115-144.
- Gandhi, Jennifer 2008, *Political Institutions Under Dictatorship*. Cambridge University Press. Chapters 2 and 3
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. New York: Cambridge University Press: Introduction and Chapter 1
- Blaydes, Lisa. 2011. *Elections and Distributive Politics in Mubarak's Egypt*. Cambridge University Press. Chapter 1.

**Recommended Reading:**

- O'Donnell, G. 1973. *Modernization and Bureaucratic Authoritarianism*. Berkeley: University of California Berkeley: Chapter 2
- Milan Svoblik. 2012. *The Politics of Authoritarian Rule*. Cambridge University Press.
- Lust-Okar, Ellen. 2005. *Structuring Conflict in the Arab World*: Chapters 2-3
- Steven Levitsky and Lucan Way. *Competitive Authoritarianism*. 2010
- Olson, M. 2000. *Power and Prosperity* New York: Basic Books: Chapters 1-4
- Wintrobe, Ronald. 1998. *The Political Economy of Dictatorship*. Cambridge University Press.

**WEEK 10 - (MARCH 17) POVERTY AND PROBLEMS OF ECONOMIC DEVELOPMENT****Required Reading:**

- Acemoglu, Johnson and Robinson. 2001. "The Colonial origins of comparative development: an empirical investigation." *American Economic Review* 91.
- Sokoloff, Kenneth L. and Stanley L. Engerman. 2000 "History Lessons: Institutions, Factor Endowments, and Paths of Development in the New World." *The Journal of Economic Perspectives* 14(3): 217-32.
- William Easterly. *The Elusive Quest for Growth*. Cambridge: MIT Press, 2002. Chaters. 8-11, 13.

**Recommended Reading:**

- Sachs, Jeffrey and Warner, Andrew. 1997. "Fundamental Sources of Long-Run Growth." *American Economic Review* 87(2): 184-88.
- Boix, C. *Democracy and Redistribution* (Cambridge) Introduction, Chs 1-2
- Robert H. Bates. *Markets and States in Tropical Africa*. Berkeley: University of California Press, 1981.
- Abhijit Banerjee and Lakshmi Iyer, "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India," *American Economic Review*, 94: 1190-1212.
- Glaeser, Edward L., Rafael La Porta, Florencio Lopez-de-Silanes and Andrei Shleifer. 2004. "Do Institutions Cause Growth?" *Journal of Economic Growth* 9(3): 271-303.
- Weyland, K. 2002. *The Politics of Market Reform in Fragile Democracies*. Princeton: Princeton University Press.

**WEEK 11 - (MARCH 24) CORRUPTION AND NATURAL RESOURCE POLITICS****Required Reading:**

- Michael L. Ross, 2001. Does Oil Hinder Democracy?, *World Politics* 53 (April 2001), 325-61
- Dunning, Thad. 2008. *Crude Democracy: Natural Resource Wealth and Political Regimes*, Cambridge University Press. Chs. 4 and 6.
- Van de Walle, Nicolas. 2007. "Meet the new boss, same as the old boss? The evolution of political clientelism in Africa." In *Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition*, edited by Herbert Kitschelt and Steven I. Wilkinson. Cambridge: Cambridge University Press.
- Susan Stokes, Thad Dunning, Marcelo Nazareno and Valeria Brusco. *Brokers, Voters, and Clientelism*. Cambridge University Press. 2013. Chs. 3 and 8.

**Recommended Reading:**

- Keefer, Philip, and Stuti Khemani. 2004. "Why Do the Poor Receive Poor Services?" *Economic and Political Weekly* 39(9): 935-43.

- Susan Rose-Ackerman, *Corruption and Government*. Cambridge: Cambridge University Press, 1999.
- Putnam, R. 1993. *Making Democracy Work*. Princeton: Princeton University Press.
- Margaret Levi, *Of Rule and Revenue*. Berkeley, CA: University of California Press, 1988.

## WEEK 12 - (MARCH 31 - ZOOM) IDENTITY POLITICS

### Required Reading:

- Chandra, Kanchan. 2006. "What Is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9(1): 397-424.
- Varshney, A. 2003. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press: Chapter 2.
- Laitin, D. 1998. *Identity in Formation*. Cornell: Cornell University Press. Part I.
- Posner, Daniel. 2004. The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. *American Political Science Review*, 98(4): 529-545.
- Chandra, Kanchan. 2004. *Why Ethnic Parties Succeed*. Cambridge University Press. Chapters 2 - 3.

### Recommended Reading:

- Anderson, B. 1983. *Imagined Communities*. New York: Verso: Chapters 1-3.
- Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*. Cambridge: Cambridge University Press: Chapters 2-5
- Houle, Christian. 2015. *Ethnic Inequality and the Dismantling of Democracy: A Global Analysis*. *World Politics*.
- Alberto Alesina, Reza Baqir and William Easterly. 1999. "Public Goods and Ethnic Divisions," *The Quarterly Journal of Economics* 114(4): 1243-1284 (skip the game theory parts).
- Chwe, M. *Rational Ritual: Chapters 1 and 2*
- Weber, E. *Peasants into Frenchmen: Chapters 6, 27, 29*
- McCauley, John. 2014. *The Political Mobilization of Ethnic and Religious Identities in Africa*. *American Political Science Review*.
- Jha, Sumitra. 2013. Trade, Institutions, and Ethnic Tolerance: Evidence from South Asia. *American Political Science Review*.
- Wilkinson, Steven. 2004. *Votes and Violence* Cambridge: Cambridge University Press.
- Kitschelt, H. *The Radical Right in Western Europe*. Michigan: The University of Michigan Press

**WEEK 13 - (APRIL 7 - ZOOM) SOCIAL MOVEMENTS AND REVOLUTIONS****Required Reading:**

- Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press: Chapters 2-3
- Lohmann, Susanne. 1994. "Dynamics of informational cascades: the monday demonstrations in Leipzig, East Germany, 1989-1991." *World Politics* 47: 42-101.
- Kuran, Timur (1991). "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44: 7-48.
- Brancati, Dawn. 2014. *Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide*. *Comparative Political Studies*
- Rosenfeld, Bryn, 2017. Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia. *American Political Science Review*, 111(4), pp.637-652.

**Recommended Reading:**

- McAdam, D. Sidney G. Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. Cambridge: Cambridge University Press: Chapters 1 and 4
- Hollyer, James R., Rosendorff, B. Peter and James Vreeland. 2015. *Transparency, Protest, and Autocratic Instability*. *American Political Science Review*.
- Albert O. Hirschman, *Exit, Voice and Loyalty*. Cambridge: Harvard University Press, 1970
- Scott, James. 1985. *Weapons of the Weak*. Yale University Press: Chapter 8
- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." *American Sociological Review* (1996): 132-152.
- Idean Salehyan and Brandon Stewart. 2016. *Political Mobilization and Government Targeting: When Do Dissidents Challenge the State?* *Comparative Political Studies*
- Steinert-Threlkeld, Zachary. 2017. *Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring*. *American Political Science Review*

**WEEK 14 - (APRIL 14 - ZOOM?) CONFLICT: CIVIL WARS AND TERRORISM****Required Reading:**

- Crenshaw, Martha, "The Causes of Terrorism," *Comparative Politics* 13, no. 4 (1981): 379-389.
- Sandler, Todd and Enders, Walter. 2006. *Political Economy of Terrorism*. Cambridge: Cambridge University Press. pp. 24-40.
- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," *Oxford Economic Papers* 56 (4): 563-595.
- Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency and Civil War" *American Political Science Review*: 475-90.



- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. "Horizontal inequalities and ethnonationalist civil war: A global comparison." *American Political Science Review* 105, no. 3 (2011): 478-495.
- Graeme Blair, C Christine Fair, Neil Malhotra, Jacob N Shapiro. 2013. "Poverty and support for militant politics: Evidence from Pakistan" *American Journal of Political Science*. Vol. 57, no. 1. pp. 30-48.
- Tezcur, Gunes Murat. 2016. *Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion*. *American Political Science Review*

**Recommended Reading:**

- Gurr, Ted. 1971. *Why Men Rebel?* Princeton: Princeton University Press.
- Horowitz, Donald. 1985. *Ethnic Groups in Conflict*. Berkeley: University of California Press.
- Finkel, Evgeny. 2015. *The Phoenix Effect of State Repression: Jewish Resistance during the Holocaust*. *American Political Science Review*.
- Fariss, Christopher. 2014. *Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability*. *American Political Science Review*.
- Feaver, Peter D. (2005) *Armed Servants: Agency, Oversight, and Civil-Military Relations*. Cambridge, MA: Harvard University Press.
- Belkin, Aaron, and Evan Schofer. 2003. "Toward a Structural Understanding of Coup Risk." *Journal of Conflict Resolution* 47(5):594-620.
- Humphreys, M. and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *AJPS*.
- Petersen, Roger D. *Resistance and Rebellion: Lessons from Eastern Europe*. Cambridge University Press
- Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press: Chapters 1, 4-5
- Weinstein, J. *Inside Rebellion*. Cambridge: Cambridge University Press: Chapter 1
- Thomas, Jakana and Kanisha D. Bond. 2015. *Women's Participation in Violent Political Organizations*. *American Political Science Review*.
- Eli Berman, Michael Callen, Joseph H. Felter and Jacob N. Shapiro. 2011. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines" *Journal of Conflict Resolution*, Vol. 55, No. 4. pp. 496-528.
- James D. Fearon, "Primary Commodity Exports and Civil War," *Journal of Conflict Resolution* 49, no. 4 (August 2005): 483-507.
- Dancygier, R. 2010. *Immigration and Conflict in Europe*. Cambridge: Cambridge University Press
- Quinlivan, James T. (1999) *Coup-Proofing: Its Practices and Consequences in the Middle East*. *International Security* 24(2):131-165.
- McMahan, R. Blake and Branislav Slantchev. 2015. *The Guardianship Dilemma: Regime Security through and from the Armed Forces*. *American Political Science Review*.

**WEEK 15 - (APRIL 21) - STUDENT PRESENTATIONS?**

**RESEARCH PAPER DUE TUESDAY, MAY 3 @ 12:00P THROUGH WEBCOURSES**

**Questions to answer while reading an academic article or book (maybe in this order)<sup>1</sup>**

- What is the point of the article?
- What is the author's agenda?
- Is the author trying to explain something? What is it?
- What have other people said about the subject the author is trying to explain?
- Does the author contribute anything beyond what these other people have said?
- What broader research agenda is the author adding to?
- What broader research agenda is the author trying to get rid of?
- What is the author's argument to explain this outcome?
- What claims does the author use to bridge his/her explanation of the outcome with the outcome itself?
- What assumptions does the author make in making these claims?
- How does the author test the claims that he/she made?
- Is this the best possible way to test these claims? Why or why not?
- Does the author test the theory in the appropriate place/time?
- Does the author's test adequately take alternative explanations into account?
- Does the author's test adequately account for biases, such as endogeneity, selection or ecological inference?
- What are the author's findings?
- Are the findings generalizable to other cases?
- How do the findings affect our understanding of the author's research agenda? Other research agendas?
- Has the author convinced you that his/her explanation for the chosen outcome is better than what others have done?

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<sup>1</sup>It's also good practice to do this with your own work.

# POS6729-22Spring 0001

## Political Network Analysis: Theory and applications

### Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302 (ask the front desk)
- Phone: 407 823 5990
- Digital Contact: [Webcourses@UCF](mailto:Webcourses@UCF) messaging
- **Office Hours - In person, in some cases they can be held Online via Zoom:** Tuesday 11am to 12.30 pm, Wednesday 1pm to 3pm, other times available upon appointment
  - Join Zoom Meeting <https://ucf.zoom.us/j/8496051416>
    - If the above link asks for a PSW try PoliNets21
    - If the above link does not work with PSW, try <https://ucf.zoom.us/j/8496051416?pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09>
- **Office Location:** HPH 302 (Howard Phillips Hall), UCF Main Campus - or Research 1
- **All course-related issues have to be sent through [Webcourses@UCF \(Canvas\)](mailto:Webcourses@UCF); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**
- **Email:** [jacopo.baggio@ucf.edu](mailto:jacopo.baggio@ucf.edu) (only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

# Course Information

- Term: Spring 2022
- Course Number & Section: POS 6729-22
- Course Name: Political Network Analysis
- Credit Hours: 3
- Class Meeting Days: **Wednesday 6pm to 8.50pm (18 to 20.50), VAB 0113**
- Course Modality: Face to Face (P)
- 

# Enrollment Requirements

Course Prerequisites (if applicable): graduate standing at UCF or instructor permission. An interest in network analysis and python are highly recommended.

## **Covid 19-related policies \*(superseded by University decisions)**

**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 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.

**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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

– Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **SYLLABUS DISCLAIMER:**

**This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via Webcourses@UCF.**

## **Course Motivation**

The world is becoming increasingly complex and interlinked due to globalization and the advancements of technologies. In the last two decades, network science has gained traction and has been used to describe a wide variety of different phenomena in life and social sciences. In fact, it is well documented that structural properties of networks influence behaviors and outcomes in a wide range of systems: from social networks to food webs, from landscapes to power grids, from the internet to political and policy networks, not to mention epidemics and vaccines interactions,

strategies and ideas, coalitions and teams.

## Course Description

Network theory dates its conceptual origins back to the 1730s thanks to Euler (1736); but the starting point of modern graph theory is considered to be the work of two Hungarian mathematicians on random graphs: Erdos and Reny in 1959 and 1960.

This course is an introduction to network theory. The course will focus on introducing concepts, metrics and applications in network analysis with a focus on policy networks, collaborations and interdependent systems. The course will also provide students with the ability to devise their own network survey, collect data, and to do their own network analysis in Python, via the NetworkX package. The course is thus divided into a general lecture in which concepts and metrics are explained to students via standard lecture format, and a technical lecture in which students will familiarize themselves with the analysis of Networks via NetworkX. The course will also include introductory lectures on how to write a script. This latter is an important transferable skill as scripts are used in many programs used in today world and academic environments: from SPSS, to STATA, from Matlab to R. The topics covered will be the following:

- **General concepts:** Networks, classes of networks, network metrics, exponential random graph models, multiplex networks, diffusion on networks. Applying network theoretical tools for the analysis of policy and political networks as well as integrated social-ecological networks.
- **Technical skills:** Survey instrument for devising networks; Python NetworkX package
- **Optional skills (to be discussed with the instructor):** Integrating Networks and computational modelling, using R (sna, igraph, and ergm)

packages are great).

## To facilitate learning, the course is divided into four main blocks:

1. The first block of the course will introduce what are networks, different network classes and the most common network metrics used to analyze networks.
2. The second block of the course will focus on (best) practices to collect data for network analysis, and application of network analysis to real world problems.
3. The third block will focus on advanced network topics (exponential random graph models and multiplex networks).
4. The final block of the course will be centered on group and individual final projects. We will work in class on defining meaningful research questions related to network analysis, how to gather relevant network data, analyze networks and interpret the results. Optional topics can be discussed with the instructor and addressed in this third block.

## Course Objectives

Students that successfully complete this class will be able to:

- Define and understand key concepts in network science
- Use NetworkX package in Python to analyze networks
- Apply theory and methods learned to interpret and analyze problems in their area of interest

To facilitate achieving these broad objectives, students will be assigned a variety of tasks to secure this knowledge. Students are expected to read the assigned materials **before** class and to participate in class discussions. This will not be a standard lecture class. *We will all need to engage in discussion.*



# Requirements

To successfully complete this class you need access to a pc or laptop and the following software:

- Microsoft Office Excel or equivalent
- Microsoft Office Word or equivalent
- Microsoft Office Power Point or equivalent
- PDF Reader
- Python **3** (Anaconda distribution makes it easier to install packages and it comes with the main Python packages already installed. You can find Conda(Anaconda) here: <https://conda.io/docs/index.html>)

For Students interested in optional topics, software targeted to student interest is recommended (i.e. computational modelling software such as NetLogo).

Own research topics are welcome, but not required. If you have a specific research topic you want to work on, final and mid-term projects will be centered on your own research topic.

# Expectations

It is expected that students come prepared to lectures. This means that students are expected to have **read** the material provided ***prior*** the class. The papers and book chapter in **BOLD are mandatory**, but it is **expected** that students will engage with **all the material provided**. The course is designed as follows (but subject to modification depending on class educational needs), each class is divided into a general and a technical lecture/exercises.

- *General lecture*: will be based on basic concepts for the week topic and

discussion of the readings assigned

- *Technical lecture*: will be centered upon increasing skills and ability in collecting and analyzing network data.

## Typical Class Format

Although class may follow the format described below, the format is not fixed and will depend on the educational needs of the class and the number of students.

### General lecture:

- If there is a discussion paper:
  - Discussion Leads for the assigned reading – 10 minutes
  - Discussion on the assigned reading – 10 minutes
  - Discussion of the readings and summary of the discussion – 25 or more minutes
  - Point raised that needs clarification, q&a, "traditional lecture" – remaining time
- If the format is a standard lecture:
  - Standard lecture on the weekly topic
  - Q & A (during the lecture and after, please feel free to interrupt at anytime).
- **Remember:** the more you are engaged, the more you will learn and the more fun the class can be!

### Technical Lecture:

- Revising and discuss previous exercises and concepts
- Exercises in class (this will be varied)

# Assignments

For Essay type assignments you are asked to use word processing that your instructor can access. Therefore, preferably use Word, pdf, or plain text files. If you use software that is different and you may not sure whether it will be accessible by your instructor, contact Dr. Baggio. Files that cannot be opened will not be graded. The total available is 110%.

## Assignments deadline:

DiscussionAssessment: See due-dates on calendar

Technical Assessment: See due-dates on calendar

## Late Assignments:

Continuous Evaluation: Late assignments are penalized 1 point each 3 hours late. (after 9hrs, 0 points are awarded).

**Final Project:** Late assignment will be evaluated with 0 points.

**Exception to late assignments:** only medical (WITH doctor's note) late assignments can be accepted, unless otherwise stated by the university policies.

# Continuous Evaluation

## Discussion Assessment: Discussion Leads (20 points)

During block 2 of this course and relating only to application of network analysis papers (depending on enrollment) one course participants will need

to read and discuss a peer-reviewed article. Each discussion lead will have 3 main tasks – (all have to participate in the discussion as all receive points for participation)

1. Critically assess the validity of the paper assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the paper assigned. If you have doubts or do not know how to proceed you can organize a meeting with me and I will provide guidelines for critiquing the paper assigned.
2. If the class does not discuss the paper, randomly someone will be chosen to lead the discussion on limitations strengths of the paper assigned.
3. Each participation is evaluated each week. If you do not participate you will get 0 points for a specific week.

### **Technical Assessment: Exercises take-home assignments (20 points)**

Each week all students will be expected to complete the assignments given. Assignments vary. For example, take-home assignments can be related to simple “script language questions” (i.e. build an if-then statement or a for loop statement), network analysis questions, loading network data into python. Other technical assignment can relate to how to gather network data, potential biases in network datasets etc...

## **Final Project**

### **Project Presentation (15 points) – open to faculty and other students.**

- The project presentations can be done individually or in groups. Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a penalization in points).
- If in groups, all the names of all the group members have to be reported

by each individual.

- Each individual will have to present part of the project to receive a grade.
- If an individual part of a group does not actually present, s/he will receive 0 points for this assignment.
- A group can be of no more than 4

## **Final Project Paper (45 points)**

### **The final project is due the last week of class**

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your technical skills. It has to involve an in-depth analysis of a topic of your choices centered upon network analysis.
- The final project can be done individually or in groups. If in groups, all the names of all the group member have to be reported by each individual.
- Contribution of each member should be stated, if not all members will be assumed to have participated equally.
- Groups can be of no more than 4
- Your final project must consist of a thoughtful analysis on a topic of your choice:
  - You can choose to analyze and critique an existing paper that uses network analysis and try to replicate their results.
  - The final essay should contain a brief literature review on the topic you are working on, description of the analysis and why you are using specific network metrics), results, limitations, discussion and conclusion.

- You need to cite at least 5 peer review articles that deal with the topic of your choice.
- APA style is required as well as proper citation.

**The essay must be at least 2000 words, not to exceed 3500 words.**

**Summary of impact of the different assignment on your final grade:**

Continuous Learning	Discussion	20 points
	Take-Home Assignments	20 points
Final Evaluation	Project Presentation	15 points
	Final Project Paper	45 points

**Equivalence: Grade points and Letter grade**

Grade in Points	Letter Grade
> 90	A
> 80	B
> 70	C
> 60	D
< 60	F

## Course Schedule

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. All readings will be uploaded into Canvas. The course is divided in three main

blocks

## General Readings

the following papers, books and book chapter do not refer to a specific weekly topic but are useful summary reports on network science.

- Albert, R., & Barabási, A.-L. (2002). Statistical mechanics of complex networks. *Reviews of Modern Physics*, 74(1), 47-97.
- Boccaletti, S., Latora, V., Moreno, Y., Chavez, M., & Hwang, D.-H. (2006). Complex networks: Structure and dynamics. *Physics Reports*, 424(4-5), 175-308.
- da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks : A survey of measurements. *Advances in Physics*, 56(1-2), 167-242.
- Newman, M. E. J. (2003). The structure and function of complex networks. *SIAM review*, 45(2), 167-256.
- Barabasi A.-L.: Network Science Book online  
<http://barabasi.com/networksciencebook/>

## BLOCK1: Introducing Networks, Network Classes and Network Metrics

### Week 1:

- **Introduction to the course.** What we will do, what is expected, what are the aims and objectives and the philosophy behind the teaching of this course. Introduction to Networks and the story behind them.
- **Technical: Introducing Python:** how to install python and python packages, what is python, what are the basics concept of scripting in

python?

- **Readings:**

- **Barabasi Book Ch 1 and 2.1, 2.2, 2.4, 2.5 and 2.6**
- Borgatti S., Mehra, A., Brass, D.J., Labianca, G. (2009). Network Analysis in the Social Sciences, *Science* 323, 892-895.
- **Watts, D. J. (2004). The "New" Science of Networks. Annual Review of Sociology, 30, 243-270.**
- Amaral, L. A. N., & Ottino, J. M. (2004). Complex networks: Augmenting the framework for the study of complex systems *The European Physical Journal B*, 34(2), 147-162.
- Granovetter (1973): The Strength of Weak Ties, *American Journal of Sociology* 78 , pp. 1360-1380

## **Week 2:**

- **General: Network Metrics:** Centrality, distance and clustering: the most common network metrics used, and how can we interpret them?
- **Technical: Basics of Python programming:** How to write simple statements in python.
  - **Practice:** Write simple statements in Python
- **Readings:**
  - **Barabasi Book Section 2.3, 2.8, 2.9 and 2.10**
  - Everett M, Borgatti SP (2005) Extending centrality. *Models and Methods in Social Network Analysis*, eds Carrington P, Scott J, Wasserman S (Cambridge Univ Press, Cambridge, UK), pp 57–76.
  - Bonacich, Phillip. (1987). Power and centrality: A family of measures. *American Journal of Sociology*:1170–82.
  - **Börner, K., Sanyal, S., & Vespignani, A. (2007). Network Science. In B. Cronin (Ed.), Annual Review of Information Science & Technology (Vol. 41, pp. 537-607). Medford, NJ:**



## Information Today, Inc./American Society for Information Science and Technology.

- da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks : A survey of measurements. *Advances in Physics*, 56(1-2), 167-242 -> Read part 1, 2, 3, 4, 5, 6, and 9
- Freeman, L. C. (1978). Centrality in social networks conceptual clarification. *Social networks*, 1(3), 215-239.

### Week 3:

- **General: Network Metrics II:** Communities, page rank, eigenvector: other important network metrics and their interpretation.
- **Technical: Basics of Python 2:** logic of programming: if-then-else statements
  - **Practice:** Exercises on if-then else statements
- **Readings:**
  - **Barabasi Book Ch 7 (up to section 7.7), Ch 9 (up to section 9.7)**
  - da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks : A survey of measurements. *Advances in Physics*, 56(1-2), 167-242 -> Read part7,10,11,12
  - **Latora, V., & Marchiori, M. (2001). Efficient Behavior of Small-World Networks. *Physical Review Letters*, 87(19), 198701-198701 198701-198704.**
  - Newman, M. E. J. (2002). Assortative Mixing in Networks. *Physical Review Letters*, 89(20), 208701.208701-208701.208704.
  - Newman, M. E. (2006). Modularity and community structure in networks. *Proceedings of the national academy of sciences*, 103(23), 8577-8582.

## Week 4:

- **General: Network Classes:** What are network classes? Why are they important?
- **Technical: Basics of Python 3:** logic of programming: for and while loops
  - **Practice:** Exercises on for and while loops
- **Readings:**
  - **Barabasi Section 3.1, 3.2, 3.3, 3.4, 3.5 and 4.1, 4.2, 4.3, 4.4**
  - **Barabási, A.-L., & Albert, R. (1999). Emergence of Scaling in Random Networks. Science, 286(5439), 509-512.**
  - **Barabasi, A.L. and Bonabeau, E. (2003) Scale-free networks. Scientific American, 50- 59.**
  - **Watts, D. J., & Strogatz, S. H. (1998). Collective dynamics of 'small-world' networks. Nature, 393 (6684), 440-442.**
  - **Watts, D. J. (1999). Networks, dynamics, and the small-world phenomenon. American Journal of sociology, 105(2), 493-527.**
  - **Albert, R., Jeong, H., & Barabási, A.-L. (2000). Error and attack tolerance of complex networks. Nature, 406(6794), 378-382.**

## BLOCK2: Gathering Network Data and Network Applications

### Week 5:

- **General: Collecting Network data:** how we gather network data? What are the different techniques that we can use? What are the typical questions you would like to ask if using survey?
  - **Discussion:** Each "lead" will discuss one paper chosen from the ones below.
- **Technical: NetworkX:** Upload your own data in NetworkX

- **Practice:** upload data in specific formats (dataset will be provided) in NetworkX
- **Readings (on applications)**
  - Costa, L. D. F., Oliveira Jr, O. N., Travieso, G., Rodrigues, F. A., Villas Boas, P. R., Antiqueira, L., ... & Correa Rocha, L. E. (2011). Analyzing and modeling real-world phenomena with complex networks: a survey of applications. *Advances in Physics*, 60(3), 329-412.
  - Padgett, J. F., Ansell, C.K., (1993). Robust action and the rise of the medici 1400-1434 *The American Journal of Sociology*, 98, 1259-1319.
  - Pitts, F.R., (1979). The medieval trade network of Russia revisited. *Social Networks*, 1, 285-292.
  - Yousefi Nooraie, R., Sale, J. E. M., Marin, A., & Ross, L. E. (2020). Social Network Analysis: An Example of Fusion Between Quantitative and Qualitative Methods. *Journal of Mixed Methods Research*, 14(1), 110–124.
  - Schiffer, E., & Hauck, J. (2010). Net-map: Collecting social network data and facilitating network learning through participatory influence network mapping. *Field Methods*, 22(3), 231–249.

## Week 6:

- **General: Political Science and Networks**
  - **Discussion:** Each "lead" will discuss one paper chosen from the ones below.
- **Technical: NetworkX 2: Analyzing networks!**
  - **Practice:** Analyze the networks uploaded last week and interpret the results.
- **Readings (on applications)**
  - Porter, M.A. et al. 2007. Community Structure in the United States House of Representatives. *Physica A*. 386(1): 414-438.

- Cranmer, S. J., Desmarais, B. A., Kirkland J.H., (2012). Toward a Network Theory of Alliance Formation. *International Interactions* 38:295-324.
- Saunders, C., (2007). Using Social Network Analysis to Explore Social Movements: A Relational Approach. *Social Movement Studies* 6:227-243.
- Krackhardt, D. (1990). Assessing the political landscape: Structure, cognition, and power in organizations. *Administrative science quarterly*, 342-369.
- Berardo, R., Fischer, M., & Hamilton, M. (2020). Collaborative Governance and the Challenges of Network-Based Research. *The American review of public administration*, 50(8), 898-913.
- Ulibarri, N., & Scott, T. A. (2016). Linking Network Structure to Collaborative Governance. *Journal of Public Administration Research and Theory*, muw041.

## Week 7:

- **General: Policy networks**
  - **Discussion:** Each "lead" will discuss one paper chosen from the ones below.
- **Technical: Using NetworkX to analyze multiple networks.**
  - **Practice:** Analyze networks in a loop (data will be provided)
- **Readings:**
  - Ward, Michael D., Katherine Stovel, and Audrey Sacks. 2011. Network Analysis and Political Science. *Annual Review of Political Science* 14:245-64.
  - Mewhirter, J., & Berardo, R. (2019). The impact of forum interdependence and network structure on actor performance in complex governance systems. *Policy Studies Journal*, 47(1), 159-177.

- Lubell, M., Scholz, J., Berardo, R., & Robins, G. (2012). Testing policy theory with statistical models of networks. *Policy Studies Journal*, 40(3), 351-374.
- Berardo, R., & Scholz, J. T. (2010). Self-organizing policy networks: risk, partner selection, and cooperation in estuaries. *American Journal of Political Science*, 54(3), 632-649.
- Sandström, A., & Carlsson, L. (2008). The performance of policy networks: The relation between network structure and network performance. *Policy Studies Journal*, 36(4), 497-524.
- Schoon, M., York, A., Sullivan, A., Baggio, J., 2017. The emergence of an environmental governance network: the case of the Arizona borderlands. *Reg. Environ. Chang.* 17, 677-689.

## **Week 8:**

- **General: Network analysis in natural resource management.**
  - **Discussion:** Each "lead" will discuss one paper chosen from the ones below.
- **Technical:** Summary: a recap of what we have learned so far.
- **Readings:**
- Janssen, M. A., Bodin, Ö., Anderies, J. M., Elmqvist, T., Ernstson, H., McAllister, R. R. J., Olsson, P., Ryan, P. (2006). Toward a Network Perspective of the Study of Resilience in Social-Ecological Systems. *Ecology and Society*, 11(1), 15.
- Bodin, Ö., García, M. M., & Robins, G. (2020). Reconciling Conflict and Cooperation in Environmental Governance: A Social Network Perspective. *Annual Review of Environment and Resources*, 45(1), 1-25.
- Bodin, Ö., Alexander, S. M., Baggio, J., Barnes, M. L., Berardo, R., Cumming, G. S., ... & Guerrero, A. M. (2019). Improving network approaches to the study of complex social-ecological

interdependencies. *Nature Sustainability*, 2(7), 551-559.

- Prell, C., Hubacek, K., & Reed, M. (2009). Stakeholder analysis and social network analysis in natural resource management. *Society and Natural Resources*, 22(6), 501-518.
- Bodin, Ö. (2017). Collaborative environmental governance: Achieving collective action in social-ecological systems. *Science*, 357(6352), ean1114.
- Sayles, J. S., & Baggio, J. A. (2017a). Who collaborates and why: Assessment and diagnostic of governance network integration for salmon restoration in Puget Sound, USA. *Journal of environmental management*, 186, 64-78.
- Sayles, J. S., & Baggio, J. A. (2017b). Social-ecological network analysis of scale mismatches in estuary watershed restoration. *Proceedings of the National Academy of Sciences*, 114(10), E1776-E1785.

## Week 9:

- **General: Spreading on networks:** What is the relationship between spreading of phenomena and the underlying network?
  - **Discussion:** (Depending on main reading chosen, most likely Centola 2010)
- **Technical: Networks and Diffusion in Python:** How to assess the relationship between network properties (metrics) and diffusion (or spreading) of ideas, strategies, epidemics, policies etc...
- **Readings:**
- **Barabasi Book Ch 10 (up to 10.7)**
- **Centola, Damon. (2010). The Spread of Behavior in an Online Social Network Experiment. *Science*329: 1194-1197.**
- Centola, D. and Macy, M.W. (2007). Complex contagion and the weakness of long ties. *American Journal of Sociology*, 113(3):702-734
- Shalizi, Cosma Rohilla and Andrew C. Thomas. 2011. Homophily and

Contagion Are Generically Confounded in Observational Social Network Studies. *Sociological Methods & Research* 40(2): 211–239.

- Christakis, Nicholas A. and James H. Fowler. 2010. "Social Network Sensors for Early Detection of Contagious Outbreaks." *PLoS ONE* 5(9)
- Pastor-Satorras, R., & Vespignani, A. (2001). Epidemic spreading in scale-free networks. *Physical review letters*, 86(14), 3200.
- Baggio, J. A., & Hillis, V. (2018). Managing ecological disturbances: Learning and the structure of social-ecological networks. *Environmental Modelling & Software*, 109, 32-40.
- De Domenico, M., Granell, C., Porter, M. A., & Arenas, A. (2016). The physics of spreading processes in multilayer networks. *Nature Physics*, 12(10), 901-906.
- Stauffer, D., Sousa, A. O., & Schulze, C. (2003). Discretized opinion dynamics of Deffuant on scale-free networks. *Journal of Artificial Societies and Social Simulation*, 7(3), 21.
- Brummitt, C. D., D'Souza, R. M., & Leicht, E. A. (2012). Suppressing cascades of load in interdependent networks. *Proceedings of the National Academy of Sciences of the United States of America*, 109(12), E680-9.

## BLOCK 3: Advanced Topics in Network Science

### Week 10:

- **General: Summary:** Exponential Random Graph Models
- **Technical:** ERGM analysis in Python, using user-written ergm package.
  - **Practice:** analyze the dataset provided and interpret the results using the ERGM user-written package in Python (need to re-test if it still works correctly with the last version)
- **Readings:**
  - Robins, G., Pattison, P., Kalish, Y., & Lusher, D. (2007). An

introduction to exponential random graph ( $p^*$ ) models for social networks. *Social networks*, 29(2), 173-191.

- Robins, G., Lewis, J. M., & Wang, P. (2012). Statistical network analysis for analyzing policy networks. *Policy Studies Journal*, 40(3), 375-401.
- Gerber, E. R., Henry, A. D., & Lubell, M. (2013). Political homophily and collaboration in regional planning networks. *American Journal of Political Science*, 57(3), 598-610.
- Barnes, M., Bodin, Ö., Guerrero, A., McAllister, R., Alexander, S., & Robins, G. (2017). The social structural foundations of adaptation and transformation in social–ecological systems. *Ecology and Society*, 22(4).
- Barnes, M. L., Wang, P., Cinner, J. E., Graham, N. A., Guerrero, A. M., Jasny, L., ... & Zamborain-Mason, J. (2020). Social determinants of adaptive and transformative responses to climate change. *Nature Climate Change*, 10(9), 823-828.
- **Bodin, Ö., & Tengö, M. (2012). Disentangling intangible social–ecological systems. *Global Environmental Change*, 22(2), 430-439.**

## **Week 11:**

- **General: Multiplex Networks**
- **Technical:** Analysis of multiplex networks in Python: using Pymnet.
  - **Practice:** Analyze and interpret the results of the dataset provided using Pymnet.
- **Readings:**
- **Baggio, J. A., BurnSilver, S. B., Arenas, A., Magdanz, J. S., Kofinas, G. P., & De Domenico, M. (2016). Multiplex social ecological network analysis reveals how social changes affect community robustness more than resource depletion. *Proceedings of the***



***National Academy of Sciences, 113(48), 13708-13713.***

- Buldyrev, S. V., Parshani, R., Paul, G., Stanley, H. E., & Havlin, S. (2010). Catastrophic cascade of failures in interdependent networks. *Nature*, 464, 1025-1028.
- **Mucha, P. J., Richardson, T., Macon, K., Porter, M. A., & Onnela, J. P. (2010). Community structure in time-dependent, multiscale, and multiplex networks. *science, 328(5980), 876-878.***
- De Domenico, M., Solé-Ribalta, A., Cozzo, E., Kivela, M., Moreno, Y., Porter, M. A., ... & Arenas, A. (2013). Mathematical formulation of multilayer networks. *Physical Review X*, 3(4), 041022.
- Kivela, M., Arenas, A., Barthelemy, M., Gleeson, J. P., Moreno, Y., & Porter, M. A. (2014). Multilayer networks. *Journal of complex networks*, 2(3), 203-271.

**BLOCK 4: Individual/Group projects and optional skills to be developed*****Week 12:***

- **Group Project, Discussing research questions and assumptions.**

***Week 13:***

- **Group Project, Discussing data needs and analysis.**

***Week 14:***

- **Group Project, Discussing preliminary findings**

***Week 15:***

- **Presenting your Project - Presentations are open to the public**

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

## 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.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with

regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

# Course Syllabus

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



## PUP 3204, Sustainability

Environmental politics through the lens of "sustainability." Attention devoted to the relationships of culture, economics, and ecology.

## Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302 (ask the front desk)
- Phone: 407 823 5990
- Digital Contact: Webcourses@UCF messaging
- **Office Hours - Online via Zoom or in-person:** Tuesday 11am to 12.30 pm, Wednesday 1pm to 3pm, other times available upon appointment
  - Join Zoom Meeting <https://ucf.zoom.us/j/8496051416>
  - If the above link asks for a PSW try PoliNets21
  - If the above link does not work with PSW, try <https://ucf.zoom.us/j/8496051416?pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09>
- **Office Location:** HPH 302 (Howard Phillips Hall), UCF Main Campus -

or Research 1

- **All course-related issues must be sent through [Webcourses@UCF \(Canvas\)](mailto:Webcourses@UCF); any questions NOT related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**
- **Email:** [jacopo.baggio@ucf.edu](mailto:jacopo.baggio@ucf.edu) (only for urgent communication NOT related to the course. All course related communication must happen via Canvas).

## **SYLLABUS DISCLAIMER:**

**This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via [Webcourses@UCF](mailto:Webcourses@UCF).**

## **Course Information**

- Term: Spring 2022
- Course Number & Section: PUP 3204 0W60
- Course Name: Sustainability
- Credit Hours: 3
- Class Meeting Days: Online
- Course Modality: W (fully online)

## **Enrollment Requirements**

Course Prerequisites (if applicable): none, but an interest in sustainability is recommended :)



# COVID - 19 Related Policies

**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 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.

**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.

## **Course Accessibility and Disability COVID-19 Supplemental Statement**

– Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **Course Introduction**

Today the world is changing at an unprecedented rate. Changes are coming

fast, due to environmental, technological and socio-economic changes. Sustainability, concerned with issues relating to the ability of present society to enjoy resources and levels of wealth, while not jeopardizing the ability of future generations to do so, is becoming more prominent.

The objective of this course is giving students the ability to critically think around issues related to sustainability, increase knowledge on issues related to socio-economic, political, demographic processes as well as environmental ones concerning the sustainable use of resources, and be able to present concisely and clearly problems and potential solutions to current and possible future concerns related to "sustainability".

## Course Description

This course is an introduction to concepts related to sustainability, resilience and common pool resources. The course will focus on introducing concepts, metrics and examples of issues and problems that fall under the umbrella of "sustainability" with a focus on managing common pool resources sustainably and an introduction to resilience and social-ecological systems. Both traditional lecture and student led lectures/presentation will be used in this class.

## Student Learning Outcomes

By the end of the semester student should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that exist when dealing with "sustainability" as well as "resilience" and have a more holistic view related to problem solving and the environment. Further, by the end of the course, students should be:

- Familiar with concepts related to sustainability (sustainability, equity,

legitimacy, fairness etc.), common pool resources (social dilemmas, common pool resource systems etc.), and resilience (social-ecological systems, resilience, vulnerability etc.)

- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to search for added information using proper peer-reviewed literature (e.g. via google scholar, or the library, or ISI web of knowledge etc.)

Finally, students will be evaluated via:

- Weekly Group Discussions (10)
- One video presentation or 1000 words essay on the topic of your choice but related to sustainability
- One 1000-word essays that blends concepts learned during this course and a topic of your choice.
- Mid-Term and Final Exam

## Expectations

It is expected that students read the material provided. Students should engage with **all the material provided and are strongly encouraged to search for additional materials**. In other words:

- Read the text assigned, think and critically assess the readings,
- Search for papers assigned and other that are important for your essay/video presentation.
- Prepare for and participate in the weekly discussions.
- Read the material
- Turn in the assignments on time.

In this course we will utilize turnitin.com, an automated system which

instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## Required Books

1. *Sustainability: The Basics* by Peter Jacques (either the first or the second edition)
2. *Sustaining the Commons*, Anderies and Janssen freely available here: <http://sustainingthecommons.asu.edu>

## Grades

A maximum of 100 points is given in this course. You will be evaluated via 1 video presentation/essay, 1 final essays, 10 weekly discussions and 2 exams (1 mid-term and 1 final). Essay and/or video presentation will assess your ability to critically think and engage with the material proposed as well as searching for material other than the one presented in class. Exams will be based on course content that comprises the material covered in the modules and the readings assigned. Weekly discussions are build to assess and discuss current issues related to sustainability and the module/weekly topics

**Excusable late assignments and make up work conditions:** Only for medical reasons or for UCF excusable events.

**Late assignments:** Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be considered and evaluated 0 points.

Details of the video presentations and essays will be discussed via [Webcourses@UCF](mailto:Webcourses@UCF) (Canvas) conversation boards and/or during office hours.

## **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me at least one week ahead of time to notify me of upcoming needs.

## **Weekly Discussions**

Weekly you will be required to post a discussion post and reply twice to two different original discussion posts of your class-mates. Each original discussion post has to be at least 100 words in length and need to be pertinent to the topic discussed. Each "response" must be at least 50 words in length. Failure to post an original 100 words discussion post, AND 2 responses at least 50 words long will lead to 0 point for that discussion.

## **Video Presentation**

If you choose to build a video presentation (max 5 minutes), the evaluation will take into account content (you will need to research new content that goes beyond what has been done in class), style and flow of the presentation as well as the delivery.

Presentations will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the presentation
- Use of introductory and concluding paragraph
- Consistency of the presentation (is it one presentation or is it a puzzle/collage of multiple not "well related" presentations?)

## Essays

**All Essays will be submitted to Turnitin, avoid plagiarism!**

Essays are can be done on the topic of your choice. Essays must be:

- Maximum 1000 words
- Formatting:
  - Line spacing: 1.5
  - Font: Times New Roman or Arial or Calibri
  - Font Size: 11 or 12
- Contain at least 5 peer reviewed article outside the ones assigned. These article will need to be appropriately referenced (either APA or Chicago style referencing must be used).

Essays will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to

course content

- Overall logical flow of the essay
- Correct use of sources (at least 5 sources outside the once assigned and optional readings of the syllabus, plus sources that are present in the syllabus)
- Concluding paragraph in which the student evaluates the argument, the views and draws her/his own conclusions.

## Exams

Based on the readings assigned (books and papers) and modules' content. Exams will be in the form of multiple choice questions AND open-ended questions.

## Assignment Submission

All assignments must be submitted via [Webcourses@UCF](mailto:Webcourses@UCF). They will need to be uploaded as pdf, playable video format or word-documents. Any other file format will not be taken into consideration. All assignments must to be uploaded individually by each class participant. Exams will be on [Webcourses@UCF](mailto:Webcourses@UCF) (quizzes)

## Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Weekly Discussions - Week 2, 3, 4, 6, 7, 9, 10, 11, 12, 13. Discussions are due on Sundays at 11.59pm.	Discussion	3 points each (max 30 points)	Use discussion for the module/ on <a href="mailto:Webcourses">Webcourses</a>
Week 5, Feb. 13th at 11.59pm	1000 word First Essay or	15	Upload essay or video presentat

	Video Presentation		<a href="#">Webcourses@L</a>
Week 8, Mar. 4th	Mid-Term Exam	15	On <a href="#">Webcourses</a>
Week 14, April 24th at 11.59pm	1000 word Essay	20	Upload essay o <a href="#">Webcourses@L</a>
Final Exam -Monday April 30th.	Final-Exam	20	On <a href="#">Webcourses</a>

## Grade Conversion (Points acquired in this course to Letter )

Grade Points Acquired	Grade
=>95	A
=>90	A-
=>85	B+
=>80	B
=>75	B-
=>70	C+
=>65	C
=>60	C-
=>50	D
< 50	F

## Grade Dissemination



Grades will be recorded and posted in Webcourses@UCF and will follow student data classification and security standards

**Extra Credit: NO** extra credit will be offered during this course.

## Course Schedule and important dates

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted.

Students are required to search and download the readings assigned. In bold the readings that are considered necessary and mandatory.

1.

Week	Mode	Topic	Assignments	Due Dates	
Week 0 and Week 1	Online	<ul style="list-style-type: none"> <li>○ Course Orientation</li> <li>○ Searching, reading and referencing appropriately peer-reviewed papers</li> </ul>	Syllabus Quiz - academic engagement	Friday January 14th 2022	Check this papers: <a href="http://">htt</a>
Week 2	Online	<ul style="list-style-type: none"> <li>○ Sustainability Basics</li> <li>○ Sustainability Principles</li> </ul>	Weekly Discussion	Sunday, January 23rd 2022	<ul style="list-style-type: none"> <li>○ <b>Jacqu</b></li> <li>○ Goodl Sustain 26(1), <a href="http://">http://</a></li> <li>○ Dixon, sustain Societ <a href="http://">http://</a></li> <li>○ Prince Coope <i>Envirc</i></li> </ul>

					<a href="http://">http://</a>
Week 3	Online	<ul style="list-style-type: none"> <li>What are the commons?</li> </ul>	Weekly Discussion	Sunday, January 30th 2022	<ul style="list-style-type: none"> <li><b>Ande</b></li> <li><b>Chap</b></li> <li>Hardir 162(3) <a href="http://">http://</a></li> <li>Dietz, 302(5) <a href="http://">http://</a></li> <li>Lambe Identifi Resou <i>Journ</i> <a href="https://">https://</a></li> </ul>
Week 4	Online	<ul style="list-style-type: none"> <li>Design principles for Common Pool Resources</li> </ul>	Weekly Discussion	Sunday, February 6th 2022	<ul style="list-style-type: none"> <li><b>Ande</b></li> <li><b>Chap</b></li> <li><b>Cox, I</b></li> <li><b>Desig</b></li> <li><b>Resou</b></li> <li><b>Baggi</b></li> <li><b>Rataj</b></li> <li><b>Expla</b></li> <li><b>confi</b></li> <li><b>princi</b></li> <li><a href="http://">http://</a></li> <li>Barne Ibarra appro analys <i>of the</i> <a href="http://">http://</a></li> </ul>
Week 5	Online	<ul style="list-style-type: none"> <li>Measuring Sustainability</li> </ul>	Essay or Video Presentation Due	Sunday, February 13th 2022	<ul style="list-style-type: none"> <li><b>Jacqu</b></li> <li>Jacqu</li> <li>Brads reduc <i>Proce</i> 16610</li> </ul>
	Online	<ul style="list-style-type: none"> <li>Planetary</li> </ul>	Weekly		<ul style="list-style-type: none"> <li><b>Steffe</b></li> </ul>

Week 6		<ul style="list-style-type: none"> <li>boundaries</li> <li>○ Overshoot and Collapse</li> </ul>	discussion	Sunday, February 20th 2022	<ul style="list-style-type: none"> <li><b>Fetze bounce plane</b> <a href="http://">http://</a></li> <li>○ <b>Jacqu</b></li> <li>○ <b>Tainte Colla</b> <a href="http://">http://</a></li> <li>○ Rocks F. S., I Explor Recor 475. <a href="http://">http://</a></li> <li>○ Wacke Jenkir ecolog <i>the Na</i> <a href="http://">http://</a></li> <li>○ Arrow Heal, <i>Journ</i> <a href="http://">http://</a></li> </ul>
Week 7	Online	<ul style="list-style-type: none"> <li>○ Ethics, justice and fairness</li> </ul>	Weekly Discussion	Sunday, February 27th 2022	<ul style="list-style-type: none"> <li>○ <b>Jacqu</b></li> <li>○ Adger Roser sustain decisi 1110. <a href="http://">http://</a></li> </ul>
Week 8	Online	<b>Midterm Exam</b>	Mid-Term exam (online)	Friday, March 4th 2022 through Sunday March 6th 2022	
	online	<ul style="list-style-type: none"> <li>○ Social Dilemmas</li> </ul>	Weekly Discussion		<ul style="list-style-type: none"> <li>○ <b>Ande</b> <b>Chap</b></li> </ul>

<p>Week 9</p>				<p>Sunday, March 13th 2022</p>	<p>introd want t</p> <ul style="list-style-type: none"> <li>o <b>Ande</b></li> <li>o <b>Chap</b></li> <li>o Janss Lab e; <i>Scienc</i> <a href="#">http://</a></li> <li>o Baggi (2015 enviro <i>Socier</i></li> <li>o Janss Worra dilem</li> </ul>
<p>Week 10</p>	<p>Online</p>	<ul style="list-style-type: none"> <li>o Complex Adaptive Systems</li> </ul>	<p>Weekly Discussion</p>	<p>Sunday, March 20th 2022</p>	<ul style="list-style-type: none"> <li>o <b>Glouk and C of Me Healt</b> <a href="#">32779</a></li> <li>o <b>Baggi Simul Meth</b> <a href="#">https</a></li> <li>o Sellbe Peters resilie</li> <li>o Janss mode <a href="#">https:</a></li> <li>o Lansir Reiver <a href="#">https:</a></li> </ul>
					<ul style="list-style-type: none"> <li>o <b>Ande</b></li> <li>o <b>Chap</b></li> <li>o <b>Folke</b></li> </ul>

Week 11	Online	<ul style="list-style-type: none"> <li>o Social-Ecological Systems</li> </ul>	Weekly Discussion	Sunday, March 27th 2022	<p><b>F., Lal</b> <b>Anthr</b> <b>https</b></p> <ul style="list-style-type: none"> <li>o Folke, persp <i>Envirc</i> <a href="http://">http://</a></li> <li>o Holling (2000 <i>Institu</i></li> <li>o Ander frame syster <i>societ</i></li> </ul>
Week 12	Online	<ul style="list-style-type: none"> <li>o Resilience "principles" for ecosystem management</li> </ul>	Weekly Discussion	Sunday, April 3rd 2022	<ul style="list-style-type: none"> <li>o <b>Baggi</b> <b>Bounc</b> <b>analy</b></li> <li>o <b>Biggs</b> <b>Burn&amp;</b> <b>Princi</b> <b>Servic</b> <b>37(1),</b> <b>0512'</b></li> <li>o <b>Carpe</b> <b>(2001</b> <b>What</b> <a href="http://">http:/</a></li> <li>o Carpe Schef opera <i>the Na</i> <a href="http://">http://</a></li> <li>o Ander challe <i>Nation</i> <a href="http://">http://</a></li> </ul>
	Online	<ul style="list-style-type: none"> <li>o Politics, Resilience and Sustainability</li> </ul>	Weekly Discussion		<ul style="list-style-type: none"> <li>o <b>Folke</b> <b>Rocks</b> <b>biosp</b></li> </ul>

<p>Week 13</p>				<p>Sunday, April 10th 2022</p>	<p><b>Socie</b> <b><a href="#">21034</a></b></p> <ul style="list-style-type: none"> <li>○ <b>Jacqu</b></li> <li>○ <b>Scho</b> <b>adapt</b> <b>gover</b> <b>(Swit.</b></li> <li>○ <b>Scho</b> <b>C. L.,</b> <b>ecosy</b> <b>Susta</b> <b>Systeme</b> <b><a href="#">http:/</a></b></li> <li>○ Olsson transf Socie</li> <li>○ Bahac thinkir urban 26(1),</li> </ul>
	<p>Online</p>	<ul style="list-style-type: none"> <li>○ Relating resilience, sustainability and common pool resources</li> </ul>	<p>Essay Due</p>		<p>Optional re interested:</p> <ul style="list-style-type: none"> <li>○ Otto, I R. J., I dynam <i>Proce</i> 2019C</li> <li>○ Milkor Calde (2018 syster <i>Envirc</i> <a href="#">https:</a></li> <li>○ Lenton <i>Trans:</i> <i>Biolog</i> <a href="#">https:</a></li> </ul>

Week 14				Sunday, April 24th 2022	<ul style="list-style-type: none"> <li>○ Lade, Resilie and te Sociei <a href="#">2503</a></li> <li>○ Abel, A., Ry pathw charg Darlin <a href="https://">https://</a></li> <li>○ Moore R. (20 key tr: Fellow <a href="https://">https://</a></li> <li>○ Moore Baggi chang delibe Sociei <a href="#">19045</a></li> </ul>
Week 15	Online	<ul style="list-style-type: none"> <li>○ Study Guide and Recap for Final Exam</li> </ul>			
Week 16	Online	<b>Final Exam</b>		Between  Friday, April 29th and Sunday, May 1st 2022	

## University Services and Resources

## Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.



- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a

first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

## 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.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.



# INR4074 • IMMIGRATION POLICY

SCHOOL OF POLITICS, SECURITY, AND INTERNATIONAL AFFAIRS  
UNIVERSITY OF CENTRAL FLORIDA  
SPRING 2022

Instructor	Sara Belligoni
Instructor Email	Sara.Belligoni@ucf.edu
Credit Hours	3
Course Modality	In-person
Enrollment Requirements	ENC1102 or POS2041
Class Meeting	Tuesdays, 2:30 – 5:20 PM
Class Location	MSB – Classroom 405
Office Hours	Tuesdays, 9:00 AM – 11:00 AM • Online, via Zoom

- **GENERAL INFORMATION**

**Academic Activity:** Students are required to complete the academic activity via WebCourses within the first week of classes. This is particularly important for those students receiving financial aid. Please go to *WebCourses* → *Assignments* → *Academic Activity* and make sure to complete it before **Friday, 14 January 2022, at 11:59 PM.**

**Academic Resources:** Students have several opportunities to be successful in this class. In WebCourses, left-hand toolbar, there is the link to the resources dedicated to students with information on how to format their assignments and correctly include in-text citations and references. Students are also encouraged to reach out to the UCF University Writing Center (<https://uwc.cah.ucf.edu>) as it offers resources and appointments to support students in strengthening their writing skills. Additionally, the UCF Library (<https://library.ucf.edu/services/services-for-undergrads/>) provides several resources to undergraduate students, including the opportunity to schedule a one-on-one appointment with the subject librarian. Last, students should check frequently the UCF Calendar for the semester (<https://calendar.ucf.edu/2022/spring>) for important deadlines and reminders.

**Office hours:** Office hours are held online on Tuesdays from 9:00 AM to 11:00 AM via Zoom. Within that timeframe, the instructor will keep the Zoom meeting open for students to join. The link to access the Zoom meeting for office hours can be found in WebCourses, in the Announcement “*Office Hours: Zoom Link.*” If and when needed, students can contact the instructor by sending an email or a message via the inbox tool in WebCourses to schedule a convenient online meeting via Zoom if they are unable to join regular office hours. In that case, the instructor will send the student the Zoom link to join the scheduled appointment.

**Note:** This syllabus might be subject to change throughout the semester. The instructor reserves the right to make changes at any moment during the semester if needed. Changes will always be promptly communicated. Please, make sure to check the announcements in WebCourses, your WebCourses inbox, and Knights email address.

- **COURSE DESCRIPTION**

During this course, students will study migration patterns and policies that regulate immigration across nations. Despite migrations being a long-standing phenomenon, immigration policies are often a controversial topic within the domestic political arena of countries worldwide. As a result, immigration is often regulated and restricted.

The course will examine migrations from a historical perspective, before addressing current migration patterns and phenomena. Additionally, the course will analyze specific immigration regulations, while providing students with the opportunity to deepen their research skills when investigating the immigration policies in several countries.

Throughout the semester, students will engage in in-class debates, presentations, and other learning exercises. The course aims to broaden the students' knowledge from both a historical and policy perspective, to stimulate their interest and critical skills.

The course is suitable for students with a general background in global studies, international affairs, international law, and public policy. Students should have an interest in seeking to improve their understanding of migrations phenomena and related immigration policies. As students taking this class may be interested in pursuing a career in the international affairs fields, the course is conducted in part as a lecture and in part as a seminar, where students are actively involved in exercises.

- **STUDENTS LEARNING OUTCOMES**

At the end of the semester, students will be able to:

- Have a good knowledge of the historical and current patterns of migrations
- Have a good understanding of the policymaking and outcomes concerning immigration policies
- Have an opportunity to think broadly about migrations and immigration policies from a comparative perspective which is facilitated by case study analysis and in-class presentations
- Have a respectful approach while engaging in debates and have to defend their point of view, while developing effective study habits, research skills, and persuasive writing

- **COURSE REQUIREMENTS**

To be successful in this course students will:

- Attend all class sessions
- Complete the assigned readings before class
- Contribute to class discussions constructively and consistently
- Submit all assignments and participate in the in-class exercises
- Promptly communicate with the instructor if and when needed

- **COURSE MATERIAL & RESOURCES**

- **Textbooks**

Students are required to read almost the entire textbook; Therefore, the textbook should be purchased or accessed in advance via the UCF Library – Course Reserves:

**De Haas, H., Castles, S., & Miller, M. J. (2020).** *The Age of Migration: International Population Movements in the Modern World.* The Guilford Press. 6<sup>th</sup> Edition. ISBN: 9781462542895 (DCM Textbook)  
<https://www.guilford.com/books/The-Age-of-Migration/Haas-Castles-Miller/9781462542895>

Students are required to read some chapters’ sections from the textbook; Therefore, the textbook is not required to be purchased and can be accessed in advance via the UCF Library – Course Reserves:

**Hollifield, J. F., Martin P. L., Orrenius P. M. (2014).** *Controlling Immigration: A Global Perspective.* Stanford University Press. 3<sup>rd</sup> Edition. ISBN: 9780804786270 (HMO Textbook)  
<https://www.sup.org/books/title/?id=22520>

Both textbooks are available to students at the UCF Library – Course Reserves, located at the John C. Hitt Library's Circulation Desk. More information about Course Reserves can be found here:  
<https://library.ucf.edu/find/course-materials/>

- **Scholarly Articles**

In addition to readings from the textbooks, the Course Schedule includes scholarly articles. Articles are available and can be accessed via the UCF Library/UCF Federated Identity or Google Scholar.

- **GRADING FORMULA & SCALE**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>	<b>✓</b>
Academic Activity	0%	14 January 2022, 11:59 PM	
Mid-term Exam	15%	2 March 2022, 11:59 PM	
Case Study Paper	10%	28 March & 4 April 2022, 11:59 PM	
Case Study Presentations	5%	29 March & 5 April 2022 (In-class)	
U.S. Congress Simulation	10%	12 April 2022 (In-class)	
Bi-weekly Quiz (6 total)	30%	N/A	
Final Exam	20%	3 May 2022, 1:00-3:50 PM (In-class)	
Class Participation	10%	N/A	
Extra Credit	5%	5 May 2022, 11:59 PM	

Grades are rounded to the nearest integer (i.e., 89.4=89 and 89.6=90). The following grade scale is applicable in this class:

- A: 100-94
- A-: 93-90
- B+: 89-87
- B: 86-84
- B-: 83-80
- C+: 79-77
- C: 76-74
- C-: 73-70
- D+: 69-67
- D: 66-60
- F: 59-0

- **ASSIGNMENTS**

- **Mid-term Exam (15%)**

The mid-term exam will take place online, via WebCourses, and students have 30 hours to complete it. The exam will open on 1 March 2022 at 6:00 PM and will close on 2 March 2022 at 11:59 PM.

Students are required to submit a word document where they answer two of the three questions the instructor will provide. When the exam opens on 1 March at 6:00 PM in WebCourses, students will find the three questions in the assignment description box and they will provide the two answers of their choice in a word document to be uploaded in WebCourses before 2 March at 11:59 PM.

The document must include:

- The student first and last name
- The number of the questions you are answering (1 and 2 OR 1 and 3 OR 2 and 3)
- The answers to your two questions
- In-text citations
- References at the bottom of the document

The answers should be no less than 800 and no more than 900 words total, excluding first and last name and the references (but including in-text citations). Therefore, students are expected to write between 400 and 450 words per answer.

Fail to provide in-text citations and references results in 5 points penalty (2.5 points penalty if in-text citations are not provided but references are included, and vice-versa). Students can use the style of their choice (APA, Chicago, etc.).

The instructor will consider three main points when evaluating the Mid-term Exam: 1) Clarity and logical organization of the information contained in the Exam; 2) Discussion of the arguments when answering the questions and inclusion of examples and/or references to the course materials; and 3) Respect of the format and style.

The Mid-term Exam is worth 15% of the final grade. The Exam will cover the materials from Week 1 through Week 6. Students will find comments in WebCourses explaining their grades.

- **Case Study Paper (10%) & Case Study Presentation (5%)**

For these assignments, students are required to submit a Case Study Paper on 28 March or 4 April 2022 and participate in a Case Study Presentation on 29 March or 5 April 2022.

1. During the 4th week of classes, students are randomly assigned to a country about which they will write and present about the immigration policies. During class, a letter of the alphabet will be randomly picked and students whose last name starts with that letter will be assigned to a country, whose list is prepared by the instructor beforehand. Students will give a 10 minutes presentation about the immigration policies of the country they are assigned to. Students will be therefore divided into two groups (see the WebCourses Announcement "***Case Studies: Assignments, Groups, and Deadlines***") as follows:
  - a. Group 1 will submit the Case Study Paper on 28 March 2022 and do the Case Study Presentation in class on 29 March 2022



- b. Group 2 will submit the Case Study Paper on 4 April 2022 and do the Case Study Presentation in class on 5 April 2022
2. The Case Study Paper consists of a paper of no less than 800 and no more than 900 words about the immigration policy of a country students are assigned to. The Paper must be submitted as a word document in WebCourses and must include the student's first and last name, the name of the country they are assigned to, in-text citations, and references at the bottom of the paper. Fail to provide in-text citations and references results in 5 points penalty (2.5 points penalty if in-text citations are not provided but references are included, and vice-versa). Students can use the style of their choice (APA, Chicago, etc.).

The Paper should include two sections, whose headings (and sub-headings) must be provided. The first section, of about 400-450 words, should discuss the historical evolution of immigration policies in the country over time, ideally, since the late 1800s/early 1900s. The second section, of about 400-450 words, should discuss the current immigration policies of the country.

The Case Study Paper is worth 10% of the final grade. The instructor will consider three main points when evaluating the Case Study Paper: 1) Clarity and logical organization of the information contained in the Paper; 2) Presentation and discussion of the immigration policies done by providing concrete references to laws, programs, and examples; and 3) Respect of the format and style.

3. The Case Study Presentation should discuss what students have researched and written about in their Case Study Papers. Students have about 10 minutes for their presentations which will be held in class. Students are welcome to use a Power Point, even though it is not required.

The instructor will consider three main points when evaluating the Case Study Presentation: 1) Clarity and flow of the presentation; 2) Confidence, attitude, eye content, and voice tone during the presentation; and 3) Time management.

The information to complete the assignment can be found online, especially in the country's government websites (which are usually available in English) and on the website of the Migration Policy Institute (<https://www.migrationpolicy.org>).

- o **U.S. Congress Simulation (10%)**

During the 14<sup>th</sup> week of classes, students will engage in the simulation of an immigration policy discussion at the U.S. Congress. Each student will represent a senator currently serving at the U.S. Congress. During the 8<sup>th</sup> week of classes, students are randomly assigned to a senator. During class, a letter of the alphabet will be randomly picked and students whose last name starts with that letter will be assigned to a senator, whose list is prepared by the instructor beforehand.

Two weeks before the simulation, the instructor will provide students with the text of an immigration policy. During the simulation, students will discuss potential changes to the immigration policy based on the position on immigration of the senator they are representing. The simulation will conclude with the editing of the text of the immigration policy based on what has been discussed. The instructor will serve as a moderator.

In preparation for the simulation, students should: a) Research the position on immigration of the senator they are representing, and b) Carefully read the text of the immigration policy.

- **Final Exam (20%)**

The Final Exam consists of two open questions about the materials covered throughout the semester. A list of potential topics will be provided in preparation for the Exam and will be available in the WebCourses Announcement “*Final Exam: Potential Topics*”

Students should write no less than 900 and no more than 1100 words total. The word count should be equally divided between the two answers which should range between 450 and 550 words each. The Exam will take place in person and students will be handwriting the questions’ answers on an Exam package the instructor will provide them with, which will include the Exam instructions, questions, and space for writing the answers. If students need a different accommodation, the instructor will work with them and the UCF Student Accessibility Services office.

The instructor will consider three main points when evaluating the Final Exam: 1) Clarity and logical organization of the information contained in the Exam; 2) Discussion of the arguments when answering the questions and inclusion of examples and/or references to the course materials; and 3) Respect of the format and style.

The Final Exam is worth 20% of the final grade. The Exam will cover the materials from Week 7 through Week 13.

The exam will take place in person during the final examination period, according to the UCF Calendar, on 3 May 2022 between 1:00 and 3:50 PM at MSB classroom 405.

- **Bi-Weekly Quizzes (30%)**

Every other week, students are required to complete a multiple-choice quiz consisting of 5 questions. Each question is worth 1 point. Students have 20 minutes to complete the quiz. Each quiz will cover the materials of the present and previous week.

Each of the 6 quizzes is worth 5% of the final grade. The correct answers to each quiz are made available as soon as it is submitted. Students should think about these quizzes to assess their knowledge of the class material in preparation for the other assignments and final exams.

See the Class Schedule below for detailed information about quizzes deadlines.

- **Class Participation (10%)**

As it is an in-person class, students are encouraged to be actively engaged during class. The instructor will facilitate the discussion and expects students to pose questions and participate in the discussion. The Class Participation grade will also evaluate the students’ engagement in activities and exercises that will be held in class.

The Class Participation is worth 10% of the final grade.

- **Extra Credit (5%)**

Students who are willing to ameliorate their grades are welcome to take the Extra Credit assignment. It will consist of a multiple-choice (4 questions) and open answer (1 question) quiz. It will cover materials from the textbook discussed throughout the semester. Students have 40 minutes to complete the assignment.

The Extra Credit assignment is worth 5% of the final grade. The correct answers of the multiple-choice are made available as soon as it is submitted.

- **WEEKLY SCHEDULE**

**Week 1 • Tuesday, 11 January 2022**

***Topic:*** Introduction to INR4074 + Introduction to the Phenomenon of Migrations

***Readings:*** DCM Textbook Chapter 1: Introduction

***If you were not able to get the textbook on time for the first class, go to [WebCourses](#) → Files → DCM Textbook–Chapter 1, to read the scanned copy of the first chapter***

***Assignments:*** Financial Aid Activity due 14 January 2022

***Notes:*** During the first class there will be a round of introductions. Students are encouraged to read the Syllabus before coming to class as there will be the opportunity to discuss its content and ask questions to the instructor

**Week 2 • Tuesday, 18 January 2022**

***Topic:*** Categories of Migration

***Readings:*** DCM Textbook Chapter 2: Categories of Migration

***Assignments:*** Bi-weekly Quiz 1 due on 21 January 2022

**Week 3 • Tuesday, 25 January 2022**

***Topic:*** History of Migrations – International Migration Before 1945

***Readings:*** DCM Textbook Chapter 5: International Migration Before 1945

**Week 4 • Tuesday, 1 February 2022**

***Topic:*** Migration in Europe since 1945 + Case Study: Italy

***Readings:*** DCM Textbook Chapter 6: Migration in Europe since 1945

HMO Textbook Chapter 11: Italy

***Assignments:*** Bi-weekly Quiz 2 due on 4 February 2022

***Notes:*** Assignments for the Case Study Paper and Presentation

**Week 5 • Tuesday, 8 February 2022**

**Topic: Migration in the Asia-Pacific Region + Case Study: Japan and South Korea**

**Readings:** DCM Textbook Chapter 8: Migration in the Asia-Pacific Region

HMO Textbook Chapter 13: Japan and South Korea

**Week 6 • Tuesday, 15 February 2022**

**Topic: Migration in Africa and the Middle East + Case Study: Turkey**

**Readings:** DCM Textbook Chapter 9: Migration in Africa and the Middle East

Kirişci, K. (2007). Turkey: A Country of Transition from Emigration to Immigration. *Mediterranean Politics*, 12(1), 91-97.

**Assignments:** Bi-weekly Quiz 3 due on 18 February 2022

**Week 7 • Tuesday, 22 February 2022**

**Topic: Migration in the Americas + Case Study: The United States**

**Readings:** DCM Textbook Chapter 7: Migration in the Americas

HMO Textbook Chapter 2: The United States

**Week 8 • Tuesday, 1 March 2022**

**Topic: The Migration Crisis at the United States-Mexico Border**

**Readings:** Correa-Cabrera, G., & Rojas-Arenaza, M. (2012). The Mathematics of Mexico–US Migration and US Immigration Policy. *Policy Studies*, 33(4), 297-312.

Abi-habib, M., & Berehulak, D. (2021, March 14). *On Mexico's Border with U.S., Desperation as Migrant Traffic Piles Up*. The New York Times. Retrieved from <https://www.nytimes.com/2021/03/14/world/americas/mexico-border-biden.html>.

Cheatham, A. (n.d.). *U.S. Detention of Child Migrants*. Council on Foreign Relations. Retrieved from <https://www.cfr.org/backgrounder/us-detention-child-migrants>.

**Assignments:** Mid-term Exam due on 2 March 2022 + Bi-weekly Quiz 4 due on 4 March 2022

**Notes:** Assignments for the U.S. Congress Simulation

**Week 9 • Tuesday, 8 March 2022**

*Spring Break, no class.*

**Week 10 • Tuesday, 15 March 2022**

**Topic: The Humanitarian and Refugee Crisis in Venezuela**

**Readings:** Gedan, B. N. (2017). Venezuelan Migration: Is the Western Hemisphere Prepared for a Refugee Crisis? *SAIS Review of International Affairs*, 37(2), 57-64.

Doocy, S., Page, K. R., de la Hoz, F., Spiegel, P., & Beyrer, C. (2019). Venezuelan Migration and the Border Health Crisis in Colombia and Brazil. *Journal on Migration and Human Security*, 7(3), 79-91.

Hassan Gallardo, L., & Batalova, J. (2021, February 2). *Venezuelan Immigrants in the United States*. Migration Policy Institute. Retrieved from <https://www.migrationpolicy.org/article/venezuelan-immigrants-united-states-2018>.

US: Temporary Protection for Venezuelans. Human Rights Watch. (2021, March 9). Retrieved from <https://www.hrw.org/news/2021/03/09/us-temporary-protection-venezuelans#>.

**Week 11 • Tuesday, 22 March 2022**

**Topic: The Syrian Refugees Crisis**

**Readings:** Ostrand, N. (2015). The Syrian Refugee Crisis: A Comparison of Responses by Germany, Sweden, the United Kingdom, and the United States. *Journal on Migration and Human Security*, 3(3), 255-279.

Karasapan, O., & Shah, S. (2021, April 15). *Why Syrian Refugees in Lebanon are a Crisis Within a Crisis*. Brookings. Retrieved from <https://www.brookings.edu/blog/future-development/2021/04/15/why-syrian-refugees-in-lebanon-are-a-crisis-within-a-crisis/>.

Zeizima, K. (2019, May 8). *The U.S. Has Slashed its Refugee Intake. Syrians Fleeing War Are Most Affected*. The Washington Post. Retrieved from [https://www.washingtonpost.com/immigration/the-us-has-slashed-its-refugee-intake-syrians-fleeing-war-are-most-affected/2019/05/07/f764e57c-678f-11e9-a1b6-b29b90efa879\\_story.html](https://www.washingtonpost.com/immigration/the-us-has-slashed-its-refugee-intake-syrians-fleeing-war-are-most-affected/2019/05/07/f764e57c-678f-11e9-a1b6-b29b90efa879_story.html).

**Assignments:** Bi-weekly Quiz 5 due on 25 March 2022 + Case Study Paper I due on 28 March 2022

## **Week 12 • Tuesday, 29 March 2021**

### **Topic: Climate Migrations**

**Readings:** Tacoli, C. (2009). Crisis or Adaptation? Migration and Climate Change in a Context of High Mobility. *Environment and Urbanization*, 21(2), 513-525.

McLeman, R. A., & Hunter, L. M. (2010). Migration in the context of vulnerability and adaptation to climate change: insights from analogues. *Wiley Interdisciplinary Reviews: Climate Change*, 1(3), 450-461.

Berchin, I. I., Valduga, I. B., Garcia, J., & de Andrade, J. B. S. O. (2017). Climate change and forced migrations: An effort towards recognizing climate refugees. *Geoforum*, 84, 147-150.

**Assignments:** Case Study Paper II due on 4 April 2022

**Notes:** Case Study Presentations I

## **Week 13 • Tuesday, 5 April 2022**

### **Topic: Migrations and the COVID-19 Pandemic**

**Readings:** Guadagno, L. (2020). *Migrants and the COVID-19 Pandemic: An Initial Analysis*. International Organization for Migration.

Bulgac, I., & Kistler, R. (2021, May 10). *Reverse Migration to Rural Areas of Origin in the Context of the COVID-19 Pandemic*. Food and Agriculture Organization.

New York City Controller. (2021, November 15). *The Pandemic's Impact on NYC Migration Patterns*. [Comptroller.nyc.gov](https://comptroller.nyc.gov). Retrieved from <https://comptroller.nyc.gov/reports/the-pandemics-impact-on-nyc-migration-patterns/>.

**Assignments:** Bi-weekly Quiz 6 due on 8 April 2022

**Notes:** Case Study Presentations II

## **Week 14 • Tuesday, 12 April 2022**

### **Topic: U.S. Congress Simulation**

**Notes:** Students engage in the simulation of an immigration policy reform discussion at the U.S. Congress

## **Week 15 • Tuesday, 19 April 2022**

**Topic:** This class will serve to prepare students for the final paper assignment, wrap up the semester, and leave time for Q&A

**Readings:** Please review your class notes, textbook, and scholarly articles to engage in the discussion about the final exam

**Assignments:** Final Exam on 3 May 2021 + Extra Credit Quiz due on 5 May 2021

**Notes:** Students are encouraged to come to class with questions about the final exam and/or topics they want to review in preparation for that

- **IMPORTANT NOTES**

- Late submissions of assignments are not accepted (for exceptions see qualified absences below). All deadlines are announced far in advance (including in this Syllabus). Please plan your schedule accordingly.
- All assignments must be submitted as a Word document electronically via WebCourses.
- When submitting an assignment via WebCourses, make sure to include your full name on top of the first page; also, do not forget to write your full name on the final exam sheet.
- All work submitted in this course must be original work products. Recycling or reusing papers prepared for other courses, in whole or part, is not permitted.
- Students are encouraged to turn off their mobile phones before the beginning of class. Laptops may be used for notetaking only.
- Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Please do not leave until class is dismissed.
- The scholarly articles assigned for the class are suggested to be read in the order in which they are listed in the weekly schedule.

- **ABSENCES & LATE PAPERS**

Absences from class that qualify to be excused with written documentation include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), or University-sponsored activities such as music performances, athletic competition, or debate. Please contact me if you are unsure whether something counts as such. For more information on authorized University events, see the UCF policy. Make-up assignments can be given in case of qualified absences with documentation.

- **MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>.

- **CLASS DISCUSSION POLICY**

This class is a forum for personal growth, curious discussion, and lively intellectual debate. The spirit of discussion must remain open, honest, and respectful even when we disagree. We will always be polite with each other and recognize that even those with whom we disagree have something to contribute to the conversation.

- **EMAIL POLICY**

The typical work hours of the instructor are Monday through Friday, 9 AM – 5 PM. During these regular workdays, the instructor will respond to emails and messages sent via WebCourses within 24 hours but typically does not respond before 9 AM, after 5 PM, or on weekends. To facilitate conducting business via email or WebCourses, please be sure to write your messages professionally and include all relevant information.

- **ACADEMIC INTEGRITY, PLAGIARISM & CHEATING**

According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids, in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material that has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student’s academic work.
- Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. UCF instructors 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 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.

- **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 the 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.

- **RELIGIOUS OBSERVANCES**

Students must notify the instructor in advance if they intend to miss class for religious observance.

- **DEPLOYED ACTIVE-DUTY MILITARY STUDENTS**

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

- **COURSE ACCESSIBILITY STATEMENT**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the instructor as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu/> (Ferrell Commons 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 instructors of potential access and accommodations that might be 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.

- **IN-CLASS RECORDING**

A state university student may, without prior notice, audio or video record a class lecture in which the student is enrolled for the following purposes:

- personal educational use of the student;
- in connection with a complaint to the university where the recording is made; or
- as evidence in, or in preparation for, a criminal or civil proceeding.

A class lecture recording may not be published without the consent of the instructor, except it may be shared with university officials or state and federal government officials in connection with a complaint to or against the university or used as evidence in a criminal or civil proceeding. Violation of this provision may subject the student to disciplinary action by the university and/or to legal action by a person injured by the publication.

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. A class lecture will occur most often in a course identified by the university as a lecture-type course, whether online or in-person, as opposed to a lab course or a course section identified as a discussion section. The class lecture does not include lab sessions, student presentations (whether individually or as part of a group), class discussion

(except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the instructor.

To publish means to share, transmit, circulate, distribute or otherwise provide access to the recording, regardless of format or medium, to another person, or persons, including but not limited to another student in the class. Additionally, a recording, or transcript of the recording, is published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, picket signs, or any mode of print.

- **CAMPUS SAFETY**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

**INR 4603**  
**INTERNATIONAL RELATIONS THEORY**

**Prereqs: ENC1102 or POS2041 or CI. “Theoretical trends prevalent in the study of international relations, including realism, liberalism, Marxism, feminism, and post-modernism.”**

**COURSE SYLLABUS**

Dr. Robert Bledsoe  
12:00-1:15TR  
CB1-319  
robert.bledsoe@ucf.edu

OFFICE: Howard Phillips Hall 102B  
HOURS: 9:00-10:00;1:30-3:00TR

**Course Purpose:** This one semester course is designed to provide you with an in-depth introduction to a variety of theoretical approaches to the study of international relations. It will initially focus on such “major” theoretical traditions in the discipline as realism, liberalism, and the so-called English school and then a variety of alternative theoretical approaches, including Marxism (a somewhat pivotal approach viewed as both a major theoretical tradition and an alternative theoretical approach), constructivism (viewed by some as a new contender as a “major” theory), poststructuralism/postmodernism, critical theory, feminism, and global justice/environmentalism as well as the evolution of thinking about international relations thought.

**Course Requirements:** The course will consist of a series of lectures revolving around each of the theoretical approaches to the study of international relations. Reading assigned chapters before we discuss them is critical to your success in the course, since we will be discussing substantive material from the chapters in your textbook. The textbook for the course is:

Mark Kauppi and Paul Viotti and, *International Relations Theory*. 6<sup>th</sup> ed.  
Rowman and Littlefield. 2020.

Reading the assignments and keeping up with lectures is your responsibility. Pace yourself according to the topics under consideration during lecture periods as reflected in the Assignments section of the syllabus.

**Examinations:** There will be 4 examinations during the course. The exams will consist of short answer questions dealing with concepts, comparisons, identifications, etc. Each exam will cover that portion of the materials outlined in Assignments and the last midterm (final exam) is not cumulative. Exams are scheduled as follows and will be held at the normal class time (except for the final) and meeting place:

**Tuesday, February 1**  
**Tuesday, February 22**

## **Tuesday, March 29**

**Thursday, April 28 (10:00-12:50)** is our Final Exam. It is not cumulative. It starts at 10:00am (not the normal class meeting time during the semester) and you do not have the option of taking it at any time during the 3 hours – it starts at 10:00am and as soon as the first member of our class has finished the exam and turned it in to me, anyone coming after that has missed the final exam.

Please provide me with 4 test booklets (“blue books”), which will be used for your exam answers. They can be purchased at the Bookstore. When giving them to me, please make sure they are in new condition and not crumpled, folded, or soiled. Would you want to take your exam in one in that condition? Give me all 4 at the same time to make it easy for me to record that you have given them to me. Put your name in the upper right hand corner of one of them when you hand them in to me. This is a course requirement and failure to comply will result in a grade reduction at the end of the course. It is not my responsibility to provide you with exam booklets. **Attendance at examinations is mandatory. There are no makeup examinations except for dire medical emergencies (documentation required).** Furthermore, there will be no early final, so plan your marriage, holiday vacation, etc. for after finals week. You have your exam dates, so put them on your semester calendar and work other commitments around these dates. All exams will be written in **pen** (not pencil). Once exams have started, no one may leave the classroom. Make sure you are ready to stay for 75 minutes without a break (or up to 3 hours in case of the final).

**Optional Project:** You have the option of doing a book report on a selected book (see list in Announcements) to replace an exam grade or a missed exam. If you have a book that interests you that is not on the list, get with me before the deadline to seek approval (there are book lists at the end of each of our textbook chapters). You cannot opt-in after deadlines but **can opt-out** at any time after you have opted-in.

I strongly encourage you to elect this research option, as it will help develop critical thinking and writing skills, as well as provide a more in-depth learning experience than what is provided in class. Critical thinking and writing skills are necessary tools for you to succeed in your chosen career field and essential tools for pursuing advanced academic or professional degrees. The following steps are involved for this project:

- a. E-mail me (or hand in a hard copy in class) your book choice no later than the end of the day **Thursday, January 27th** (but I will be happy to accept it any time before the deadline). Include the following information: author(s), title, publisher, publication date. **I will not accept your choice after this deadline. You will have chosen not to do the optional project.** HINT: if the book you wish to read is not in our Library or is checked out, go to InterLibrary Loan as soon as you can to get it before the deadline so you can read it or at least review it to see if you want to devote time to reading it thoroughly.
- b. After completion of your reading and organizing your notes and materials, develop an outline of how you propose to write your book report and noting at least two scholarly book reviews you will include in your final report. This

way I can see if you are on the right track before writing your report. The typed/dated outline is due no later than the end of the day **Tuesday, March 15<sup>th</sup>**. **No outline will be accepted after this date. You will have opted out of the book report project.**

- c. Your final typed and double-spaced footnoted report must include:
  - a. Full bibliographic citation of the book being reviewed
  - b. Background of the author(s)
  - c. Major themes of the book
  - d. Any biases of the book
  - e. Author(s) conclusions
  - f. Analysis of at least two scholarly book reviews on the book (including where you agree and disagree with the reviewers)
  - g. Your personal impression of the book.

**Note:** I suggest that the easiest way to format your project is simply follow this outline section by section. Be sure to footnote all material which is directly quoted or paraphrased. Failure to do so is taking the ideas of others and passing them off as your own. This is plagiarism and will result in an automatic grade of “F” for your book project. Any citation system is acceptable (including your footnotes as an End Note).

Your project must be typed (**Microsoft Word**) and should be approximately 4-5 pages in length but that is merely a suggested target – getting the job done is what is important. Length and word count are not important. There are two deadlines for submitting your book report: **April 8<sup>th</sup>** if you want to know whether to take the final exam or **April 25<sup>th</sup>** if you know you are taking the final exam. For those books checked out from a library, show respect for the book (no damage, no underlining, no notations, etc.) Turn your book report through Assignments on our web page (it will be reviewed by TurnItIn).

**Grading Scheme:** There are 5 possible grades for the course.

4 midterm exams (4 x 25% each)	= 100 points
Book Report (25%)	= 25 points
Total	= 125 points

You need **four (4)** grades to equal 100% of the course. Thus, you can take all 4 exams and opt out of the book report; do the book report and take all 4 exams, using the book report to replace a low grade on an exam; or do the book report to take the place of a missed exam; or do the first three exams and the book report and skip the final. Plan wisely. If you miss a test, you have already dropped your lowest grade. It is never wise to miss the first midterm. If you miss any of the deadlines for the book report, you have opted out of the optional project.

**Course Grade:**

90-100 = A

80-89 = B

70-79 = C  
60-69 = D  
< 60 = F

Note: no +/- grades

**Assignments:** These are Chapters in the course textbook.

Introduction; IR Theory (1)  
Realism (2)  
Liberalism (3)

**1<sup>st</sup> midterm exam (Tuesday, February 1st)**

English School (5)  
Economic Structuralism (4)  
Constructivism (6)  
Positivism (7)

**2<sup>nd</sup> midterm exam (Tuesday, February 22nd)  
Spring Break (week of March 7<sup>th</sup>)**

**Note: Withdrawal deadline is Friday, March 25th**

Feminism (8)  
Normative Theory (9)  
Early Thought (10)

**3<sup>rd</sup> midterm exam (Tuesday, March 29th)**

Pre-Medieval/Medieval Thought (11)  
Modern Thought (12)

**Final Exam (Thursday, April 28th 10:00am-12:50pm)**

**WELCOME TO INTERNATIONAL RELATIONS THEORY AND MAY YOU  
HAVE A SUCCESSFUL SPRING SEMESTER**

**Some Ground Rules**

Classroom: No attendance is taken but continued absences will be reflected in your course grade, as what we do in class is not always in the textbook

If you are late for class, please come in anyway but try not to disturb the class when doing so

No food, drink (except water), or smoking in classroom

Use of laptops or tape recorders are ok but all other electronic devices are turned off

Communications: In addition to normal office hours, you may reach me via e-mail (see top of front page of syllabus) or via telephone  
Main campus (407-823-2608)

Exams: During the term, grades are handed back with exam booklets and will also be posted on our web page Grade function. No grades will be given out by the Office staff, so please do not call them. At the end of the course, if you wish materials returned to you, provide me with a stamped, addressed mailer and I will do so at the end of the grading period.

If you are late on exam day and a student has already turned in their exam and departed before you arrive, you are too late and I will not let you take the exam.

Be ready to stay in class until you have finished the exam and turned it in (i.e., don't drink a lot of coffee beforehand and forget to visit a facility before coming to class.

**NOTE:** I am available to discuss careers, majors, internships, etc. during office hours or by appointment and our School of Politics, Security, and International Affairs has prepared a careers and internships guide for Political Science and International and Global Studies majors that is available to students on the School website or can be acquired in hard copy from the School's Main Office.

**Note: Changes in the syllabus during the course are at the discretion of the Instructor**

# INR 4008 Global Perspectives Syllabus

## Syllabus

### Spring 2022

#### Instructor Contact

<b>Instructor</b>	Robert Bledsoe
<b>Office</b>	Orlando campus: Phillips Hall 102B
<b>Office Hours</b>	Orlando campus: 9:00-10:00; 1:30-3:00 TR
<b>Phone</b>	Orlando campus: (407) 823-2608
<b>E-mail</b>	<a href="mailto:robert.bledsoe@ucf.edu">robert.bledsoe@ucf.edu</a> ( <a href="mailto:robert.bledsoe@ucf.edu">mailto:robert.bledsoe@ucf.edu</a> ) ( <a href="mailto:drbled@aol.com">mailto:drbled@aol.com</a> )

Our GTA support for this course is provided by Santosh Sapkota

#### Course Information

<b>Course Name</b>	INR 4008 - Global Perspectives
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Location</b>	web-based

#### Course Description

Global Perspectives is a one-semester on-line course designed to introduce the student to major global issues as viewed from varying perspectives. Scholars tell us that what we see depends on "where we sit" or "the glasses we wear." We will learn of various seats or glasses and then test



selected global issues/problems against each of them. As John Stuart Mill observed: "He who knows only his side of the case knows little of it." To address an issue, we need to know where people are "coming from." The course is a core requirement for the International and Global Studies major (minor) as well as an elective in the International/Comparative track of the Political Science major (minor) and the Interdisciplinary Studies program.

## Course Objectives

- Introduce the student to global long-term trends and the process of globalization
- Gain an understanding of global issues resulting from these trends, processes, and issues
- Become aware of the varying perspectives one can have on these trends, processes, and issues
- Gain an appreciation of how these perspectives shape the future of the international system
- Think critically about the varied impact of globalization upon the human condition

The primary purpose of the course is to nurture basic tools for you to better understand the world in which we live and how it is viewed from various lens/perspectives. These tools include critical thinking, appreciation of diversity, and accessing technology. **Critical thinking** is central to the analysis and assessment of the varied regional and global issues confronting humankind; **diversity** influences our choices and opportunities both within our community/country and our participation in the global community; and **technology** is an incredible door to introduce you to ideas you may have never before pondered.

## Required Text

All students must purchase Henry R. Nau, *Perspectives on International Relations*. 7th ed. Sage/CQ Press. 2021. ISBN 9781544374390 (paperback). It is also available in loose-leaf (ISBN 9781071801550) and as an epub (ISBN 9781544374376). The textbook website is <https://edge.sagepub.com/nau7e> (<http://edge.sagepub.com/nau4e>)

The textbook is available at the UCF Bookstore and possibly off-campus bookstores as well as Amazon and textbook rental sites.

## Course Requirements

The course will consist of a series of **Learning Modules** based upon **Chapters** in your textbook, which consist of reading each chapter, taking a **Quiz** on each chapter, and completing an **Assignment** for each Module. Refer to the **Schedule** (and also to **Syllabus** on left-side Tool Bar) for due dates for elements of the course. The entire course will open at once but each Module will have different closing dates. Thus, you can complete Modules as soon as you wish and complete those ahead of time if you know you will be out of town on business, etc. Going to competitions, regionals, away sports events, etc. is no excuse for special consideration. The entire course is open at the beginning of the term and you know what your schedule looks like for the term. Do not put off Modules until the deadline - it will spell disaster for you!

If you wait until the last minute and the server is down, there are technical issues, or your computer crashes, that is not my problem. Give yourself days of lead time to get technical problems addressed (see Support Services).

There are no makeups nor extra credit built into the course. Missed quizzes will require medical documentation. Essay assignments can be submitted as e-mail attachments after the deadline but there will be a letter grade deduction for each day late.

## Evaluation and Grading

The course is based upon completion of module quizzes and assignments. If it is found that you are submitting work done by someone else or plagiarizing (essay assignments will process through TurnItIn), the minimum penalty will be zero on the quiz or assignment and persistent infractions will lead to academic disciplinary action. (see Academic Honesty section below).

To calculate your grade, each Module is worth 30 points (10 points for the Quiz and 20 points for the Assignment) for a total of 210 points. In addition, you will receive 10 points for completing Module 0 (an assignment introducing yourself to me, major, career interests, etc.). This assignment takes care of the Student Audit financial requirement at the beginning of the term. The Tutorial and Student quiz is for your own benefit - it is not part of your total points or grade for the course. Thus, the maximum point count is 220. Take your total points and divide by 220. This will give you your course grade. Your grade spread sheet will do it for you as well.

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Assignment	Points
Module 0	10
Module 1	30
Module 2	30
Module 3	30
Module 4	30
Module 5	30
Module 6	30
Module 7	30
<b>Total</b>	<b>220</b>

Note: there are no + and - grades for the final course grade.

## Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

# INR 4008 Global Perspectives Schedule

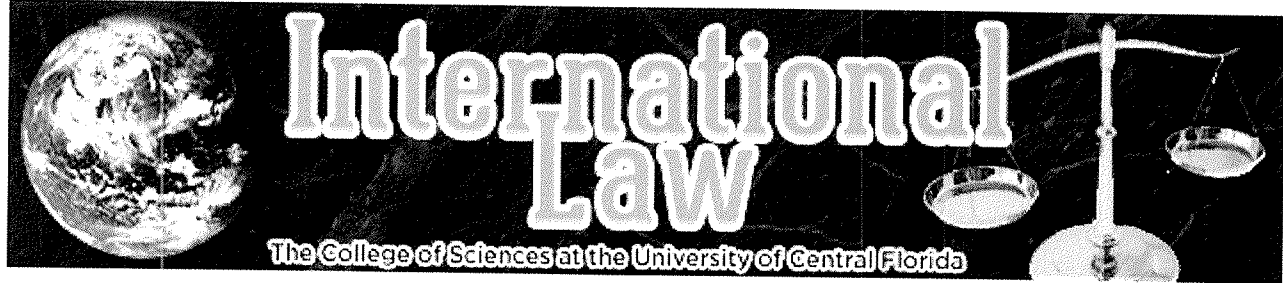
## Schedule

<b>Week/Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Due Dates</b>
Week 1	Module 0: Introductory (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Introduction Assignment</li> <li>• Read textbook Introduction</li> </ul>	01/14/2022 11:59pm
Weeks 2-3	Module 1: Perspectives on International Relations (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 1</li> <li>• Take Quiz 1</li> <li>• Complete web essay Assignment (Perspectives)</li> </ul>	01/30/2022 11:59pm
Weeks 4-5	Module 2: Today's World: Realist Perspectives (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Take Quiz 5</li> <li>• Complete web essay Assignment (Realists)</li> </ul>	02/13/2022 11:59pm
Weeks 6-7	Module 3: Today's World: Liberal Perspectives (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Take Quiz 6</li> <li>• Complete web essay Assignment (Freedom House)</li> </ul>	02/27/2022 11:59pm
Weeks 8-9	Module 4: Today's World: Identity Perspectives (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Take Quiz 7</li> <li>• Complete web essay Assignment (Fukuyama/Huntington)</li> </ul>	03/17/2022 11:59pm
Weeks 10-11	Module 5: Globalization (opens 01/10/2022) March 6-13 is Spring Break	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Take Quiz 8</li> <li>• Complete web essay Assignment (Big Mac Index)</li> </ul>	03/30/2022 11:59pm
Weeks 12-13	Module 6: Environment (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Take Quiz 9</li> <li>• Complete web essay Assignment (Environment)</li> </ul>	04/10/2022 11:59pm

Weeks 14-15	Module 7: Global Inequality/Justice (opens 01/10/2022)	<ul style="list-style-type: none"> <li>• Read Chapter 10 &amp; Conclusion</li> <li>• Take Quiz 10</li> <li>• Complete web essay Assignment (Global Justice)</li> </ul>	04/25/2022  11:59pm
<b>There is no Final Exam</b>			

**Note:** All dates are subject to change by Dr. Bledsoe. Routinely check the class **Announcements** for any changes or updates.

# Syllabus



## Syllabus Spring 2022

### Instructor Contact

<b>Instructor</b>	Robert Bledsoe
<b>Office</b>	Main campus: Phillips Hall 102B
<b>Office Hours</b>	9:00-10:00, 1:30-3:00TR
<b>Phone</b>	Orlando campus: (407) 823-2608
<b>E-mail</b>	<a href="mailto:robert.bledsoe@ucf.edu">robert.bledsoe@ucf.edu</a> ( <a href="mailto:robert.bledsoe@ucf.edu">mailto:robert.bledsoe@ucf.edu</a> )

GTA support for our course is provided by Mr.Santosh Sapkota.

### Course Information

<b>Course Name</b>	INR 4401 - International Law
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Location</b>	web-based

### Course Description

International Law is a one-semester online course designed to introduce the student to public international law - the legal regime of the international political system of states and other entities in that system. While

useful to students desiring to go on to law school, the primary purpose of the course is to provide the basic tools for any student to better understand the influence and contribution of law to the world in which we live. The course is one of the options in the Functional Restricted electives of the International and Global Studies major as well as an elective in the International/Comparative track of the Political Science major (minor) and one of the three options in the Restricted law course of the Pre-Law track of the Political Science major.

## Course Objectives

- Introduce you to the nature and sources of international law; how that law developed; and how it relates to municipal (national) law
- Gain an understanding of the role of law in aiding both stability and peaceful change in the international system
- familiarize you with the legal principles which create the subjects of international law and govern their succession or demise
- examine the rights and duties of the subjects of international law
- suggest how individuals fit into the scheme of things
- introduce you to the legal principles, customs, and norms which govern national jurisdiction over spatial domain and problems in extraterritorial jurisdiction
- introduce you to the legal principles, customs, and norms that govern nations during the course of their international transactions through diplomacy and treaties
- examine those norms that prevail when law fails in its role of aiding both stability and peaceful change in the international system and international disputes and/or conflicts occur
- gain insight into how international law has been instrumental in improving both the human and global environment

The course will nurture basic tools for you to better understand the law. These tools include critical thinking, appreciation of diversity, and accessing technology. **Critical thinking** is central to the analysis and assessment of the law; **diversity** influences how different nations/cultures view that law; and **technology** is an incredible tool to aid you in researching that law.

## Required Text

All students must purchase Gerhard von Glahn and James Larry Taulbee, *Law Among Nations: An Introduction to Public International Law*. 11th ed. Routledge. 2017. ISBN 978-1-138-69172-8 (paperback) or ISBN 978-1-315-53413-8 (ebook).

The textbook is available at the UCF Bookstore and possibly off-campus bookstores as well as Amazon and textbook rental sites.

## Course Requirements

The course will consist of a series of **Learning Modules** based upon **Chapters** in your textbook, which consist of reading each chapter, taking a **Quiz** on each chapter, and completing an **Assignment** (consisting of either a case brief, a research essay, or both) for each Module. Refer to

the **Schedule** and **Calendar** for due dates for elements of the course. The entire course will open at once but each Module might have different closing dates. Thus, you can complete Modules as soon as you wish and complete those ahead of time if you know you will be out of town on business, etc. Going to competitions, regionals, away sports events, etc. is no excuse for special consideration. The entire course is open at the beginning of the term and you know what your schedule looks like for the term. Do not put off Modules until the deadline - it will spell disaster for you!

If you wait until the last minute and the clock runs out, there are technical issues, or your computer crashes, that is not my problem. If you have missed a quiz, there are no reopening of quizzes unless there was a serious medical emergency (documentation required). If you miss an essay assignment, a letter grade is deducted for each day you are late. Give yourself days of lead time to get technical problems addressed.

There is no extra credit built into the course.

## Evaluation and Grading

The course is based upon completion of module quizzes and assignments. If it is found that you are submitting work done by someone else or plagiarizing, the minimum penalty will be zero on the quiz or assignment and persistent infractions will lead to academic disciplinary action. (see Academic Honesty section below).

To calculate your grade, each Module is worth 30 points (10 points for the Quizzes and 20 points for the Assignment) for a total of 180 points. In addition, you will receive 10 points for completing Module 0 Assignment (5 points for the case brief test run and 5 points for introducing yourself to me - do both parts in a single submission). The Tutorial and Student quiz is for your own benefit - it is not part of your total points or grade for the course. Thus, the maximum point count is 190. Take your total points and divide by 190. This will give you your course grade.

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Assignment	Points
Module 0	10
Module 1	30
Module 2	30



Module 3	30
Module 4	30
Module 5	30
Module 6	30
Total	190

Note: there are no + and - grades for the final course grade.

## Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](http://www.goldenrule.sdes.ucf.edu/) [\(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone (e.g., reopening a Module quiz or accepting a late submission for an assignment) .

## Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## Web Sites

There are hundreds of sites that provide resources to study international law. The following are a good beginning for information and resources. There will be specific web sites for you in each Module.

The "bible" is the *American Journal of International Law* from the American Society of International Law and you can find a careers guide by going to <http://www.asil.org/resources/careers-international-law> [\\_\(http://www.asil.org/resources/careers-international-law\)](http://www.asil.org/resources/careers-international-law)

There is also a nice visual guide by going to <https://www.wikihow.com/Be-An-International-Lawyer> (<https://www.wikihow.com/Be-An-International-Lawyer>) and there are other career guides, such as the one at Cornell <http://www.human.cornell.edu> (<http://www.human.cornell.edu>)

Other resources include

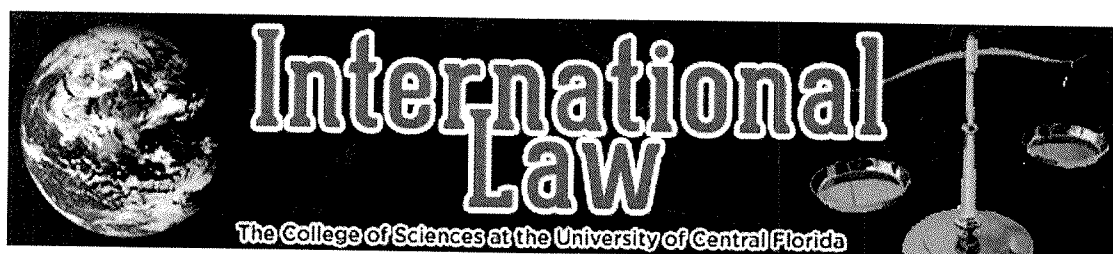
[Institute for International Law and Justice](http://www.iilj.org/) (<http://www.iilj.org/>) at New York University

[The Avalon Project](http://avalon.law.yale.edu) (<http://avalon.law.yale.edu>) at Yale Law School

[www.un.org/law/avl](http://www.un.org/law/avl) (this is the UN AudioVisual Library and you will have videos to review on this site)

(see also the Journals attachment in Announcements as well as my spread sheet on U.S. law schools with a focus on international law)

# Schedule



Week/Date	Topic	Assignments	Due Dates
Week 1	Module 0: Introductory (opens 01/10/2022)	<ul style="list-style-type: none"> <li>Complete 2-part Assignment (Case Brief; Introduction)</li> </ul>	01/14/2022 11:59pm
Weeks 2-3	Module 1: The Nature and Development of International Law (opens 01/10/2022)	<ul style="list-style-type: none"> <li>Read Chapters 1, 2</li> <li>Take Chapters 1 and 2 Quizzes</li> <li>Complete essay Assignment (Background)</li> </ul>	01/30/2022 11:59pm
Weeks 4-5	Module 2: Sources of International Law and Relationship to Municipal Law (opens 01/10/2022)	<ul style="list-style-type: none"> <li>Read Chapters 3, 6</li> <li>Take Chapters 3 and 6 Quizzes</li> <li>Complete Case Brief Assignment (Sources)</li> <li>Complete Case Briefs Assignment (<i>Whitney v. Robertson</i>; <i>Tag v. Rogers</i>)</li> </ul>	02/13/2022 11:59pm
Weeks 6-7	Module 3: States and Their Rights and Duties (opens 01/10/2022)	<ul style="list-style-type: none"> <li>Read Chapters 7,8</li> <li>Take Chapters 7 and 8 Quizzes</li> <li>Complete essay Assignment (Kosovo)</li> </ul>	02/27/2022 11:59pm
Weeks 8-9	Module 4: Principles of Jurisdiction and State Responsibility (opens 01/10/2022)  (Week 10 is Spring Break - March 9-14)	<ul style="list-style-type: none"> <li>Read Chapters 10,11</li> <li>Take Chapters 10 and 11 Quizzes</li> <li>Complete essay Assignment (Hypothetical Scenario)</li> </ul>	03/17/2022 11:59pm
Weeks 11-12	Module 5: Law of the Sea; Diplomacy (opens 01/10/2022)	<ul style="list-style-type: none"> <li>Read Chapters 12, 14</li> <li>Take Chapters 12 and 14 Quizzes</li> <li>Complete essay Assignment (Diplomacy)</li> </ul>	03/30/2022 11:59pm

Weeks 13-15	Module 6: Environment; Criminal Law (opens 01/10/2022)	<ul style="list-style-type: none"><li>• Read Chapters 16, 18 and pp. 593-600</li><li>• Take Chapters 16 and 18 Quizzes</li><li>• Complete essay Assignment (ICC)</li></ul>	04/22/2022 11:59pm
	<b>There is no Final Exam</b>		

**Note:** All dates are subject to change by Dr. Bledsoe. Routinely check the class **Announcements** for any changes or updates.



# INR4104 Topics and Cases in American Foreign Policy Waging Peace and War: Eight Decision Points in American Foreign Relations

School of Politics, Security and International Affairs  
College of Sciences, University of Central Florida

## COURSE SYLLABUS As of January 3, 2022

Instructor: Terry A. Breese  
E-Mail: terry.breese@ucf.edu  
Phone: 703-344-1625  
Office Hours: Tue & Thu 3:00-4:00  
Location: None  
Teaching Assistant: Eric Hardman

Term: Spring 2020  
Class Meeting Days: Tue & Thu  
Class Meeting Hours: 1:30-2:45  
Class Location: PSY 111  
Course Prerequisites: None



### I Course Overview

This is a highly participatory exploration of the enduring themes in America's foreign relations through eight of the twentieth century's most important and contentious episodes. After a brief look at the main themes of American foreign policy before 1914 and the emergence of the United States as a world power, we will proceed chronologically through our eight case studies, beginning with the American decision in 1917 to enter the Great War. Each module will evaluate a key topic to illuminate the broader trends. As you study these historical events, consider whether the U.S. made the right decision in terms of what American leaders in the Administration and Congress knew and understood at the time. Do we still think they made the right decisions or were other options available to advance American foreign policy goals? What should American foreign policy goals be? How can the U.S. best use its resources (military, diplomatic, economic and other) to achieve its goals?

Along the way, we will examine the underlying causes behind each episode, the actions and motivations of the primary actors, and assess the decisions they made. We will evaluate and compare the leadership and decision-making styles of such presidents as Woodrow Wilson, Franklin Roosevelt, John F. Kennedy, Richard Nixon and Ronald Reagan.

Students will be expected to participate vigorously in the debate on each question. In two cases, you will replay the Congressional debates (for war in 1917 and to reject the Treaty of Versailles in 1919). At Yalta you will decide the future of Europe. Then we will examine the roles of the United States and the USSR in the emergence of the Cold War. Other modules will study the Cuban Missile Crisis, the end of the Cold War in 1989 and U.S. Relations with China. Our last case is a Model Diplomacy simulation dealing with tensions on the Korean Peninsula.

## Reacting to the Past

Reacting to the Past is an interactive pedagogy built around immersive simulations (games) firmly based on historical events in which students assume the roles of historical characters and must wrestle with the challenges and opportunities of the time period. It provides an avenue for students to gain a deeper understanding of the historical documents and circumstances of the game period. Our Yalta 1945 module will be based around a Reacting game, "Restoring the World 1945" which was published in 2020. I have used it in previous classes, including when it was still a game in development. Students will take on the historical roles of the members of the U.S., British and Soviet delegations as they decide the future of Europe.

### Disclaimer

I served 36 years in the Foreign Service of the United States but views and opinions I express during this course are my own and do not reflect the views of either the United States Government or the Department of State

## II Course Materials and Resources

### Required Materials/Resources

1. Combs, Gerald A., *The History of American Foreign Relations From 1895*, (Fourth Edition), M.E. Sharp, New York, NY, 2012.
2. Levering, Ralph B., Pechatnov, Vladimir D., Botzenhart-Viehe, Verena, and Edmondson, C. Earl, *Debating the Origins of the Cold War: American and Russian Perspectives*, Roman & Littlefield, Lanham, MD, 2001.
3. Proctor, John W. and Moser, John E., *Restoring the World, 1945*, University of North Carolina Press, Chapel Hill, NC, 2020.
4. Other materials will be in Webcourse
5. Slack: We will use Slack in the Yalta simulation. If you don't already have a Slack account, there's a tutorial in the Webcourse syllabus that explains how to establish your account (free).
6. Students will require regular internet access, including access to both Webcourse and Slack. I hope that COVID will not drive us back to remote classes. If it does, you will need Zoom. A webcam or laptop with a built-in webcam are highly recommended. Students are not obliged to have their video active but it will diminish the experience for both the student and other students during the simulations if you opt not to activate video. During simulations, students should expect to check Slack regularly or activate notifications in order to follow the action.

### Third-Party Accessibility and Privacy Statements

We will use Slack in the simulations. Slack's privacy statement is here: <https://slack.com/trust/privacy/privacy-policy>

## III Student Learning Outcomes

1. Understand and be able to explain the evolution and development of key concepts in American foreign policy through the 20th century.
  2. Understand and be able to explain the historical events, trends and ideas that produced each of the cases examined and the actions taken by the parties involved.
  3. Understand and be able to explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.
- and use a space between paragraphs.

### Interaction Guidelines

Many of the "rules of the road" that apply to conversations also apply to the use of interactive tools used in this course. Use the following conventions when interacting with the instructor and fellow students:

1. While using synchronous tools, such as chat and conferences, be located in a quiet, private environment. This will help you stay clear of disturbances.
2. If you want to send a personal message to the instructor or to another student, use conversations rather than the discussions (see Conversations). Slack includes a private message function that can be used during simulations.
3. Be patient. Don't expect an immediate response when you post to a discussion.
4. Respect each other's ideas, feelings and experience.
5. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
6. Explore disagreements and support assertions with data and evidence.
7. Be sure to post discussions in the appropriate discussion topic.
8. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
9. During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the discussions tool multiple times during the week.

#### IV Course Activities

**Modules:** The course is organized around modules that deal with specific historical challenges to American foreign policy.

- Four modules (Nothing Less Than War, Versailles, Origins of the Cold War, and End of the Cold War) will feature student-led discussion and debate based on papers the students will have written developing and justifying their position on the question posed.
- One major Reacting to the Past simulation, Yalta 1945, includes a variety of short writing assignments, a reading quiz based on the assigned readings and at least one speech to the class based on your assigned role. Participation in the simulation will also be assessed.
- The two single class session simulations (Cuban Missile Crisis and North Korea) will put students in the position of policymakers addressing a crisis.
- The remaining module (United State and China) will put students in the role of senior policy advisors recommending policy options to the President and national leaders.

**Required reading and class participation:** The reading load will be 100-150 pages per week. You are expected to complete the readings before the class for which they are assigned.

**Simulations:** There will be three simulations: Yalta 1945, The Cuban Missile Crisis and Korea. You will be assigned a role in each simulation and are expected to participate actively. These are not passive lecture classes. Particularly in Yalta 1945, you must pro-actively present and defend your points of view and frequently critique other viewpoints. Only by vigorously probing and challenging can we fully share our insights and maximize our understanding. Each delegate will make a speech on an assigned issue before the conference. Grading will be a mixture of your speech, writing assignments, participation in the debates, and your success in achieving both national and personal goals.

**Exams:** There will be a mid-term exam and a final. Both will be on-line and outside of class.

**Writing Assignments:** Each student will write four short papers – one on either Nothing Less Than War or Versailles (first two topics) and one on each of three other modules. Each paper is limited to 1,500 or fewer words and must address the topic question for that module. The papers will vary in type and style. You might be asked to prepare a memorandum for the President outlining his options or assess the lessons learned. In another module, the writing assignment will take on the role of a Congressman or Senator and be required to prepare an Op-Ed piece for the leading newspaper in your home state explaining your vote on the foreign policy question – and then debate the issue in Congress with your fellow students.

The word limits are deliberate. You will have to analyze a lot of material, prioritize, and make judgments. The papers also require the study of the overall time period in question. You must understand the rich context of each topic and the inherent sub-topics. The military has a saying (of course): BLUF (Bottom Line Up Front).

All papers are due 2:00 PM on the day before the class debate in that module. Papers are to be submitted electronically in WEBCOURSE. Please use MS Word if possible. WEBCOURSE does not always play well with other

**Public Speaking:** Yes, it can be hard. But being able to present your position and views orally to an audience is one of the most valuable communication skills. In Yalta 1945, you will have to stand up and deliver a speech, then defend your position against other viewpoints. In the two first modules, you will be expected to state your position on the question clearly and succinctly.

**Quizzes:** There will also be occasional quizzes on the readings and there will be short writing assignments. Quizzes and short writing assignments together count for 5% of the final grade. The first one will be due January 11 to comply with the University's financial assistance requirements.

### **Attendance/Participation**

I do not take formal attendance or grade for attendance. I rely on your professionalism and desire to learn. Not being in present in class will likely affect your performance in the course. Absences during the simulations will affect your own participation grade and can affect the outcome for your delegation or faction.

- If you know you will miss a class session for a legitimate reason (including illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.) please let me know in advance. I will work with you to avoid any problem, including adjusting the schedule of discussions in a simulation if possible.
- Where participation is a graded activity in a simulation, it will be measured by your engagement both in the plenary sessions and in your activity between sessions on Slack discussions.

### **Late Assignments**

Assignments are due as stated in each assignment. During the simulations, specific assignments may be later than posted if your assigned role is due to speak later in the simulation. Your role sheet will provide specific guidance. Otherwise, I expect assignments to be submitted on time. Assignments that are less than 24 hours late will be graded with a one letter grade deduction. Assignments more than 24 hours late without the instructor's prior agreement may not be graded at all.

### **Activity Submissions**

All written assignments are submitted in Webcourse by file upload. MS Word is the preferred file type. Webcourse has issues with Apple's Pages program. Graded discussions will all be in Webcourse but Slack will be used for discussion in the simulations with a new Slack Workspace created for each simulation.

### **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.



## V Basis for Final Grade

<u>Assessment</u>	<u>Percent of Final Grade</u>
Writing Assignments (four)	30%
Yalta 1945	15%
Cuban Missile Crisis Micro-Game	10%
Korea Simulation	10%
Midterm Exam	20%
Final Exam	20%
Quizzes and shorter assignments	5%
Total	100%

Grading Scale (%)		Interpretation
93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	
87-89	B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
83-86	B	
80-82	B-	
77-79	C+	Average, meets minimum expectations and satisfies course requirements
70-76	C	
60-69	D	Below average, meets many minimum expectations and satisfies all or most course requirements
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements

## VI University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

### Policy Statements

#### [Academic Integrity](#)

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

#### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

#### [Course Accessibility Statement](#)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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 during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu>[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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

[Deployed Active Duty Military Students](#)

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

[Copyright](#)

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

[Third-Party Software and FERPA](#)

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**VII Schedule**

Date	Topic	Required Reading (to be completed <b>before</b> the class) <b>Assignment Reminder in bold</b>
Jan 11	<b>Class Introduction</b>  Lecture: A Forced March through American Foreign Policy to 1895	Kissinger, "The Hinge" from <i>Diplomacy</i> . (WEBCOURSE)  <u>SKIM ONLY:</u>  Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 1-3 (pages 1-71)
Jan 13	<b>The Emergence of the U.S. as a World Power</b>  Lecture: America's Emergence as a World Power	<b>Assignment Due Jan 13: Emergence of the United States Reading Quiz</b>  <b>Assignment Due Jan 14: Roosevelt or Wilson?</b>

Jan 18	<p><b>Nothing Less Than War: The U.S. Decision to Enter World War I</b></p> <p>Lecture: The Great War and the U.S. Political Debate</p>	<p><b>Assignment Due: Nothing Less than War Reading Quiz (January 18)</b></p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 4 (pages 72-96)</p> <p>Freure, Russell, "When Memory and Reality clash: The First World War and the Myth of American Neutrality," <i>Northern Mariner</i>, Vol. 22, No. 2, 2012, pages 141-163. (Webcourse)</p> <p>Puong, Fei Yeh, "The Role of the Zimmerman Telegram in Spurring America's Entry into the First World War," <i>American Intelligence Journal</i>, Vol 32, No. 1, pages 61-64. (Webcourse)</p> <p>Woodrow Wilson's war message to Congress (2 pages) (Webcourse)</p>
Jan 20	Class Debate: The House of Representatives' Debate on Declaring War	<p><b>Assignment Due 2:00 PM Jan 19: Op-Ed on the Declaration of War (HFAC Members Only)</b></p> <p><b>Assignment Due 2:00 PM Jan 19: Statement on the Declaration of War (Other House Members)</b></p>
Jan 25	<p><b>The Treaty of Versailles</b></p> <p>Lecture: The Paris Peace Conference 1919</p>	<p><b>Assignment Due Jan 25: Treaty of Versailles Reading Quiz.</b></p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 5 (pages 97-121)</p> <p>Hewes, James E. Jr, "Henry Cabot Lodge and the League of Nations," <i>Proceedings of the American Philosophical Society</i>, Vol 114, No. 4, August 1970, pages 245-255. (Webcourse)</p>
Jan 27	Class Debate: The Senate Debate on Ratifying the Versailles Treaty	<p><b>Assignment Due 2:00 PM January 26: Op-Ed on the Treaty of Versailles (SFRC Members Only)</b></p> <p><b>Assignment Due 2:00 PM January 26: Statement on the Treaty of Versailles (Other Senators).</b></p>
Feb 1	<p>Lecture: American Interwar Foreign Policy 1920-1941</p> <p>Y</p>	<p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 6-7 (pages 122-171)</p> <p>Yalta 1945 Role Sheets to be distributed in Class.</p>
Feb 3	<p><b>Yalta 1945 Introduction</b></p> <p>Lecture: Alliance Diplomacy: The U.S., Britain and the USSR in World War II</p> <p><b>Faction Meeting</b></p>	<p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 (pages 172-182 ONLY – Stop at Yalta)</p> <p>Proctor, John W. and Moser, John E., <i>Restoring the World, 1945</i>, University of North Carolina Press, Chapel Hill, NC, 2020, pages 1-42</p> <p>Your individual role sheet and national briefing.</p>

Feb 8	<p><b>Yalta 1945 First Session</b></p> <p>Issues 1, 2 and 3</p>	<p><b>Assignment Due 1:00 PM Feb 8: Yalta 1945 Reading Quiz.</b></p> <p>Documents in <i>Restoring the World, 1945</i> important to your role.</p>
Feb 10	<p><b>Yalta 1945 Second Session</b></p> <p>Issues 4, 5 and 6</p>	<p><b>Assignment Due: Individual speeches (depending on when your issue comes up for discussion).</b></p>
Feb 15	<p><b>Yalta 1945 Third Session</b></p> <p>Issues 7, 8 and 9</p>	
Feb 17	<p><b>Yalta 1945 Fourth Session</b></p> <p>Issues 10 and 11</p>	<p><b>Assignment due by end of class: Yalta Final Statement</b></p>
Feb 22	<p><b>Yalta 1945 Readout – What Really Happened</b></p> <p><b>Origins of the Cold War</b></p> <p>Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective</p>	<p><b>Assignment Due 2:00 PM Feb 21: Letter to your character</b></p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 and 9 (pages 183-235 – Start with Yalta)</p> <p>Levering, et al, <i>Debating the Origins of the Cold War</i>. The American Perspective (pages 1-64)</p> <p>George F. Kennan, “Long Telegram,” Feb. 22, 1946 (page 69-75 of <i>Debating the Origins of the Cold War</i> and Webcourse) <b>or</b></p> <p>X, “The Sources of Soviet Conduct,” <i>Foreign Affairs</i>, Volume 25, No. 4, July 1947, pages 566-582. (Webcourse). The latter is a bit longer but much more readable.</p> <p>Truman’s Speech to Congress March 12, 1947, (“Recommendation for Assistance to Greece and Turkey”). (pages 78-80 <i>Debating the Origins of the Cold War</i> and Webcourse)</p>
Feb 24	<p>Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Soviet Perspective</p>	<p>Levering, et al, <i>Debating the Origins of the Cold War</i>. The Russian Perspective (pages 85-154)</p> <p>Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership dated September 25, 1946. (Webcourse)</p> <p>Also available at Wilson Center Archives  <a href="http://digitalarchive.wilsoncenter.org/document/110808">http://digitalarchive.wilsoncenter.org/document/110808</a></p>

March 1	Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War?	<b>Assignment Due 2:00 PM Feb 28: Paper assessing responsibility for the Cold War.</b>
March 3	Lecture: The Cold War under Eisenhower and Kennedy  Mid-Term Review	Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 10 (pages 233-260)  <b>Assignment Due: March 4 Mid-Term Exam (on line).</b>
March 4 – March 14	Spring Break	
March 15	<b>The Missiles of October: The Cuban Missile Crisis</b>  Lecture: Different ways of looking at the Cuban Missile Crisis	<b>Assignment Due 1:00 PM March 15: Cuban Missile Crisis Reading Quiz</b>  Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 261-270 ONLY)
March 17	<b>Cuban Missile Crisis Microgame</b>	Game materials and your individual role sheets.  <b>Assignment Due 1:00 PM March 17: Advisor Brief</b>  <b>Assignment Due 3:00 PM March 18: Colleague Assessment</b>
March 22	<b>Microgame Outbrief</b>  Lecture: The Cuban Missile Crisis: What Really Happened and What it Meant	Watch the PBS documentary on the crisis. It's 1.5 hours. Accessible on YouTube at:  <a href="https://www.youtube.com/watch?v=dMYumVM1rZM">https://www.youtube.com/watch?v=dMYumVM1rZM</a>  <b>Assignment Due before class: Character Debrief</b>
March 24	<b>1989 and the End of the Cold War</b>  Lecture: From Détente to Reagan	Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 15-16 (pages 358-410)  Leffler, Melvyn, "Reagan's Peace through Strength and Gorbachev's Reform through Peace," in Merrill, Dennis, and Patterson, Thomas G., <i>Major Problems in American Foreign Relations, Volume II: Since 1914</i> , pages 524-537. (Webcouse)

March 29	<b>1989 and the End of the Cold War</b>  Lecture: The Fall of Communism and American Policy	Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 15-16 (pages 358-410)  Leffler, Melvyn, "Reagan's Peace through Strength and Gorbachev's Reform through Peace," in Merrill, Dennis, and Patterson, Thomas G., <i>Major Problems in American Foreign Relations, Volume II: Since 1914</i> , pages 524-537. (Webcourse)
March 31	Class Debate: Why Did the Cold War Suddenly End?	<b>Assignment Due 2:00 PM April 12: Who Was Responsible for the Cold War's Sudden End?</b>
April 5	<b>The United States and China</b>  Lecture: The U.S. and China 1949-1981	Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 13 (pages 309-333)  Warner, Geoffrey, <i>Nixon, Kissinger and the rapprochement with China, 1969-1972</i> . <i>International Affairs</i> 83: 4, 2007 (WEBCOURSE)  Goh, Evelyn, "Nixon, Kissinger, and the "Soviet Card" in the U.S. Opening to China, 1971-1974," <i>Diplomatic History</i> , Vol. 29, No. #, June 2005, pages 475-502. (Webcourse)
April 7	<b>The U.S. and China: From Reagan to Trump</b>  Lecture: The U.S. and China 1981-Present	
April 12	Class Debate: How should the U.S. deal with today's China?	<b>Assignment Due 2:00 PM April 8: Policy Paper on US-China Relations</b>
April 14	<b>The Korea Problem</b>  Lecture: The U.S. and North Korea	<b>Assignment Due April 14: Model Diplomacy Reading Quiz</b>  Grzelcyk, Virginie, "The Kim Dynasty and North-East Asian Security: Breaking the Cycle of Crisis?". <i>North Korean Review</i> , vol II, No. 2, Fall 2015, pp. 25-44. (Webcourse)  Nathan, Andrew S., "Who is Kim Jong-un?", <i>The New York Review of Books</i> . August 18, 2016. (Webcourse)
April 19	Guest Lecturer TBD	<b>Assignment Due April 20: North Korea Briefing Paper</b>
April 21	Model Diplomacy Simulation on Korea	<b>Assignment Due: Model Diplomacy Korea Simulation (in class)</b>
TBD	<b>Final Exam</b>	



# INR 4030H HONORS DIPLOMACY

School of Politics, Security and International Affairs  
College of Sciences, University of Central Florida

## COURSE SYLLABUS As of January 3, 2022

Instructor: Terry A. Breese  
E-Mail: terry.breese@ucf.edu  
Phone: 703-344-1625  
Office Hours: Tue & Thu 3:00-4:00  
Location: None  
Teaching Assistant: Jason Tache

Term: Spring 2020  
Class Meeting Days: Tue & Thu  
Class Meeting Hours: 4:30-5:45  
Class Location: BRC 126  
Course Prerequisites: POS-2041  
Burnett Honors College permission



### I Course Overview

This class explores the origins and development of diplomacy in the European state system that became global in the 20th Century. The origins and development of diplomacy starts with a simple question "What is Diplomacy?" We will look at the origin of diplomacy, its uses through history, and the evolution of its practice. We will explore the roles that legitimacy, ideology/religion, nationalism/national identity, balance of power, liberal internationalism and international norms have played and continue to play in diplomacy.

The course focuses on efforts to establish a secure, enduring international order following periods of intense conflict. These include the Peace of Westphalia (1648), the Congress of Vienna (1815), the Paris Peace Conference (1919) and the Yalta/Potsdam Conferences (1945). We will study in depth Westphalia, Vienna and Paris.

- The Westphalian System of sovereign states that emerged after 1648 and the Thirty Years War. We will then study the application of classic diplomacy in maintaining a balance of power through the diplomacy of the wars of the 18<sup>th</sup> Century: the War of Spanish Succession (1701-1713) and the Treaty of Utrecht (1714), then the War of Austrian Succession (1740-1748) and the Seven Years War (1756-1763) and by the Treaties of Hubertusburg/Paris (1763).



- We will then review the diplomacy of the Wars of the French Revolution and the Napoleonic Wars, after which the class will negotiate the post-Napoleonic settlement at the Congress of Vienna (1814-1815), representing one of the major or minor European powers. Afterwards, we will examine the “Concert of Europe,” its maintenance of the European peace 1815-1914, and its collapse into the Great War in 1914.
- Then, we will look at the effort to build a new system of diplomacy in the Paris Peace Conference of 1919 based on collective security and the League of Nations. You will again take on roles as one of the negotiators at Paris and see first-hand the types of compromises required to reach agreement among many states.
- Third, we will consider what the Versailles system failed in the interwar years look at wartime diplomacy among the United States, Great Britain and the USSR. Finally, we will consider the post-war world they created after 1945 that led to the Cold War.

The second part of the course will look at the tools and landscape of contemporary diplomacy, with a particular focus of the foreign policy system of the United States. We will look at the roles played by foreign ministries and examine the longstanding conflict/cooperation between our State and Defense Departments. We will look at the evolution of the roles played by the White House and the National Security Staff in developing and implementing American foreign policy. We will also consider the evolving roles played by civil society, Congress, the media and businesses in American foreign policy.

The final part of the course will look at the development and role of international organizations and examine the critical issue of humanitarian intervention in a sovereign state. Students will again take on roles in the 1994 Rwanda crisis and examine how the United Nations and the world’s nations, large and small, responded to that crisis.

This is an interactive class. Students are expected to participate in discussions. Much of the class is taken up with three simulations where students take on historical roles and attempt to deal with the critical issues of the time: Congress of Vienna (1815), Paris Peace Conference (1919) and the Rwanda Crisis (1994). Public speaking (in class), critical analysis and effective written communication are essential.

### **Disclaimer**

I served 36 years in the Foreign Service of the United States but the views and opinions I express during this course are my own and do not reflect the views of either the United States Government or the Department of State

## **II Course Materials and Resources**

1. Kissinger, Henry, *Diplomacy*, Simon & Schuster, New York, 1994.
2. McFall, Kelly, *The Needs of Others: Human Rights, International Organizations an Intervention in Rwanda, 1994*, W.W. Norton & Company, New York, 2019.
3. Other readings on Webcourse
4. Slack: The Webcourse syllabus contains a link to set up a Slack account if you do not already have one. Slack’s privacy statement is here: <https://slack.com/trust/privacy/privacy-policy>

## **III Student Learning Outcomes**

1. Understand and be able to explain the evolution of diplomacy and diplomatic practice in its historical context and in the contemporary international system.
2. Understand and be able to explain the historical events, trends and ideas that produced each of

the simulations and the actions taken by the parties involved.

3. Understand and be able to explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.

#### **IV Course Activities**

**Required reading and class participation:** The reading load will be 100-150 pages per week. You are expected to complete the readings before the class for which they are assigned.

**Simulations:** There will be three simulations: Vienna 1815, Paris 1919 and Rwanda 1994. You will be assigned a role in each simulation as a historical figure and are expected to participate actively. These are not passive lecture classes. You must pro-actively present and defend your points of view and frequently critique other viewpoints. Only by vigorously probing and challenging can we fully share our insights and maximize our understanding. Each delegate will make a speech on an assigned issue before the conference. Grading will be a mixture of your speech, writing assignments, participation in the debates, and your success in achieving both national and personal goals.

**Exams:** There will be two mid-term exams. Both will be on-line and outside of class. There will not be a final exam.

**Writing Assignments:** There are writing assignments associated with the Congress of Vienna, Paris 1919, and Rwanda 1994.

**Public Speaking:** Yes, it can be hard. But being able to present your position and views orally to an audience is one of the most valuable communication skills. In the simulations, you will have to stand up and deliver a speech, then defend your position against other viewpoints.

**Quizzes:** There may be occasional quizzes on the readings and there will be short writing assignments. Quizzes and short writing assignments together count for 5% of the final grade. The first one will be due January 11 to comply with the University's financial assistance requirements.

#### **Attendance/Participation**

I do not take formal attendance or grade for attendance. I rely on your professionalism and desire to learn. Not being present in class will likely affect your performance in the course. Absences during the simulations will affect your own participation grade and can affect the outcome for your delegation or faction.

- If you know you will miss a class session for a legitimate reason (including illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.) please let me know in advance. I will work with you to avoid any problem, including adjusting the schedule of discussions in a simulation if possible.
- Where participation is a graded activity in a simulation, it will be measured by your engagement both in the plenary sessions and in your activity between sessions on Slack discussions.

#### **Late Assignments**

Assignments are due as stated in each assignment. During the simulations, specific assignments may be later than posted if your assigned role is due to speak later in the simulation. Your role sheet will provide specific guidance. Otherwise, I expect assignments to be submitted on time. Assignments that are less than 24 hours late will be graded with a one letter grade deduction.

Assignments more than 24 hours late without the instructor's prior agreement may not be graded at all.

### Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## V Basis for Final Grade

<u>Assessment</u>	<u>Percent of Final Grade</u>
First Midterm Exam	15%
Second Midterm Exam	15%
Congress of Vienna Negotiations	20%
Paris 1919 Negotiations	20%
Rwanda 1994 Simulation	20%
Short Writing Assignments and Quizzes	10%
<b>Total</b>	<b>100%</b>

Grading Scale (%)		Interpretation
93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	
87-89	B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
83-86	B	
80-82	B-	
77-79	C+	Average, meets minimum expectations and satisfies course requirements
70-76	C	
60-69	D	Below average, meets many minimum expectations and satisfies all or most course requirements
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements

## VI University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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 during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu>[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video: (<https://youtu.be/NIKYajEx4pk>).

## [Deployed Active Duty Military Students](#)

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## [Copyright](#)

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## [Third-Party Software and FERPA](#)

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## VII Schedule

Date	Topic	Required Reading (to be completed <b>before</b> the class) <b>Assignment Reminder in bold</b>
Jan 11	<b>Class introduction</b>  <b>What is Diplomacy?</b>  <b>The Thirty Years War and the Westphalian System</b>	Kissinger. <i>Diplomacy</i> , Chapter 1, 2, and 3 pages 17-77
Jan 13	<b>War and Peace in 18<sup>th</sup> Century Europe: Louis XIV and Frederick II</b>	<b>Due Jan 14: Woodrow Wilson or Teddy Roosevelt?.</b>  National and individual role papers for Vienna 1815 to be distributed in class.
Jan 18	<b>Napoleon's Wars and the Restoration of Order</b>  <b>Introduction to Vienna 1814-1815</b>  <b>Delegation Time</b>	Jarret, Mark. <i>The Congress of Vienna and its Legacy</i> , Chapters 1 and 2 (pages 3-68) (Webcourse)  Kissinger. <i>Diplomacy</i> , Chapter 4 (pages 78-102)  Congress of Vienna Gamebook  National and Individual Briefing Papers.  <b>Assignment Due Jan 18: CoV Reading Quiz.</b>
Jan 20	<b>Congress of Vienna Session 1</b>	<b>Assignment Due Jan 19: Vienna Opening Statement (delegation heads)</b>  <b>Assignment Due Jan 19: Briefing paper on your assigned issue (other delegation members)</b>
Jan 25	<b>Congress of Vienna Session 2</b>	<b>Assignment Due Jan 25: Letter Home (see your Role Sheet).</b>
Jan 27	<b>Congress of Vienna Session 3</b>	<b>Assignment Due: Draft Final Act</b>
Feb 1	<b>Congress of Vienna Session 4</b>	<b>Assignment Due Feb 1 (after class): Negotiating Score Sheet (1 per delegation).</b>
Feb 3	<b>Assessing the Vienna Settlement</b>  <b>The Concert of Europe: The World of Classic Diplomacy</b>	Kissinger. <i>Diplomacy</i> , Chapter 4 and 5 (pages 78-167)  <b>Assignment Due Feb 3: Commentary.</b>

Feb 8	<b>Diplomatic Practice: Foreign Ministries and the Embassies</b>	Zetulich, Jack. American Foreign Policy (address to new Foreign Service Class) (Webcourse)  Berridge, G.R., "The Foreign Ministry," in <i>Diplomacy: Theory and Practice 5<sup>th</sup> Edition</i> , Palgrave MacMillan, New York, 2015. Pages 5-21. (Webcourse)  Pope, "Demilitarizing American Foreign Policy," (Webcourse)
Feb 10	<b>Trade and Economic Diplomacy</b>	Woolcock, Stephen, and Bayne, Nicholas. "Economic Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013. Pages 385-401) (CANVAS)
Feb 15	<b>The Concert Fails and the Origins of the Great War</b>	Kissinger. <i>Diplomacy</i> , Chapter 6, 7 and 8 (pages 137-217)  Roles for Paris 1919 will be distributed in class
Feb 17	<b>Introduction to Paris 1919  Paris 1919 Session 1 (Opening Statements)</b>	Kissinger. <i>Diplomacy</i> , Chapter 9 (pages 217-245)  Paris 1919 Gamebook  National Brief and Individual Role Sheet.  Documents in the Gamebook important to your role.  <b>Assignment Due Feb 16: Opening Statement (Heads of Del only)</b>  <b>Assignment Due Feb 17: Paris 1919 Reading Quiz</b>
Feb 22	<b>Paris 1919 Session 2</b>	<b>Assignment Due Feb 21: First Written Assignment (non-heads of del)</b>
Feb 24	<b>Paris 1919 Session 3</b>	<b>Assignment Due February 23: Second Written Assignment (all)</b>
Mar 1	<b>Paris 1919 Session 4</b>	<b>Assignment Due February 28: Draft Treaty (Council)</b>  <b>Assignment Due Mar 1 (before class): Comments on the Draft Treaty (other delegations)</b>
Mar 3	<b>Paris 1919 Session 5 (Signing Ceremony and Post-Mortem)</b>	Kissinger. <i>Diplomacy</i> , Chapter 10, pages 218-265  <b>Assignment Due Mar 3: Letter to Your Character</b>  <b>Assignment Due Mar 4: First Mid-term (on-line outside class)</b>
Mar 4- 14	<b>Spring Break</b>	

Mar 15	<b>American Foreign Policymaking: The National Security Council and the Role of the Presidency</b>	DeYoung, Karen, "How the Obama White House runs foreign policy," <i>Washington Post</i> , August 4, 2015. (CANVAS)  <b>Samuels, David, "The Aspiring Novelist Who Became Obama's Foreign Policy Guru," <i>New York Times Magazine</i>, May 5, 2016. (CANVAS)</b>
Mar 17	<b>Diplomacy and the Road to World War II</b>	Kissinger. <i>Diplomacy</i> , Chapter 11, 12, 13 and 14 (pages 266-368)
Mar 22	<b>Alliance Diplomacy: The U.S., Britain and the USSR in World War II</b>	Kissinger. <i>Diplomacy</i> , Chapter 15, and 16 (pages 369-422)
Mar 24	<b>The Origins of the Cold War</b>	Kissinger. <i>Diplomacy</i> , Chapter 17 and 18 (pages 423-521)
Mar 29	<b>International Organizations</b>	Karns, Margaret P. and Mingst, Karen A. "International Organizations and Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013. Pages 142-159) (CANVAS)  Mahbubani, Kishor. "Multilateral Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013. Pages 248-262 (CANVAS)
Mar 31	<b>Humanitarianism and the Responsibility to Protect  Rwanda 1994 Role Sheets to be handed out</b>	Weiss, Thomas G, "The Responsibility to Protect and Modern Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013. Pages 763-778 (CANVAS)
Apr 5	<b>Introduction to Rwanda 1994  The Secretary General's Reception</b>	McFall, Kelly, <i>The Needs of Others</i> , pages 1-68  Individual Briefing Papers.  <b>Assignment Due April 5: Rwanda Reading Quiz</b>
Apr 7	<b>Rwanda Session 1 – April 7, 1994</b>	Documents in <i>The Needs of Others</i> important to your role.
Apr 12	<b>Rwanda Session 2 – April 15, 1994</b>	<b>Assignment Due April 11: First Written Assignment</b>
Apr 14	<b>Rwanda Session 3 – April 30, 1994</b>	
Apr 19	<b>Rwanda Session 4– May 15, 1994</b>	<b>Assignment Due April 18: Second Written Assignment</b>



Apr 21	<b>Rwanda Session 5– May 30, 1994</b>	<b>Assignment Due April 25: Self-Assessment Essay</b>
Apr 28 4:00 - 6:50	<b>Last Class Rwanda 1994 Post-Mortem</b>	

# Course Syllabus

## POS2041 American National Government

Section 0W61

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

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## General Course Information

### Course Information

- Term: Spring 2022
- Course Number & Section: POS2041-0W61
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: Online
- Course Modality: Online

## Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Phone: (407) 823-2608 (does not take messages)
- Digital Contact: **Please use the Webcourses@UCF messaging to contact me or the course GTAs.** We aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: <https://cdl.ucf.edu/support/webcourses/guides/conversations/>
- Office Hours (all times are EDT - Orlando time). Regular office hours will be held in person at my office (HPH 302) and/or through Zoom (the links are provided below). For these office hours, you do not need an appointment. Just come to the office or "join" the Zoom session at any point during that period by clicking on the link. If you wish to meet at a different time, send me a message through Webcourses to arrange a meeting.

### Instructor Office Hours:

<b>Day</b>	<b>Time</b>
<b>Mondays</b>	10:00 AM - 12:00 PM (Office & Zoom)
<b>Wednesdays</b>	9:00 AM - 12:00 PM (Office & Zoom)
<b>Fridays</b>	8:00 AM - 9:00 AM (Zoom only)*
<b>By appointment</b>	<b>Contact me to arrange a meeting time</b>

\* Please keep in mind that every other week this session will be devoted to the Civic & Diversity Discussion.

### GTA Office Hours

<b>Name</b>	<b>Day</b>	<b>Time</b>
Marin Deevers		
Sean Skillings		
Barry Smith		
	<b>By appointment</b>	<b>Contact the GTA to arrange a meeting time</b>

## Enrollment Requirements

Course Prerequisites (if applicable): None

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): N/A

## Course Description

POS2041-American National Government has been designed to provide a comprehensive introduction to the concepts and issues of the United States government. It examines the structure, philosophy, accomplishments, and challenges of

the American government. Students will examine and analyze why the American political system operates as it does, who wins and who loses in the process and why this system endures. In addition, this course will provide you with the tools to understand, effectively participate in, and influence the political process in order to address issues of importance to our communities.

The problems that we face as a society are multifaceted, and thus require that individuals with different backgrounds, training, and perspectives collaborate to elaborate and implement effective solutions. Universities are incubators of ideas and solutions to problems, and they play a crucial role in fostering an environment of collaboration and creativity. Thus, it is imperative that we learn how to do this effectively. This course includes several assignments geared towards developing teamwork skills and strategies.

This course will be taught from a transdisciplinary and comparative perspective. This means that we will examine topics from a variety of angles and determine the linkages that exist between politics, society, culture, science, and the arts. In addition, we will continuously compare and contrast the United States to countries around the world to try to understand why certain patterns and phenomena are present in some contexts and not in others. This is based on the assumption that we can understand our own country better if we compare it against others.

This term our class will be working on a final collaborative project. The objective of this is to apply what you learned in the course, to develop civic competency and professional skills, and to make connections with students in other career paths. The project is designed to introduce you to the career readiness competencies (competencies that employers are requiring all graduates to demonstrate), develop the skills needed to demonstrate these competencies, and prepare you to 'translate' your past and current experiences into your employment search tools.

These competencies/skills are\*:

**Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

**Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

**Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

**Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different

local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

**Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.

**Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

**Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

**Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

\* Source: NACE Career Readiness Initiative: <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

All of these competencies have been identified by employers as significant assets in hiring/promotion decisions.

## General Education Program (GEP) Course\* or "Why do I have to take this class"???

This class is part of UCF's General Education Program (GEP). UCF's General Education Program provides students with a cohesive, integrative learning experience. Students complete courses in five program areas, each with its own set of learning outcomes, that enable them to plan, connect, and reflect as they move through their foundational classes.

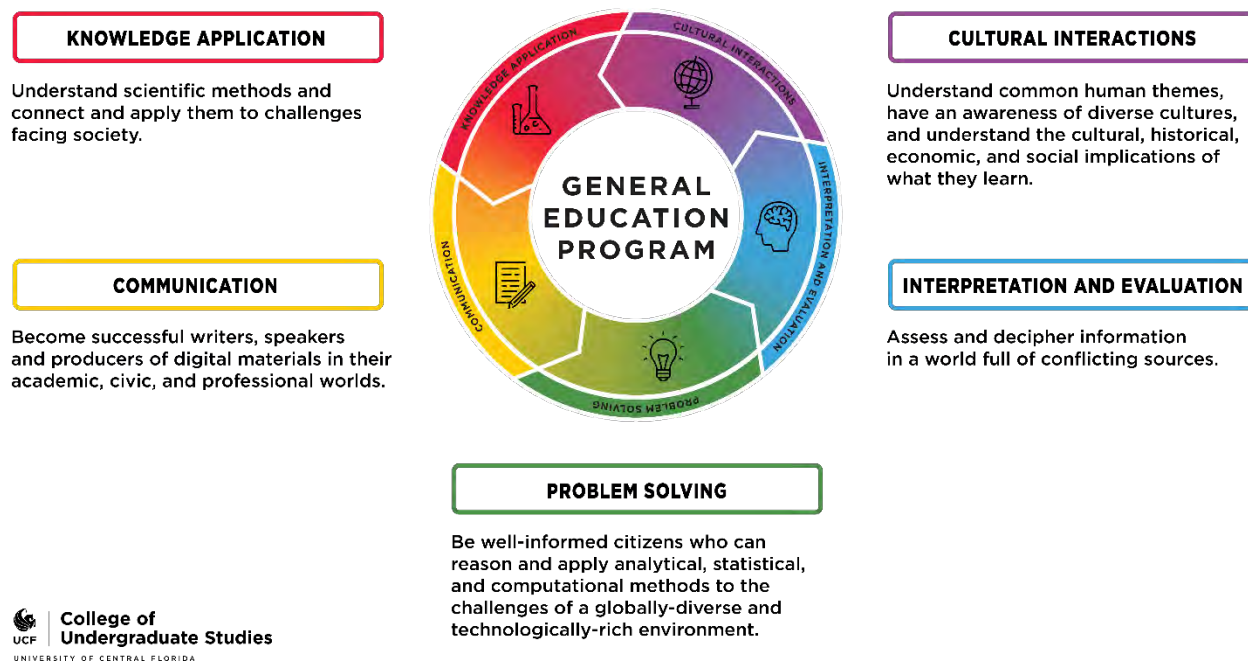
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and professional worlds.

The purposes of the UCF General Education Program (GEP) are

- to introduce students to a broad range of human knowledge and intellectual pursuits
- to equip students with the analytic and expressive skills required to engage in those pursuits
- to develop their ability to think critically
- to prepare them for life-long learning.

The GEP curriculum provides students with the intellectual, ethical, and aesthetic foundations necessary to make informed choices; to accept the responsibilities of working and living in a rapidly changing world; and to lead a productive and satisfying life.

POS2041 American National Government forms part of the "Interpretation & Evaluation" Foundation. As such it focuses on developing the skills to assess and decipher information in a world full of conflicting sources. The secondary foundation incorporated in this course is "Knowledge Application" but, of course, all of the Foundations are incorporated in some way or another. See if you can identify the Foundation for your own major!



\* Source: UCF General Education Program, College of Undergraduate Studies

## Format of the Course

This course is offered electronically via Webcourses. All course activities are to take place online. This includes the quizzes and exams. There are no scheduled face-to-face meetings for this course. Because there will be no face-to-face sessions, it is extremely important that you keep in mind and meet certain requirements. In order to successfully complete this course, you need to make sure that you:

1. have a secure and reliable internet connection. Please be aware that "I didn't have internet connection for two days" will not be accepted as an excuse for late submissions.

2. feel comfortable with the online tools that we will use in the course
3. have a high degree of self-discipline
4. are able to work independently, which means, among other things that you are able to read, understand and follow written instructions
5. are able to log into Webcourses every week to complete each module and read any announcements that might be posted for that week. Please keep in mind that the course requires work to be submitted every week and, thus, you cannot let the course slide for two weeks and then expect to catch up later. Please make sure that you can make this commitment before you decide to proceed with the course.

You can learn about online courses by visiting the Learn UCF website (<http://online.ucf.edu/learn-online/>).

The format of the course will be as follows: Modules will open on Tuesdays at 9:00 am and close on the following Monday at 11:59 pm. The only exception to this is the first week of class when Module 1 will open on the first day of class (Monday).

<b>Module Schedule</b>	
<b>Modules Open on:</b>	<b>Tuesdays, 9:00 am</b>
<b>Modules Close on:</b>	<b>Mondays, 11:59 pm</b>

Each module may also have its own internal deadlines. So, for example, if there is a discussion assignment, you might be required to make a discussion posting by Saturday and then several discussion postings by Monday evening.

Although I do my best to avoid changing the schedule, please make sure you check the class schedule often, as the schedule may change depending on several factors. In any case, I will make sure to post an announcement when a change is made to the syllabus or the class schedule. However, it is your responsibility to ensure that you read the class announcements and communications sent out by the instructor.

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face. For this reason, it is extremely important that you read and understand the syllabus and make sure that you will be able to comply with the terms set forth in this document.

Please keep in mind that online learning requires a great deal of planning and self-discipline in order to be successfully completed. Since we will be covering a great deal of material in 16 weeks, I highly recommend treating this course as a regular lecture course and keeping up with lectures and assignments on a weekly basis. Please do not be tempted to skip two weeks of the course and expect to catch up easily. Keep in mind that deadlines will be strictly observed in this course. If you miss a module (or more), you will not be able to make them up later. Once a module closes, work for that module cannot be submitted. This course is based on the idea that students learn best by being actively involved in the learning process. Thus, you are expected to read the material and be prepared to discuss it with your peers.

## Course Materials and Resources

### Required Textbook

The textbook for this class is:



OpenStax and Lumen Learning: *American Government* (2e), <https://pressbooks.online.ucf.edu/pos2041ac/> Print: American Government from



OpenStax, Print ISBN 1947172654, Digital ISBN 1947172662,  
<https://openstax.org/details/books/american-government-2e>

Good news: your textbook for this class is available for free online! Your book is available in web view and PDF for free. You can use whichever format you want. The web view is recommended -- the responsive design works seamlessly on any device. In addition, the web version may include end-of-chapter review questions not included in the print version. However, if you prefer, you can also get a print version at a very low cost. If you wish to buy a hard copy of the book, you can purchase it on Amazon, but make sure you use the link on your book page on openstax.org so you get the official OpenStax print version ( <https://www.amazon.com/dp/1947172654> ). (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)

The link for each chapter is included in each week's module. To access each chapter you just have to click on the link provided in each module. To navigate through the chapter, you may use the "Next" or "Back" buttons located at the top and bottom of each chapter's screen.

## Hardware/Software Requirements

The following hardware and software technologies are needed to complete the course:

- Desktop or laptop computer
- Webcam
- Microphone
- Either speakers or headphones
- Reliable access to the internet
- Access to [Webcourses@UCF](mailto:Webcourses@UCF)
- Access to [ucf.zoom.us](https://ucf.zoom.us) with NID and NID password

## Student Learning Outcomes

The main objectives of this course are:

1. To provide students with a comprehensive introduction to the American system of government.
2. To provide students with an understanding of the ways in which the various branches of the government, as well as other political actors, operate in the context of the American political institutions and processes.

3. To show how the main political actors and institutions have changed over time.
4. To develop key skills required for the successful study of political science and for the graduate job market.
5. To provide students with the tools to become active and engaged citizens and to have the ability to make informed political decisions.

By the end of the course students should:

1. Develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Develop and demonstrate an understanding of the United States Constitution and its application.
3. Develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

In addition, this course will include activities designed to develop the NACE competencies identified above.

## Course Activities

This course will consist of a combination of activities: class discussions, individual research, short writing assignments, and a final collaborative project. The course activities required in this course are described below.

### **Academic Engagement for Financial Aid Activity**

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, January 10 (11:59 pm). Failure to do so may result in a delay in the disbursement of your financial aid. Please open Module 1 to see what you need to do to complete this requirement.

## Modules

There are 12 graded modules and each module is worth 6 points except for the first module which is worth 4 points. Although you will see 16 modules on the schedule, please note that not all of them are graded. Each module will have a set of activities you need to complete so a good strategy is to log into the course as soon as it opens to see what is required for that week. The weekly schedule for this course will be the following:

<b>Module Schedule</b>	
<b>Modules Open on:</b>	<b>Tuesdays, 9:00 am</b>
<b>Modules Close on:</b>	<b>Mondays, 11:59 pm</b>

If you have to miss a module due to illness you need to inform the instructor as soon as possible to arrange for an alternative assessment.

As mentioned above, modules open each Tuesday at 9:00 am and close the following Monday at 11:59 pm. Each module includes several assignments. Typically a module will include a reading assignment, a writing assignment, and a multiple-choice quiz. The quiz will serve as preparation for the final exam.

## Collaborative Project

To help bridge the gap from education to employment, the students will engage in a collaborative group project. The topic of the project will be decided by the students themselves by week 5. The collaborative group project is designed to help you build skills outlined by the [National Association for Colleges and Employers \(NACE\)](#). To read more about the project, go to [Module 1](#) and click on the Final Collaborative Project link. The project will account for 20% of the grade but this portion of the grade will be divided into several components (Roadmap, Progress Report, Final Project, and Reflection paper).

## Final Examination

There will be a cumulative final examination. You must take this exam in order to pass the class. Failure to take the final exam will result in a grade of "F" for the entire course. Please refer to the final module for instructions regarding the exams.

As with any other course, I urge you not to fall behind on the readings. Each week we will be covering a lot of new information and if you do not keep up, it can become overwhelming the day before the exam. In addition, keep in mind that the final examination will be cumulative.

In case of a serious extenuating circumstance that prevents the student from taking the final exam, the student is responsible for contacting the instructor **before** the examination. In addition, please note that the format of any makeup examination may be different from that administered to the rest of the class.

## Things to Keep in Mind:

- Extra Credit: There will be no extra credit assignments offered in this course.
- Students should have regular access to the internet and plan on logging into the course at least twice each week in order to get the class assignments.
- In addition, students should plan on at least five hours' worth of homework outside of class each week. This will consist of doing assigned readings and preparing for the in-class assignments.
- Late assignments will not be accepted unless valid medical documentation is presented and only when arrangements have been made before the due date. Make-up assignments will have a different format than those assigned to the rest of the class.
- Make sure to check the "Grades" section in Webcourses often. Please be aware that no grade will be changed 1 week after the grade for a particular assignment has been posted.
- If you have a particular concern about a grade received, you need to make an appointment by email specifying the specific points which you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down.
- Please do come and see me or a GTA if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

## Special Note on COVID-19

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**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 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.

**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.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Students with accessibility needs should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Make-up Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with any of the exams, I will offer a reasonable opportunity for you to complete missed exams. The make-up exams and grading scale will be equivalent to the missed assignment and its grading scale but its format may be different.

## Assessment and Grading Procedures

<b>Grading Item</b>	<b>Percentage</b>
Modules (12 graded modules)	70
Final Project	20
Final Exam	10
Total	100

<b>Letter Grade</b>	<b>Points</b>
A	94 – 100
A-	90 – 93.9
B+	87 – 89.9
B	84 – 86.9
B-	80 – 83.9
C+	77 – 79.9
C	74 – 76.9
C-	70 – 73.9

D+	67 – 69.9
D	64 – 66.9
D-	61 – 63.9
F	0 - 60.9

## Grade Dissemination

In general, grades for each assignment will appear two weeks after the submission deadline. You can access your scores at any time by logging into your course through Webcourses. Mistakes can be made while entering the grades, so you are responsible for monitoring your grades and making sure that they are accurate. You have one week after the grades are posted to challenge or request a correction to your grades. After this time, grades become final.

If you wish to challenge your grade you must make an appointment with the professor and present the evidence to show that your grade is incorrect. Keep in mind that if a review has to be made of your graded assignment, the grade can go up or down depending on the review.

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

Although I make every effort to adhere to the dates set forth in the schedule, unforeseen events may make it necessary to change the dates. If this is the case, I will let you know as soon as possible. Please keep in mind that in case of a natural disaster or another type of emergency you should consult the UCF website for immediate information.

## Spring 2021 Schedule

Date	Topic	Assignments/Notes
<b>Part I: The Foundations of the American System</b>		
Week 1: Jan. 10	Introduction: American Government and Civic Engagement	Week 1 Module Friday, Jan. 14: <a href="#">Drop/Swap Deadline on myUCF</a>
Week 2: Jan. 17	The Constitution and its Origins	Week 2 Module
Week 3: Jan. 24	American Federalism	Week 3 Module
Week 4: Jan. 31	Civil Liberties	Week 4 Module
Week 5: Feb. 7	Civil Rights	Week 5 Module
<b>Part II: Political Behavior and Attitudes</b>		
Week 6: Feb. 14	Public Opinion and the Media	Week 6 Module
Week 7: Feb. 21	Political Parties and Interest Groups	Week 7 Module <b>Sunday, Feb. 27 Roadmap Due</b>



Week 8: Feb. 28	Voting, Campaigns & Elections	Week 8 Module
Week 9: March 7	SPRING BREAK	No Classes
<b>Part III: Political Institutions</b>		
Week 10: March 14	The Congress	Week 10 Module Sunday, March 20: Progress Report Due
Week 11: March 21	The Presidency & the Bureaucracy	Week 11 Module  • <b>Friday, March 25: Withdrawal Deadline</b>
Week 12: March 28	The Courts	Week 12 Module
<b>Final Project Weeks</b>		
Week 13: April 4	Project Week	Week 13 Module
Week 14: April 11	Project Week	Week 14 Module
Week 15: April 18	Project Week	Week 15 Module <b>Final Collaborative Project Due: April 25, 11:59 PM</b>
Week 16- 17: April 25	Review Week and Final Exam Week	Week 16 Module Monday: Last Day of Class

		<b>Final Exam:</b> <b>Opens: Wednesday, April 27 at 9:00 AM</b> <b>Closes: Monday, May 2 at 11:59 PM</b>
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The following are important UCF guidelines and resources that you should be aware of.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Course Policies

#### **Webcourses:**

Webcourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your professor. The Webcourses site will have up-to-date information on topics, class assignments, schedule and so on. In addition, each class module will include useful tools for exam preparation and to add to the material presented in class. My recommendation is to check Webcourses regularly for updates.

#### **Email:**

In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. When sending an email be sure to observe the protocols set out in the syllabus. If you are unsure of how to write an email with the proper salutation and closing, you might want to consult the following site: [Email Etiquette](#) (by Ali Hale in *Daily Writing Tips*). It is the student's responsibility to check Webcourses frequently. You may also wish to create a Knight's Email account at [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for separate official communication from the university. If for any reason you cannot log into Webcourses, you may use my office email address which is: [Annabelle.conroy@ucf.edu](mailto:Annabelle.conroy@ucf.edu). You may also call or come to my office (information provided above) but keep in mind that the office staff do not take messages over the phone.

### **Electronic devices:**

Laptops, tablets and cell phones **may not** be used during class unless indicated by the instructor. Please make sure that they are all either turned off or set to “silent” during class. A violation of this request will result in a loss of protocol points.

[Academic Integrity](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)



**CPO 4731-OW60**  
**POLITICS OF DEMOCRATIZATION (Online)**  
School of Politics, Security, and International Affairs

UCF  
Spring 2022  
Credit hours: 3

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Professor: Demet Mousseau  
Office: 311G Howard Phillips Hall  
Phone: 407- 823 - 6025  
E-mail: [Demet.Mousseau@ucf.edu](mailto:Demet.Mousseau@ucf.edu)  
Teaching Assistant: Sarah Ragland

Office Hours (Online): Tuesdays 1:30 PM – 3:00 PM, Thursdays 1:30 PM – 3:00 PM, and by appointment

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**UCF Catalogue Description:** Transition from authoritarian to democratic regimes, formation of democratic institutions and norms, and consolidation of democracy.

**Course Goals/Objectives:** Examine diverse approaches and enhance knowledge on how countries become and stay democratic. Develop comparative perspectives and skills. Apply acquired knowledge to real world cases. Advance creative and critical thinking and writing skills.

**Detailed Section-specific Description of the Course:** Topics include causes of democratization and regime change; democratic transitions and consolidation; post-transition institutional designs; conflict and democratization; and sustainability of new democracies. Module I begins with theories and measurements of democracy and democratization. Module II analyzes causes and conditions of democratic transitions, external democracy promotion and regime change, economic factors and the role of civil society. Module III looks at dimensions of conflict and democratization, social movements, political parties and institutional designs. Module IV develops analyses of comparative cases in different regions.

**Required Text:**

**Democratization / Edition 2**

by Christian Welzel, Christian Haerpfer, Patrick Bernhagen, Ronald F. Inglehart

## Recommended reading:

Jan Teorel. 2010. *Determinants of Democratization: Explaining Regime Change in the World, 1972-2006*. Cambridge University Press.

For information on countries, check the CIA World Factbook, <https://www.cia.gov/library/publications/the-world-factbook>; Human Rights Watch, [www.hrw.org](http://www.hrw.org); Freedom House, [www.freedomhouse.org](http://www.freedomhouse.org); and World Bank Governance Indicators <http://info.worldbank.org>

**Course Web Page:** All the assigned readings in addition to the above book will be provided electronically. All supplementary materials, including lecture slides, pictures, graphs, videos, and web links, will be made available on the course web page at [Webcourses@UCF](mailto:Webcourses@UCF).

## Course Outline

### **MODULE I      DEMOCRACY AND DEMOCRATIZATION: CONCEPTS AND MEASURES**

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January 10      **Introduction and General Discussion**

January 11- 17      **Theoretical Approaches to Democratic Transitions**

*Readings:*

Welzel et al., chapter 1: introduction, chapters 2 and 3

Examine, International IDEA. *State of Democracy Project*. <http://www.idea.int/democracy>

January 14 **Important Deadline for the First Webcourse Assignment! (See the Assignment in the Webcourse)**

January 18-24 **Dimensions of Democracy and Democratization**

*Readings:*

Welzel et al., chapter 4, chapter 5, chapter 6

Review Freedom House data and methodology. Examine

<http://www.freedomhouse.org>

## MODULE II

## CAUSES OF DEMOCRATIZATION

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January 25- Feb 1 **How Countries Become Democratic? International Factors and Democracy Promotion**

*Readings:*

Welzel et al., chapters 7, 9 and 12

*Debate: Can Democracy be Promoted from Outside?*

February - 2-7 **The Economy and Regime Change**

*Readings:*

Welzel et al., chapter 8 and 18

*Debate: Do Economic Factors Push Democratization?*

**Feb 8-15**     **Civil Society**

*Readings:*

Welzel et al., chapters 10 and 11

*Debate: Causes of Democratization*

**Feb 21**     Paper Topic Proposals are Due!

**Feb 28-**     Midterm Exam!  
**March 4**

**MODULE III     CONFLICT, INSTITUTIONAL CHANGE AND DEMOCRATIZATION**

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**Feb 16-25**     **Social and Political Movements**

*Readings:*

Welzel et al., chapters 12 and 13

Lucan Way. 2011. 'Comparing the Arab Revolts: The lessons of 1989' *Journal of Democracy* 22(4).

**Feb 28-**     Midterm Exam!  
**March 4**

**March 6-13**     Spring Break

**March 14-**     **Political Parties, Elections and Institutional Design**  
**21**

*Readings:*

Welzel et al., chapters 14 and 15

*Debate: Institutions and Conflict Management in Democratizing Countries*

**March 25** **Paper Outline and Sources are Due!**

**March 21-25**

**The Role of Media**

*Readings:*

Welzel et al., chapters 16 and 17

**MODULE  
IV**

**REGIONS AND TRANSITIONS**

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**March 28-  
April 3**

**Southern Europe and Latin America**

*Readings:*

Welzel et al., chapters 19 and 20

**April 4-8**

**Post-Communist Europe and Post-Soviet Russia**

*Readings:*

Welzel et al., chapters 21 and 22

**April 11-15**

**Middle East and Africa**

*Readings:*

Welzel et al., chapters 23 and 24

**April 18-22**

**East Asia**

*Readings:*



Welzel et al., chapter 25 and 26: conclusion

*Debate: The Future of Democratization*

**April 27 Papers are Due!**

**The Date of the final exam will be announced by the registrar's!**

## **Course Calendar**

<b>Date</b>	<b>Details</b>
Fri January 14, 2022	Webcourse First Assignment
February 21	Paper Topics are Due
Feb 28-March 4	Midterm Exam
March 25	Paper Outline and Sources are Due
Final Exam	TBA
April 27	Paper due by 11:59pm Upload papers in the Webcourse (This date is preliminary and may change)

## Course Requirements & Methods of Evaluation

The course is structured around the lectures. There will be interactive debates and discussions. Students are expected to participate in discussions.

**18% - Participation and group discussions.**

**20%-Video Assignments and reflection essays.**

**20% - Midterm Exam.** Essay questions on readings and lectures.

**20% - Final Exam.** Essay questions on readings and lectures.

**20% - Paper.** Due April 27 (upload papers in the webcourse).

**2%-Paper proposal. (Paper Topics + Outline/Sources)**

**Late Paper Policy:** Late papers are not acceptable.

**Make-up Exam Policy:** Make-ups for exams will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in 24 hours after missing the exam.

### Letter/Grade Equivalencies:

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

**Curve Policy:** No curve.

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

## Paper Rules and Guidelines

You will each write an 8-10 page (double-spaced) research paper on the question below. Cover page is not included in this.

Focus on the following topic:

Investigation of several aspects and problems of democracy in a country which is in a democratization process (either transitioning or in the process of consolidating its democracy) (i.e. an Arab spring country, a new democracy or a Post-communist state—discuss with teacher while selecting the country). Details will be explained in the first two weeks of classes.

Country Assignments: You will pick a country and write a one page proposal due on Feb 21 (submit via webcourse). If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

### Rules

- Expected length is 8-10 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: "(last name(s) year: page number(s))". For example, (Horowitz 2000, 8–9)." when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**

- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else's arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

### Sources:

You should use multiple sources for the paper, including a combination of the following:

- Books, book chapters, and journal articles (at least five): Conduct research in the relevant databases.
- Web-site sources (internet): Please **do not use Wikipedia** as a web source since they can be unreliable. Web sources should be from reliable international organizations such as the UN, European Council, Amnesty International, World Bank, and others.
- Country sources: These include official web-sites of countries, governments, organizations, political parties, think tanks, universities, etc. Be sure to refer to specific reports and studies as your sources.

### **University Writing Center**

University Writing Center  
 Colbourn 105  
 Satellite Locations: Main Library, Rosen Library & Online  
 407-823-2197  
<http://uwc.ucf.edu/>

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.

**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.

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**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/zgrade>Links 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 Services](#) [Links to an external site.](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Campus Safety Statement.** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links 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.html>[Links 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.edu](http://my.ucf.edu)[Links 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.



[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.





**INR 4035-OW61**  
**INTERNATIONAL POLITICAL ECONOMY**  
School of Politics, Security, and International Affairs

UCF  
Spring 2022  
Credit hours: 3

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Professor: Demet Mousseau  
Office: 311G Howard Phillips Hall  
Phone: 407- 823 - 6025  
E-mail: [Demet.Mousseau@ucf.edu](mailto:Demet.Mousseau@ucf.edu)  
Teaching Assistant: Mia Montes

Office Hours (Online): Tuesdays 1:30 PM –  
3:00 PM, Thursdays 1:30 PM – 3:00 PM,  
and by appointment

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**UCF Catalogue Description:** International Political Economy: PR: ENC 1102 or POS 2041 or C.I. Interrelationship of political and economic phenomena of both advanced industrial societies and less developed countries.

**Course Goals/Objectives:** Develop knowledge about how politics and economics interactively affect policy outcomes in different countries; improve critical and analytical thinking; promote research and writing skills.

**Detailed Section-specific Description of the Course:** Topics include approaches and concepts in international political economy, the role of the state in the economy, varieties of capitalism and economic policies of states in industrialized countries, institutional foundations of global economy, international trade and monetary relations, economic development and transition in developing and newly industrialized states. Module I begins with the discussion of different approaches, paradigms and concepts in international political economy; Module II focuses on globalization of the political economies of industrialized states and their welfare politics; Module III proceeds with the discussion of institutional foundation of international political economy and globalization, including trade and monetary relations; and Module IV analyzes development policies in developing and newly industrialized states and addresses debates on financial and multinational dimensions of global production.

**Required Text:**

David Balaam and Bradford Dillman, "Introduction to International Political Economy" (7<sup>th</sup> edition)

**Additional books** (not required for purchase)

Ben Clift, "Comparative Political Economy: States, Markets and Global Capitalism"

Theodore H. Cohn, "Global Political Economy"

**Course Web Page:** All lecture Power Point slides, including pictures, graphs, videos, and web links, as well as supplementary materials, will be made available on the course web page at [Webcourses@UCF](mailto:Webcourses@UCF).

<b>Course Outline</b>	
<b>MODULE I</b>	<b>APPROACHES, CONCEPTS, AND DEFINITIONS IN INTERNATIONAL POLITICAL ECONOMY</b>
<i>January (Week 1)</i>	<b><u>Introduction and General Discussion</u></b>
<i>January 14</i>	<b><u>Important Deadline for the Webcourse Assignment! (See the webcourse)</u></b>
<i>January 17-21</i>	<b><u>What is Political Economy?</u></b> <i>Reading:</i> Balaam: Introduction, Chapter 1
<i>January 24-28</i>	<b><u>Classical Liberalism and Economic Nationalism</u></b> <i>Reading:</i> Balaam: Chapters 2 and 3
<i>January 31-Feb 4</i>	<b><u>Structuralism, Marxism, and Constructivism</u></b> <i>Reading:</i>

<p><i>February 7-11</i></p>	<p>Balaam: Chapters 4 and 5</p> <p><b><u>The Role of the State in the Economy</u></b></p> <p><i>Reading:</i>  Streeten, P. (1993). Markets and states: Against minimalism. <i>World Development</i>, 21 (8), 1281-1298.</p>
<p><b>MODULE II</b></p>	<p><b>FIRST STAGE OF GLOBALIZATION: POLITICAL ECONOMY OF INDUSTRIALIZED STATES</b></p>
<p><i>February 11-15</i></p>	<p><b><u>Varieties of Capitalism and Industrialization</u></b></p> <p><i>Reading:</i>  Clift, Chapter 9  See the webcourse for this reading</p>
<p><i>February 15-21</i></p>	<p><b><u>Political Economy of Industrialized States</u></b></p> <p><i>Reading:</i>  Lairson &amp; Skidmore, Chapter 7 (Competition and Conflict).  See the webcourse for this reading</p>
<p><i>February 21-25</i></p>	<p><b><u>Welfare State</u></b></p> <p><i>Reading:</i>  Clift, Chapter 11  See the webcourse for this reading</p>
<p><i>Feb 21</i></p>	<p><b>Paper topic proposals are due!</b></p>
<p><i>Feb 28-March 4</i></p>	<p><b>Midterm Exam!</b></p>

**MODULE  
III**

**THE SECOND STAGE OF GLOBALIZATION AND  
INTERNATIONAL POLITICAL ECONOMY**

*Feb. 28-  
March 4*

**Institutional Foundation of the Post-war Global Economy**

*Reading:*

Balaam: Chapter 6

Schwartz, Chapter 9 (See the webcourse for this reading)

*March 14-  
18*

**International Trade**

*Readings:*

Balaam: Chapter 7

Goldstein, Judith L., Douglas Rivers, and Michael Tomz. 2007.

"Institutions in International Relations: Understanding the  
Effects of the GATT and the WTO on World Trade."

International Organization 61 (1): 37-67.

*March 21-  
25*

**International Monetary Relations**

*Reading:*

Balaam: Chapter 8

Lance Taylor. 1997. The Revival of the Liberal Creed. *World  
Development* (25): 2.

*March 25*

**Paper Outline and Sources are Due!**

*March 28-  
April 1*

**Security and International Knowledge Structure**

*Reading:*

Balaam: Chapters 9, 10

<b>MODULE IV</b>	<b>POLITICAL ECONOMY OF DEVELOPMENT AND DEVELOPING STATES</b>
<b>April 4-8</b>	<p><b><u>Political Economy of Development and Transition</u></b>  <i>Reading:</i>  Balaam: Chapters 11, 12</p>
<b>April 11- 14</b>	<p><b><u>The Rise of Newly Industrialized Countries</u></b>  <i>Reading:</i>  Balaam: Chapter 13</p>
<b>April 14- 20</b>	<p><b><u>International Development, Middle East, and Africa</u></b>  <i>Reading:</i>  Balaam: Chapter 14  Desbordes, Rodolphe, and Julien Vauday. 2007 "The Political Influence of Foreign Firms in Developing Countries." <i>Economics &amp; Politics</i> 19 (3):421-51.</p>
<b>April 20- 25</b>	<p><b><u>Illicit Economies and Environment</u></b>  <i>Reading:</i>  Balaam: Chapters 15, 16  <a href="https://www.thecairoreview.com/essays/sustainable-humanism-needed/">https://www.thecairoreview.com/essays/sustainable-humanism-needed/</a></p>
<b>April 25</b>	<p><b>Papers are Due!</b></p> <p><b>The Date of the final exam will be announced by the registrar's office!</b></p>

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## Course Calendar

<b>Date</b>	<b>Details</b>
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73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

**Curve Policy:** No curve.

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

## **Paper Rules and Guidelines**

You will each write an 8-10 page (double-spaced) research paper on the question below. Cover page is not included in this.

Focus on the following topic:

Analyze an issue of political economy in a specific country. A list of issues and more information about the paper and country selections will be distributed shortly after the 1<sup>st</sup> week of classes.

Country Assignments: You will pick a country and a political economy question for analysis in that country, and write a one page proposal due on Feb 21. If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

## Rules

- Expected length is 8-10 pages (cover page is not included; bibliography is included).
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University Writing Center

Colbourn 105

Satellite Locations: Main Library, Rosen Library & Online

407-823-2197

<http://uwc.ucf.edu/>

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

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's [guide](#).
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: [http://guides.ucf.edu/?group\\_id=1813](http://guides.ucf.edu/?group_id=1813). And, free software that helps you manage citations for various styles are found here: <http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/>.

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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/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

### **Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

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

**Course Accessibility Statement.** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Campus Safety Statement.** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)) 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.

## **UCF Required Statement Regarding COVID-19**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.



INR 4075-OW61

## HUMAN RIGHTS POLICY

School of Politics, Security, and International Affairs

UCF

Spring 2022

Credit hours: 3

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Professor: Demet Mousseau

ONLINE CLASS

Phone: 407- 823 - 6025

E-mail: [Demet.Mousseau@ucf.edu](mailto:Demet.Mousseau@ucf.edu)

Teaching Assist.: Mia Montes

Office Hours (Online): Tuesdays 1:30 PM –  
3:00 PM, Thursdays 1:30 PM – 3:00 PM,  
and by appointment

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**UCF Catalogue Description:** Human Rights Policy: PR: ENC 1102 or POS 2041 or C.I. Meaning of human rights, political and international implications of human rights policies, relationship to global peace, racism, gender inequality, economic development and democratization.

**Course Goals/Objectives:** Achieve an accurate and in-depth understanding of human rights issues; improve critical and analytical thinking; promote research and writing skills.

**Learning Outcomes:** Achieve an accurate and in-depth understanding of issues and debates on human rights. By the end of this course, students will be able to think and write analytically and knowledgeably about political, economic, and social issues regarding human rights

**Detailed Section-specific Description of the Course:** Topics include historical, practical, and institutional development of different types of human rights, including civil and political rights, social and economic rights as well as cultural, group and developmental rights, evolution of international human rights, and comparative analysis of human rights around the world. Module I begins with the theoretical and historical roots of human rights; Module II covers international institutions and activities on human rights around the world; Module III proceeds with human rights issues concerning ethnicity, gender, democracy, and pluralism; and Module IV addresses human rights in the context of development and democratization in developing countries.

**Required Text:** The required book below can be purchased in the university book store.

Jack Donnelly, *Universal Human Rights in Theory and Practice*; (3<sup>rd</sup> edition)

**Additional Recommended Book (not required):**

David P. Forsythe, *Human Rights in International Relations*

**Course Web Page:** All lecture Power Point slides, including pictures, graphs, videos, and web links, as well as supplementary materials, will be made available on the course web page at [Webcourses@UCF](mailto:Webcourses@UCF).

## Course Outline

### Module I THEORETICAL AND HISTORICAL ROOTS OF HUMAN RIGHTS

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Week 1-  
January 10-  
14

Introduction and General Discussion

Webcourse Assignment (Due: August 27, Friday)

Important: First Assignment Due date:

Students must document academic activity in the Webcourse in the first week of classes. Complete the assignment created in the webcourse by the deadline below:

**Deadline: Friday, Jan 14<sup>th</sup>**



**Jan 14-21**      **What are Human Rights?**  
*Reading:*  
Jack Donnelly, chapters 1 and 2

**Jan 24-28**      **A Brief History of Human Rights**  
*Reading:*  
Jack Donnelly, chapter 5

**Jan 31-  
Feb 4**      **Human Rights in Western Liberalism and the Debates on  
Cultural Relativism**  
*Reading:*  
Jack Donnelly, chapters 6, 7 and 8

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## **Module II    INTERNATIONAL INSTITUTIONS AND ACTIVITIES ON HUMAN RIGHTS**

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**Feb 7-11**      **Internationalization of Human Rights and the United Nations**  
*Reading:*  
Jack Donnelly, chapter 11

**Feb 14-18**      **Regional Applications of Human Rights**  
*Reading:*  
Jack Donnelly, chapter 11

**Feb 21-23**      **Human Rights and Foreign Policy**  
*Reading:*  
Jack Donnelly, chapter 12

**Feb 21**      Deadline for Paper Topic Proposals!

Feb 23-28      Non-state Actors and Human Rights

Feb 28-  
March 4      Midterm Exam!

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**Module III      ETHNICITY, GENDER, DEMOCRACY AND HUMAN RIGHTS**

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March 14-      Ethnicity, Gender, Pluralism and Human Rights  
18

*Reading:*

Jack Donnelly, chapters 15 and 16

<https://www.ndi.org/gender-women-democracy>

<http://www.cedpa.org/section/aboutus.html>

March 21-      Ethnic Conflict, Democracy and Policy for the Management of  
25                      Ethnic Conflict

*Reading:*

Mahmood Mamdani, "The New Humanitarian Order?" *The Nation*, September 29, 2008.

<http://www.thenation.com/article/new-humanitarian-order>

March 28      Paper Outline and Sources are Due

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**Module IV      DEVELOPMENT, DEMOCRATIZATION AND HUMAN RIGHTS**

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March 28-      Development and Human Rights Policy  
April 4

*Reading:*

Jack Donnelly, chapters 13 and 14

**Democratization and Human Rights**

**April 5-12**

*Reading:*

Jack Donnelly, chapters 13 and 14

<http://www.un.org/en/globalissues/democracy/>

**Contemporary Issues and Human Rights (Human Trafficking, Children's Rights, Forced Migration)**

**April 13-23**

*Reading;*

<http://www.un.org/en/globalissues/development/index.shtml>

<http://www.usoas.usmission.gov/democracy.html>

[http://www.die-gdi.de/uploads/media/BP\\_7.2013.pdf](http://www.die-gdi.de/uploads/media/BP_7.2013.pdf)

*Reading;*

<http://www.un.org/en/globalissues/development/index.shtml>

<http://www.usoas.usmission.gov/democracy.html>

[http://www.die-gdi.de/uploads/media/BP\\_7.2013.pdf](http://www.die-gdi.de/uploads/media/BP_7.2013.pdf)

**April 25**

**Papers are due!**

**The Date of the final exam will be announced by the registrar's office!**

## Course Calendar

<b>Date</b>	<b>Details</b>
Fri Jan 14	Webcourse Assignment due by 11:59pm
Feb 21	Paper Topic Proposals
Feb 28-March 4	Midterm Exam
March 28	Paper Outline and Sources are due
Final Exam	TBA
April 25, 2021	Paper due by 11:59pm

## Course Requirements & Methods of Evaluation

The course is structured around the lectures. There will be interactive debates and discussions. Students are expected to participate in discussions.

**18% - Participation and group discussions.**

**20%-Video Assignments and reflection essays.**

**20% - Midterm Exam.** Essay questions on readings and lectures.

**20% - Final Exam.** Essay questions on readings and lectures.

**20% - Paper.** Due April 25 (upload papers in the webcourse).

**2%-Paper proposal. (Paper topics + outline/sources)**

**Late Paper Policy:** Late papers are not acceptable.

**Make-up Exam Policy:** Make-ups for exams will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in 24 hours after missing the exam.

**Letter/Grade Equivalencies:**

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

**Curve Policy:** No curve.

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

**Paper Rules and Guidelines**

You will each write an 8 page (double-spaced) research paper on the question below. Cover page is additional and not included, but the bibliography is included in 8 pages. The papers are due on April 25. Upload papers in the webcourse by this deadline.

Focus on the following topic:

Analyze an issue of human rights in a specific country. It should be a current issue. More information about the paper and country selections will be provided.

In analyzing the above topic you will pay attention to the following questions:

What kind of human rights are weak or violated in this country, civil and political, minority, or social and economic. Define specific human rights violations with respect to the Universal Declaration of Human Rights in the United Nations. This section should be short no more than one and half pages. And then, analyze these specific human rights that you think are very problematic and crucial in that country such as political freedoms, labor rights, minority rights, women’s rights and so on mostly focusing on the post-2000 era, until today. Try to show cases and examples of these violations. Analyze political, cultural and economic factors in that country during this period, that lead to or affect such kind of violations. If these violations have been changing, identify which factors have been changing them (i.e., policy, laws, democratization, external aid and others). Your analysis will be the essential part of the paper.

Country Assignments: You will pick a country and a human rights question for analysis in that country. Then you will write a proposal with that topic which is due on Feb 21. Instructions for the proposal will be announced. If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

### Rules

- Expected length is 8 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: “(last name(s) year: page number(s))”. For example, (Horowitz 2000, 8–9).” when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else’s arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

### Sources:

You should use multiple sources for the paper, including a combination of the following:

- Books, book chapters, and journal articles (at least five): Conduct research in the relevant databases.
- Web-site sources (internet): Please **do not use Wikipedia** as a web source since they can be unreliable. Web sources should be from reliable international organizations such as the UN, European Council, Amnesty International, World Bank, and others.
- Country sources: These include official web-sites of countries, governments, organizations, political parties, think tanks, universities, etc. Be sure to refer to specific reports and studies as your sources.

## University Writing Center

University Writing Center  
Colbourn 105  
Satellite Locations: Main Library, Rosen Library & Online  
407-823-2197  
<http://uwc.ucf.edu/>

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.

**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.

## UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

**Embrace Diversity.** The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the

instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

**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/icaai/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.

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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 Services](#) [Links to an external site.](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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.

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- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> [Links 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.edu](http://my.ucf.edu) [Links 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.

## INR 6365: Intelligence Analysis

Instructor: Thomas M. Dolan

Meetings: Tuesdays, 6:00 PM -8:50 PM, Howard Philips Hall 305G

Instructor Contact: thomas.dolan@ucf.edu

Office Hours: Howard Philips Hall 302, Tuesdays 11-12 and Thursdays 1-3, via zoom or in person (by prior agreement); meetings at other times should be arranged via email.

Intelligence is an important part of contemporary decision-making in international relations and national security. Likewise, over the past century, intelligence agencies have become an integral part of the modern state. This course will examine these phenomena by investigating the production of intelligence, the use of intelligence by policy-makers, and the relationships between intelligence institutions and other components of democratic states.

### Learning Objectives:

- Students will engage with and master relevant social scientific and historical literature on intelligence and intelligence studies
- Students will improve research skills related to the study of intelligence
- Students will develop intelligence-related skills, including analysis, writing, and briefing

### Assignments:

*Note: All page limits assume double-spacing and times new roman type in 12 point font. All assignments should be turned in using the webcourses platform.*

#### **Academic Activity Quiz**

Each student will complete the academic activity quiz (for financial aid purposes) by 15 January

#### **Overall Participation—10%**

Includes well-prepared, thoughtful participation in seminars and completion of ungraded tasks

#### **NIE Hindsight Review—15%**

3 pages. Due 1 February.

Students will prepare an analysis of a published, largely unredacted NIE from the US, another English speaking country, or a French speaking country. (Students are required to include a file or link with the text of the estimate.) The summary of the estimate (identifying key issues addressed by, and estimates made in the NIE) in no more than half a page. The remainder of the paper should be analytic; it should address the extent to which it succeeded (i.e., was it right? was it helpful to policy-makers?) and the reasons, to the extent that they can be elucidated, for its successes and failures. A successful paper will make reference to both the estimate and secondary sources that address the history of the case.

Published estimates can be found in a number of places, including the CIA Center for Intelligence website (<https://www.cia.gov/readingroom/historical-collections>), the Digital National Security Archive (an organization that makes available FOIA'd National Security documents, both on their website and via a subscription service to which the UCF library subscribes. You can also consult Aldrich, et al., *Spying on the World: The Declassified Documents of the Joint Intelligence Committee, 1936-2013* (Edinburgh 2014) for British equivalents.

### **Original Estimate 1—10 %**

3 pages. Due 15 February.

Students will identify a security issue that will develop in a meaningful way over the succeeding two months and prepare a (3 page, double spaced) estimate using available ('open') sources. While the estimate itself will not make reference to SATs, they will use at least two Structured Analytic Techniques as part of the process of developing the estimate, and will 'show their work' in an appendix that shows how they arrived at their estimate. Note that copies of Heuer and Pherson's *Structured Analytic Techniques* are available for borrowing at the ICCAE office.

### **Estimate Reflection Paper—5%**

1 page. Due 12 April.

With the benefit of two months, students will consider the relative success of their estimate (which was submitted on 15 February) and conduct a post-mortem: what did they do that made their estimate more or less successful?

### **Term Paper—40%**

15 pages. Due 19 April.

Students will write a term paper using either the research design model or the conventional wisdom model, see webcourses for details; PhD students are strongly encouraged to prepare a research design).

### **Term Paper Proposal—5%**

1 page. Due 1 March.

Students will propose the topic for their term paper and identify the model that they will use for it.

### **Original Estimate 2—15%**

3 pages + briefing

Estimates are due 1 May. Briefing will be on 3 May.

Students will identify a security issue that will develop in a meaningful way over the succeeding year and prepare a short (3 page, double spaced) estimate using available ('open') sources. While the estimate itself will not make reference to SATs, they will use at least two Structured Analytic Techniques as part of the process of developing the estimate, and will 'show their work' in an appendix that shows how they arrived at their estimate.

The estimate will be briefed to the class on 3 May during the final exam period. Briefings will last no more than 5 minutes, with 2 minutes reserved for questions; briefings should reflect good practices for effective briefing.

**Policies:**

**COVID Policies**

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Grades in my PhD courses can be interpreted in the following way:

A 93 or better	High-quality professional work; ready to do work that could be published in the best journals
A- 90-92.99	Professional work; ready to do work that could be published in journals, but further development is necessary before the author is ready to publish in the best journals
B+ 88-89.99	Near professional quality work; further development needed before ready to produce journal publishable work
B 83-86.99	Quality is acceptable; considerable development is needed before the author will be ready to produce journal publishable work
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D 60-69.99	Quality is not acceptable for graduate work
F 59.99 or below	Fail

*Late Papers*

Assignments are to be turned in by class time on the day they are due. They should be in hard copy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. This policy does not apply to rough draft reviews, which must be turned in by the time they are due.

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I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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### **Changes to the Syllabus**

In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students via webcourses), and if possible, will be mentioned in class meetings. Changes become effective immediately. If changes create hardships for students, they should immediately contact the professor.

### **Cancellation of Class**

In the event that the instructor needs to cancel class, an e-mail will be sent to all by webcourses. In cases of late cancellation, notice may also be posted on the door.

### **Course Texts**

Students should secure the books listed below. Other readings are available via the library website, the CIA's Center for the Study of Intelligence website, or, in rare cases, the webcourses page.

Robert Jervis, *Why Intelligence Fails*, Cornell University Press.

Jeffrey Friedman, *War and Chance*, Oxford University Press.

Uri Bar-Joseph and Rose McDermott, *Intelligence Success and Failure*, Oxford University Press.

Loch Johnson, *Spy Watching: Intelligence Accountability in the United States*, Oxford University Press.

Brent Durbin, *The CIA and the Politics of US Intelligence Reform*, Cambridge University Press.

Philip Tetlock and Dan Gardner, *Superforecasting: The Art and Science of Prediction*.  
Crown/RandomHouse.

### **Course Schedule**

#### **11 January: Introduction**

## **18 January: What is Intelligence?**

### Required Reading

Thomas Fingar, 2011 "Analysis in the US Intelligence Community: Missions, Masters, and Methods. 2011. *Intelligence Analysis: Behavioral and Social Scientific Foundations*. Washington, DC: The National Academies Press.

Richard Shultz, Post-9/11 Wartime Intelligence Analysis. *Intelligence and National Security*, 33:7, 974-998.

Thomas Fingar, 2011. "Estimative Analysis: What it Is, What it Isn't, and How to Read It," *Reducing Uncertainty*, Stanford University Press. Ch. 5.

Intelligence Community Directive 203, "Analytic Standards"

NIEs: 11/13-69 (The USSR and China), 12/11-83 (Military Reliability of the Soviet Union's Warsaw Pact Allies), 11-23-88 (Gorbachev's Economic Programs), 11-18-91 (Implications of Alternative Soviet Futures), 2021-10030-A (Climate Change and International Responses Increasing Challenges to US National Security Through 2040). [https://www.cia.gov/readingroom/docs/DOC\\_0000265620.pdf](https://www.cia.gov/readingroom/docs/DOC_0000265620.pdf)

[https://www.cia.gov/readingroom/docs/DOC\\_0000261304.pdf](https://www.cia.gov/readingroom/docs/DOC_0000261304.pdf)

[https://www.cia.gov/readingroom/docs/DOC\\_0000265647.pdf](https://www.cia.gov/readingroom/docs/DOC_0000265647.pdf)

[https://www.cia.gov/readingroom/docs/DOC\\_0000262471.pdf](https://www.cia.gov/readingroom/docs/DOC_0000262471.pdf)

[https://www.dni.gov/files/ODNI/documents/assessments/NIE\\_Climate\\_Change\\_and\\_National\\_Security.pdf](https://www.dni.gov/files/ODNI/documents/assessments/NIE_Climate_Change_and_National_Security.pdf)

PDBs: Review the PDBs for October 1973. Pay particular attention to the "Principal Developments" pages and events in the Middle East. <https://www.cia.gov/readingroom/collection/presidents-daily-brief-1969-1977>

## **25 January: Cognitive Biases in Analysis**

### Required Reading

Richard Heuer, *Psychology of Intelligence Analysis*, Center for the Study of Intelligence. 1999. Ch. 1-3, 9-12

\*Available free online via the CIA Center for the Study of Intelligence.

Jack Davis, Why Bad Things Happen to Good Analysts, *Studies in Intelligence*  
Selection from Philip Tetlock, *Expert Political Judgment*

## **1 February: Personality and Intelligence Analysis**

*NIE Hindsight Review due*

### Required Reading

Uri Bar-Joseph and Rose McDermott, *Intelligence Success and Failure*, Oxford University Press.

## **8 February: Probability and Intelligence**

### Required Reading

Jeffrey Friedman, *War and Chance*, Oxford University Press.



## **15 February: Structured Analytic Techniques**

*Original Estimate 1 Due*

### Required Reading

Richard Heuer, *Psychology of Intelligence Analysis*, Center for the Study of Intelligence. 1999. Ch. 4-8.

Randolph Pherson and Richard Heuer, *Strutured Analytic Techniques for Intelligence Analysis*, Ch. 5-9

Welton Chang, Elissabeth Berdini, David R. Mandel & Philip E. Tetlock (2018) Restructuring structured analytic techniques in intelligence, *Intelligence and National Security*, 33:3, 337-356

Welton Chang & Philip E. Tetlock (2016) Rethinking the training of intelligence analysts, *Intelligence and National Security*, 31:6, 903-920

## **22 February: Better Forecasting?**

### Required Reading

Philip Tetlock and Dan Gardner, *Superforecasting: The Art and Science of Prediction*. Crown/RandomHouse.

## **1 March Policy Makers and Intelligence**

*Term paper proposal due*

### Required Reading

Keren Yarhi-Milo, In the Eye of the Beholder, *International Security*, 2013

Robert Jervis, 2010. "Why Intelligence and Policymakers Clash," *Political Science Quarterly*, 125:2.

Paul Miller, 2010. "Lessons For Intelligence Support to Policymaking during Crises" *Studies in Intelligence*, 54:2.

Jack Davis, 1995. "A Policy-Maker's Perspective on Intelligence Analysis," *Studies in Intelligence*, 38:5.

Fuller Armstrong, 2002. "Ways to Make Analysis Relevant but not Prescriptive," *Studies In Intelligence*, 46, 3.

Josh Kerbel and Anthony Olcott, 2010. "Synthesizing with Clients, not Analyzing for Customers," *Studies in Intelligence*, 54:4.

William Odom. 2008. "Intelligence Analysis," *Intelligence and National Security*, 23:3.

15 March: Why Intelligence Fails

### Required Reading

Robert Jervis, *Why Intelligence Fails*, Cornell University Press.

## **22 March: More on Success and Failure**

### Required Reading

Anatomy of a Controversy: The 2007 Iran Nuclear NIE Revisited, a symposium in *Intelligence and National Security*, 36:2, 2021, pp. 157-242.

Nicholas Miller, Predicting Proliferation, *International Organization*, 2021.

Uri Bar-Joseph, 2013. "The Special Means of Collection: The Missing Link in the Surprise of the Yom Kippur War," *Middle East Journal*, 67:4.

Robertta Wohlstetter, 1962. *Pearl Harbor: Warning and Decision*, Stanford University Press. Ch 1, 6, 7,

## **29 March: Covert Action**

### Required Reading

Austin Carson, Facing Off and Saving Face: Covert Intervention and Escalation Management in the Korean War, *International organization*, 2016.

Andrew Boutton and Thomas Dolan, Enemies in the Shadows, *International Studies Quarterly*, 2021

Michael Poznansky, Revisiting Plausible Deniability, *Journal of Strategic Studies*, 2020.

Lindsay O'Rourke, The Strategic Logic of Covert Regime Change. *Security Studies*, 2019.

Michael Poznansky, Feigning Compliance. *International Studies Quarterly*, 2019.

## **5 April: The Emergence and Evolution of US Intelligence Institutions**

### Required Reading

Brent Durbin, *The CIA and the Politics of US Intelligence Reform*, Cambridge University Press.

Selection from Amy Zegart, *Flawed by Design*.

## **12 April: Intelligence Oversight**

*Estimate Reflection paper due*

### Required Reading:

Loch Johnson, *Spy Watching: Intelligence Accountability in the United States*, Oxford University Press.

## **19 April International Intelligence Institutions**

*Term Paper due*

### Required Reading:

Selection from Douglas Porch, *The French Secret Services*, 1995.

Selection from Richard Samuels, *Special Duty*, 2019

Selection from Peter Mattis and Peter Brazil, *Chinese Communist Espionage*, 2019

Selection from Christopher Andrews, *The Mitrokhin Archive*

## **3 May**

Intelligence Estimate 2 Briefings (7 PM)

## **INR 7707.0001: Advanced Qualitative Methods**

Instructor: Thomas M. Dolan, [thomas.dolan@ucf.edu](mailto:thomas.dolan@ucf.edu)

Class Meetings: Wednesday, 1:00-3:50 PM, HPH 305G

Office Hours: Office Hours: Howard Philips Hall 302, Tuesdays 11-12 and Thursdays 1-3, via zoom or in person (by prior agreement); meetings at other times should be arranged via email.

Credit: 3 Hours

Advanced Qualitative Methods is designed to enable PhD level students to use qualitative/case study methods effectively in their research. To this end it addresses the inferential logic of case studies, concept and measurement design, case selection, methods of data collection, and the presentation of qualitative data. Through this course, students will become better at critiquing others' qualitative research and more able to conduct high-quality qualitative research of their own.

### **Design of the Course**

Course readings are focused on understanding the theoretical and practical issues involved in designing inferentially effective case studies. Accordingly, students should read and consider all assigned texts prior to coming to class, and be prepared to discuss them. Out-of-class assignments are designed to help students to gain experience with the process of doing qualitative research and the resources available to them.

### **Assignments**

#### **Academic Activity Quiz**

All students will complete the academic activity quiz by 15 January.

#### **4 Mini-research designs, 5% each, total 20%**

Each student will submit 4 mini-research designs. Each design should be not more than 1 page (single spaced, if needed) and make use of a bullet format. Each design should follow the template on webcourses, with a statement of the question, the motivation for the paper, a theoretical intuition, a hypothesis, and a description of the methodology to be used. All designs must use a qualitative or case-based methodology relevant to the course.

#### **2 Article Reviews (up to 2 pages double-spaced 5% each) + 2 Book Reviews (up to 3 pages double-spaced, 10% each), total 30%**

Students will review and critique 2 qualitative or case-based articles and 2 qualitative or case-based books with a focus on the qualitative or case-based methodology. Articles and books must be approved in advance. Articles must be from top journals (APSR, IS, IO, ISQ, Security Studies, etc.) or top academic publishers (Princeton, Cornell, Oxford, Cambridge). Over the course of the 4 reviews, at least 1 must be focused substantially on archival research, 1 must be substantially focused on fieldwork/interviews, and 1 must use a interpretivist or ethnographic methodology.

**CITI training, 2%**

All students will complete UCF’s CITI training (Human Subjects Protection – Group 2: Social/Behavioral Research). Credit is given when instructor is provided with documentation.

**Overall Participation—10%**

Includes informed and thoughtful participation in course seminars and completion of ungraded tasks

**Term Paper (Proposal, 3%; Journal, 5%; Presentation, 5%; Paper, 25%)**

Each student will complete a term paper of up to 25 pages (double-spaced, Times New Roman 12 point font) that tests a hypothesis using qualitative methods. The paper will identify a research question, review relevant literature, articulate a theory and hypothesis, and then present qualitative evidence. Evidence should include at least one of the following: archival materials (with secondary historical sources), interview-based “fieldwork” evidence, or a quantitative analysis using data for a single case gathered from exclusively archival sources (no general data sets). Starting during 23 March, students will update a research journal showing their progress on the paper during the week.

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### 12 January: Introduction and Research Questions

Cassandra Emmons and Andrew Moravcsik, Graduate Qualitative Methods Training in Political Science: A Disciplinary Crisis. *PS: Political Science and Politics*, 2019.

Wendt, Alexander. 1998. "On Constitution and Causation in International Relations." *Review of International Studies* 24: 101-118.

### 19 January: Causation, Models, and Theories

*MRD 1 Due*

Kenneth Clark and David Primo, Modernizing Political Science: A Model-Based Approach. *Perspectives on Politics*, 2007

James Mahoney et al., 2009. "The Logic of Historical Explanation in the Social Sciences," *Comparative Political Studies*.

Gary King et al., *Designing Social Inquiry*, Chapter 3 (Causality and Causal Inference)

Derek Beach and Rasmus Pedersen, Selection (Ch 2-3) from *Causal Case Study Methods*.

Stefano Guzzini, A Reconstruction of Constructivism in International Relations, *European Journal of International Relations*, 2000

Ludvig Norman, Rethinking Causal Explanation in Interpretive Studies, *European Journal of International Relations*, 2021

#### *Recommended*

Symposium on Critical Junctures and Historical Legacies, *Qualitative and Multimethod Research*, 2017

Elizabeth Stanley and James Sawyer, The Equifinality of War Termination, *Journal of Conflict Resolution*, 2009.

Imre Lakatos, "Falsification and the Methodology of Scientific Research Programs," in *Criticism and the Growth of Knowledge*.

Eric Grynviski, Contrasts, Counter-factuals, and Causes. *European Journal of International Relations*, 2012

Clifford Geertz, Thick Description: Toward an Interpretive Theory of Culture

John Searle, *The Construction of Social Reality*, Free Press 1997

Ingo Rohlfing and Christina Zuber, Check Your Truth Conditions! Clarifying the Relationship between Theories of Causation and Social Science Methods for Causal Inference, *Sociological Methods & Research*, 2019

## **26 January: Concepts and Measures**

*First Article Review Due*

Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95, no. 3: 529-546.

Gary Goetz, *Social Science Concepts*, Ch. 2-3

Colin Elman, 2005, "Explanatory Typologies in Qualitative Studies of International Politics," *International Organization*.

Giovanni Sartori, "Comparing and Mis-comparing," 1991, *Journal of Theoretical Politics*.

Paul Pierson, "Big, Slow Moving, and...Invisible," from *Comparative Historical Analysis in the Social Sciences*.

## **2 February:**

*MRD 2 Due*

### **Case Studies, Case Selection, and the Comparative Method**

John Gerring, *Case Study Research*, 2007 Ch 1-6.

Aaron Rapport, "Hard Thinking about Hard and Easy Cases in Security Studies," *Security Studies*, 2015 (24:3)

Derek Beach and Rasmus Pedersen, Selection (Ch 7) from *Causal Case Study Methods*

*Recommended:*

Symposium on Veil of Ignorance Process Tracing, *Qualitative and Multi-Method Research Fall*, 2020

Symposium on Rethinking Comparison, *Qualitative and Multi-Method Research*, 2018

Symposium: Case Selection, Case Studies, and Causal Inference, Fall 2008, *Qualitative and Multi-method Research*.

Evan Liberman, Nested Analysis as a Mixed-Method Strategy for Comparative Research, *American Political Science Review* 2005

## **9 February: Process Tracing**

*1<sup>st</sup> Book Review Due*

Andrew Bennett and Jeffrey Checkel, *Process Tracing*, ch. 1, 2, 5, 10

Derek Beach, It's All About Mechanisms: What Process-Tracing Case Studies Should be Tracing, *New Political Economy*, 2016.

Ezequiel Gonzalez-Ocantos and Jody LaPorte, Process Tracing and the Problem of Missing Data, *Sociological Methods and Research*, 2019

Jack Levy, "Counterfactuals, Causal Inference, and Historical Analysis," *Security Studies*, 2015 (24:3)

*Recommended:*

Process Tracing: A Symposium, *Security Studies*, 2015 (24:2)

Peter Lorentzen, et al. Qualitative Investigation of Theoretical Models: The Value of Process Tracing, *Journal of Theoretical Politics*, 2017.

Derek Beach and Rasmus Pedersen, *Process Tracing Methods*, University of Michigan Press 2013.

Symposium on Counterfactual Analysis in Security Studies, *Security Studies*, 2015 (24:3)



Philip E. Tetlock and Geoffrey Parker, 2006, "Counterfactual Thought Experiments: Why We Can't Live without Them and How We Must Learn to Live with Them." in *Unmaking the West*, University of Michigan Press

Derek Beach and Rasmus Pedersen, Selecting Appropriate Cases When Tracing Causal Mechanisms, *Sociological Methods & Research*, 2018

Ingo Rohlfing and Carsten Schneider, Improving Research on Necessary Conditions, *Political Research Quarterly*, 2013

## **16 February: KKV and the Quantitative Template**

3<sup>rd</sup> MRD due

Gary King et al., *Designing Social Inquiry*, Princeton University Press 1994.

## **23 February: Response to KKV**

Dietrich Rueschemeyer, Can one of a Few Cases Yield Theoretical Gains? Ch. 9 in *Comparative Historical Analysis in the Social Sciences*.

*Re-thinking Social Inquiry*, chapters 1, 2, 4, 8, 9, 11

*Recommended*

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*, ch. 6

James Mahoney, After KKV: The New Methodology of Qualitative Research, *World Politics* 2010.

## **2 March: Archives and History**

2<sup>nd</sup> Article Review due; Term Paper Proposal Due

Christopher Darnton, "The Provenance Problem," *American Political Science Review* 2021

Christopher Darnton, "Archives and Inference," *International Security* 2017.

Marc Tractenberg, 2006. *The Craft of International History*, Chapters 4-5.

Ian Lutsick, History, Historiography, and Political Science, *American Political Science Review*, 1996.

*Recommended*

Ben Fincham, Jonathan Scourfield and Susanne Langer, 2008. "The Impact of Working With Disturbing Secondary Data: Reading Suicide Files in a Corner's Office." *Qualitative Health Research*.

James Robins, Can Historians Be Traumatized by History? *New Republic*, 2021.

Emmanuel Chevet. 2011. "Gendarmerie et Maquis Sous L'Occupation en France (1943-44): Force est Faiblesse." *Guerres Mondiales et Conflits Contemporains*. 242: 121-39.

## **16 March: Archival Quantitative Work**

4<sup>th</sup> MRD Due

Liaia Balcells, Cristopher Sullivan. New Findings from Conflict Archives, *Journal of Peace Research* 2018.

Matthew Kocher et al., Nationalism, Collaboration and Resistance: France under Nazi Occupation, *International Security*, 2018 + Thomas M. Dolan, Resistants or Partisans? [Working Paper]

Alexander Lee, Who Becomes a Terrorist? *World Politics*, 2011

Hassner, Ron. The Cost of Torture: Evidence from the Spanish Inquisition. *Security Studies*, 1-36

McLaughlin, Theodore and Alvaro La Parra-Perez. 2019. Disloyalty and Logics of Fratricide in Civil War, *Comparative Political Studies*, 5:7, 1028-58.

Sullivan, Christopher. 2016. Political Repression and the Destruction of Dissident Organizations, *World Politics*, 68:4, 645-676.

Thomas Dolan et al., Where the Insurgents Aren't, *Journal of Conflict Resolution*, 2018.

### **23 March: Interpretivism**

*Second Book Review Due*

Vincent Pouliot, "Practice Tracing," in Bennett and Checkel, *Process Tracing*, ch 9.

Lisa Weeden, 2010, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science*

Teun van Dijk, 1993, "Principles of Critical Discourse Analysis," *Discourse and Society*.

Selection from Ted Hopf, 2002, *Social Construction of International Politics*

Selection from Lisa Weeden, 2008, *Peripheral Visions: Publics, Power, and Performance*.

*Recommended:*

Erica Simmons and Nicholas Smith, The Case for Comparative Ethnography, *Comparative Politics*, 2019.

Symposium: Interpretivism, 2003, *Qualitative Methods*

Jan Kubik, 2009 "Ethnographic Innovations in the Study of Post-Communism," *Qualitative and Multi-method Research*.

### **6 April: Field work**

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 1-6

UCF Requirements for fieldwork abroad (travel, IRB)

*Recommended:*

Brian Rathbun, 2008, "Interviewing and Qualitative Field Methods," *Oxford Handbook of Political Methodology*.

"Symposium: Fieldwork in Political Science" April 2014, *PS: Political Science and Politics*

Layna Mosley, 2013, *Interview Research in Political Science*, Cornell University Press.

Elisabeth Wood, 2009, "Field Research," *Oxford Handbook of Comparative Politics*.

"Symposium: Interview Methods in Political Science." 2002. *PS: Political Science and Politics* 35, no. 4: 663-688.

Anastasia Shesterinina Ethics, Empathy, and Fear in Research on Violent Conflict *Journal of Peace Research*, 2018.

Ezgi Irgil et al., Field Research: A Guide, *International Studies Review*, 2021.

### **13 April More on Fieldwork**

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 7-11

*Recommended:*

Symposium on "When Locals Say You're Wrong: Member Checking and Political Science, *Qualitative and Multi-Method Research*, 2020

**20 April: After You Get Home: Writing and Presenting Qualitative Research**

**+ Presentations**

Marc Tractenberg, *Craft of International History*, Ch. 7.

Selection from Kathy Charmaz, *Constructing Grounded Theory*

Selection (ch 5) from Alexander George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*

Alan Jacobs et al. The Qualitative Transparency Deliberations: Insights and Implications, *Perspectives on Politics*, 2021.

**27 April: Term Papers Due**

# POS3413-22Spring 0W60

[Jump to Today](#)

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida PIRG Student remote internships](#), [Redistricting Data Hub](#)
- **Law School Visits:** TBA [Click links for more info](#)



## POS 3413: The American Presidency

### WELCOME TO POS 3413 - PLEASE READ

Resources to help you navigate this course: [Answers to Frequently Asked Questions](#), [Tips for Success](#), [Assignment Instructions](#), and [Question about Syllabus or Calendar? Post it here!](#) Can't do an assignment because it's locked? See [how to open locked modules](#).

### Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This?](#) (<http://map.ucf.edu/locations/14/howard-phillips-hall-hph/>))
- Phone: 407-823-2608 (SPSIA main office)
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- Office Hours: Tuesdays 10am - 1pm, Fridays 10am-1pm. Call 321-394-8868 at these times to speak with me. Other times may be available by appointment.
- GTA: TBA

### Course Information

- Course Name: The American Presidency
- Course ID & Section: POS3413-22Spring 0W60
- Credit Hours: 3
- Semester/Year: Spring 2022
- Web Only Course

### Course Description

Please read this syllabus carefully. This is an online only course. The course material is organized into a series of modules. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus).

This course focuses on the United States presidency as it has developed over time and as it exists today. Courses like this typically take one of two approaches; students either study presidents in a chronological order or the course is organized around major themes. This course takes the latter approach but incorporates a lot of biographical and

historical material to illustrate and enliven the major themes. Components of the course include: presidential relations with Congress, the media, public opinion, the bureaucracy, and the judiciary. We will also explore the conduct of presidential nominations, campaigns and elections, as well as recent conflicts over the role and powers of the president in current American politics. Students will be introduced to the various theories about the presidency and its relation to the other elements of the United States system of governance.

Course catalog description: Examination of historical and contemporary role of the presidency, including the presidential selection process and the office's evolution in status, powers, administrative responsibilities, leadership, and decision-making.

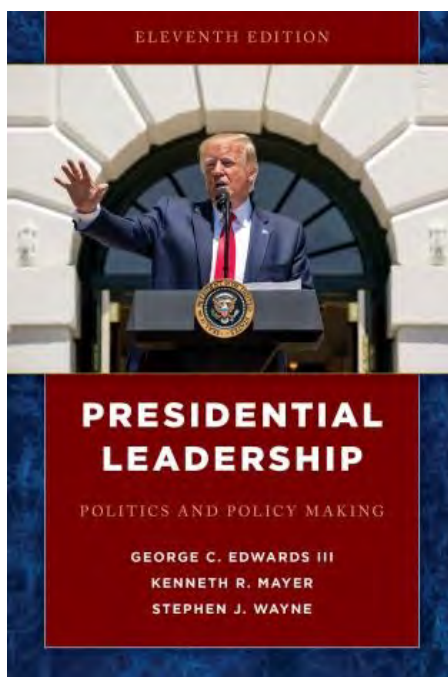
Course prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor.

## Course Objectives

The most fundamental goal of this course is to enhance and improve your critical thinking skills. The ability to critically analyze concepts or programs and then present your conclusions and criticisms well will be one of the most valuable skills you learn at the University. The subject matter on which you will practice these critical skills will be the American Presidency. In order to effectively develop your analytic abilities, you will find that you need a great deal of specific knowledge about the president's Constitutional duties and responsibilities, and his/her relation to other actors within his/her legal and political environment.

## Required Texts and Supplemental Readings

- **REQUIRED:** George C. Edwards III, Kenneth R. Mayer, and Stephen J. Wayne, *Presidential Leadership: Politics and Policy Making, 11<sup>th</sup> Edition* (Rowman & Littlefield 2020). ISBN-13: 978-1538136089, ISBN-10: 1538136082. [View on Amazon](https://www.amazon.com/Presidential-Leadership-Politics-Policy-Making/dp/1538136082/ref=sr_1_1?dchild=1&qid=1634046309) [. \(https://www.amazon.com/Presidential-Leadership-Politics-Policy-Making/dp/1538136082/ref=sr\\_1\\_1?dchild=1&qid=1634046309\)](https://www.amazon.com/Presidential-Leadership-Politics-Policy-Making/dp/1538136082/ref=sr_1_1?dchild=1&qid=1634046309).



- **BOOK BUYING ISSUES?** Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs](https://finaid.ucf.edu/receiving/funds-for-books/) [. \(https://finaid.ucf.edu/receiving/funds-for-books/\)](https://finaid.ucf.edu/receiving/funds-for-books/).
- **SUPPLEMENTAL READINGS.** Additional readings will be announced and/or distributed online. In particular, these

readings will focus on rulings from the most recent Supreme Court term(s), and articles regarding the various uses of federal and state judicial power.

## Course Requirements

Your final grade is based on following components:

1. **Module Quizzes (50%)** - Each substantive module in this course includes a short quiz to test your understanding of the assigned material. Module quizzes consist of multiple choice, true-false, and short answer questions. Your lowest module quiz score will be dropped.
2. **Final Exam (25%)** – The final examination is cumulative and will require students to apply their understanding of the subject matter in a constructive manner. Students can expect a mix of multiple choice and true-false questions.
3. **Small Group Discussions (25%)** - Each student will be assigned to a small group of 5-10 students. In your small groups, you'll discuss how the course material, share independent research, and tell your group what you've learned through class-related activities.











## Course Policies

<b>COVID-19</b>	<b>+</b>
<b>Workload Expectations</b>	<b>+</b>
<b>Missed Assignments/Make-Ups/Extra Credit</b>	<b>+</b>
<b>Late Work</b>	<b>+</b>
<b>Grading Scale</b>	<b>+</b>
<b>Grades of "Incomplete"</b>	<b>+</b>
<b>Group Work</b>	<b>+</b>
<b>Academic Honesty</b>	<b>+</b>
<b>Professionalism Policy</b>	<b>+</b>
<b>University Writing Center</b>	<b>+</b>
<b>Disability Statement</b>	<b>+</b>
<b>Emergency Procedures and Campus Safety</b>	<b>+</b>
<b>Accommodations for Active Duty Military Students</b>	<b>+</b>
<b>Religious Observances</b>	<b>+</b>

Copyright	+
Third-Party Software and FERPA	+
Financial Aid Requirement	+

## START HERE MODULE



### Course Summary:







Date	Details	Due
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457701&amp;include_contexts=course_1394042">Start Module/Week 01</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457701&amp;include_contexts=course_1394042">/calendar?event_id=2457701&amp;include_contexts=course_1394042</a>	12am
Mon Jan 10, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457702&amp;include_contexts=course_1394042">UCF Classes Start (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457702&amp;include_contexts=course_1394042">/calendar?event_id=2457702&amp;include_contexts=course_1394042</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312472">Syllabus Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312472">https://webcourses.ucf.edu/courses/1394042/assignments/7312472</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457705&amp;include_contexts=course_1394042">Add Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457705&amp;include_contexts=course_1394042">/calendar?event_id=2457705&amp;include_contexts=course_1394042</a>	12am
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457691&amp;include_contexts=course_1394042">Drop/Swap Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457691&amp;include_contexts=course_1394042">/calendar?event_id=2457691&amp;include_contexts=course_1394042</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312474">Evidence of Academic Engagement Quiz</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312474">/assignments/7312474</a>	due by 5pm
Sun Jan 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312480">Module 01 Quiz: Introduction to the American Presidency</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312480">/assignments/7312480</a>	due by 11:59pm
Mon Jan 17, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457689&amp;include_contexts=course_1394042">Start Module/Week 02</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457689&amp;include_contexts=course_1394042">/calendar?event_id=2457689&amp;include_contexts=course_1394042</a>	12am
Wed Jan 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312495">Small Group Discussion for Module 02: Proof of Concept (May Require Independent Research)</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312495">https://webcourses.ucf.edu/courses/1394042/assignments/7312495</a> )	due by 11:59pm
Sun Jan 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312495">Module 02 Quiz: The Powers of the Presidency</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312495">https://webcourses.ucf.edu/courses/1394042/assignments/7312495</a> )	due by 11:59pm

Date	Details	Due
	<a href="/1394042/assignments/7312470">/1394042/assignments/7312470</a>	
Mon Jan 24, 2022	 <b>Start Module/Week 03</b> <a href="https://webcourses.ucf.edu/calendar?event_id=2457692&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457692&amp;include_contexts=course_1394042</a>	12am
Wed Jan 26, 2022	 <b>Small Group Discussion for Module 03: Nominating an Animal Rights Candidate</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312494">https://webcourses.ucf.edu/courses/1394042/assignments/7312494</a>	due by 11:59pm
Sun Jan 30, 2022	 <b>Module 03 Quiz: The Nomination Process</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312477">https://webcourses.ucf.edu/courses/1394042/assignments/7312477</a>	due by 11:59pm
Mon Jan 31, 2022	 <b>Start Module/Week 04</b> <a href="https://webcourses.ucf.edu/calendar?event_id=2457693&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457693&amp;include_contexts=course_1394042</a>	12am
Wed Feb 2, 2022	 <b>Small Group Discussion for Module 04: Reapportionment and the 2024 Presidential Election</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312493">https://webcourses.ucf.edu/courses/1394042/assignments/7312493</a>	due by 11:59pm
Sun Feb 6, 2022	 <b>Module 04 Quiz: Presidential Elections</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312475">https://webcourses.ucf.edu/courses/1394042/assignments/7312475</a>	due by 11:59pm
Mon Feb 7, 2022	 <b>Start Module/Week 05</b> <a href="https://webcourses.ucf.edu/calendar?event_id=2457694&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457694&amp;include_contexts=course_1394042</a>	12am
Wed Feb 9, 2022	 <b>Small Group Discussion for Module 05: Assessing the President's Popularity</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312492">https://webcourses.ucf.edu/courses/1394042/assignments/7312492</a>	due by 11:59pm
Sun Feb 13, 2022	 <b>Module 05 Quiz: Public Perception of Presidents</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312473">https://webcourses.ucf.edu/courses/1394042/assignments/7312473</a>	due by 11:59pm
Mon Feb 14, 2022	 <b>Start Module/Week 06</b> <a href="https://webcourses.ucf.edu/calendar?event_id=2457695&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457695&amp;include_contexts=course_1394042</a>	12am
Wed Feb 16, 2022	 <b>Small Group Discussion for Module 06: Leading the Public Away from Watergate</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312491">https://webcourses.ucf.edu/courses/1394042/assignments/7312491</a>	due by 11:59pm
Sun Feb 20, 2022	 <b>Module 06 Quiz: Leading the Public</b> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312483">https://webcourses.ucf.edu/courses/1394042/assignments/7312483</a>	due by 11:59pm



Date	Details	Due
Mon Feb 21, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457696&amp;include_contexts=course_1394042">Start Module/Week 07</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457696&amp;include_contexts=course_1394042">Start Module/Week 07</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457696&amp;include_contexts=course_1394042">/calendar?event_id=2457696&amp;include_contexts=course_1394042</a>	12am
Wed Feb 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312490">Small Group Discussion for Module 07: How the Media Can Help</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312490">Small Group Discussion for Module 07: How the Media Can Help</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312490">/assignments/7312490</a>	due by 11:59pm
Sun Feb 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312468">Module 07 Quiz: The President and the Media</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312468">Module 07 Quiz: The President and the Media</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312468">/1394042/assignments/7312468</a>	due by 11:59pm
Mon Feb 28, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457697&amp;include_contexts=course_1394042">Start Module/Week 08</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457697&amp;include_contexts=course_1394042">Start Module/Week 08</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457697&amp;include_contexts=course_1394042">/calendar?event_id=2457697&amp;include_contexts=course_1394042</a>	12am
Wed Mar 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312496">Small Group Discussion for Module 08: The President Goes on Tour</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312496">Small Group Discussion for Module 08: The President Goes on Tour</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312496">/assignments/7312496</a>	due by 11:59pm
Sun Mar 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312478">Module 08 Quiz: The Structure of the Presidency</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312478">Module 08 Quiz: The Structure of the Presidency</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312478">/1394042/assignments/7312478</a>	due by 11:59pm
Mon Mar 7, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2462109&amp;include_contexts=course_1394042">Spring Break Week (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2462109&amp;include_contexts=course_1394042">Spring Break Week (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2462109&amp;include_contexts=course_1394042">/calendar?event_id=2462109&amp;include_contexts=course_1394042</a>	12am
Mon Mar 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457698&amp;include_contexts=course_1394042">Start Module/Week 09</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457698&amp;include_contexts=course_1394042">Start Module/Week 09</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457698&amp;include_contexts=course_1394042">/calendar?event_id=2457698&amp;include_contexts=course_1394042</a>	12am
Wed Mar 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312484">Small Group Discussion for Module 09: Presidential Character (May Require Independent Research)</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312484">Small Group Discussion for Module 09: Presidential Character (May Require Independent Research)</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312484">/assignments/7312484</a>	due by 11:59pm
Sun Mar 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312482">Module 09 Quiz: Presidential Decision Making</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312482">Module 09 Quiz: Presidential Decision Making</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312482">/1394042/assignments/7312482</a>	due by 11:59pm
Mon Mar 21, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457708&amp;include_contexts=course_1394042">Start Module/Week 10</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457708&amp;include_contexts=course_1394042">Start Module/Week 10</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457708&amp;include_contexts=course_1394042">/calendar?event_id=2457708&amp;include_contexts=course_1394042</a>	12am
Wed Mar 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312485">Small Group Discussion for Module 10: Federal Regulations and Me</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312485">Small Group Discussion for Module 10: Federal Regulations and Me</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312485">/assignments/7312485</a>	due by 11:59pm

Date	Details	Due
Fri Mar 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457706&amp;include_contexts=course_1394042">UCF Withdrawal Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457706&amp;include_contexts=course_1394042">/calendar?event_id=2457706&amp;include_contexts=course_1394042</a>	12am
Sun Mar 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312467">Module 10 Quiz: The President and the Executive Branch</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312467">/courses/1394042/assignments/7312467</a>	due by 11:59pm
Mon Mar 28, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457709&amp;include_contexts=course_1394042">Start Module/Week 11</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457709&amp;include_contexts=course_1394042">/calendar?event_id=2457709&amp;include_contexts=course_1394042</a>	12am
Wed Mar 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312486">Small Group Discussion for Module 11: Working with Congress</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312486">/assignments/7312486</a>	due by 11:59pm
Sun Apr 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312471">Module 11 Quiz: The President and Congress</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312471">/courses/1394042/assignments/7312471</a>	due by 11:59pm
Mon Apr 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457710&amp;include_contexts=course_1394042">Start Module/Week 12</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457710&amp;include_contexts=course_1394042">/calendar?event_id=2457710&amp;include_contexts=course_1394042</a>	12am
Wed Apr 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312487">Small Group Discussion for Module 12: The President and the Judiciary</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312487">/assignments/7312487</a>	due by 11:59pm
Sun Apr 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312476">Module 12 Quiz: The President and the Judiciary</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312476">/courses/1394042/assignments/7312476</a>	due by 11:59pm
Mon Apr 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457699&amp;include_contexts=course_1394042">Start Module/Week 13</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457699&amp;include_contexts=course_1394042">/calendar?event_id=2457699&amp;include_contexts=course_1394042</a>	12am
Wed Apr 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312488">Small Group Discussion for Module 13: Strategic Lobbying</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312488">/courses/1394042/assignments/7312488</a>	due by 11:59pm
Sun Apr 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312469">Module 13 Quiz: Domestic and Economic Policy Making</a> <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312469">/courses/1394042/assignments/7312469</a>	due by 11:59pm
Mon Apr 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457700&amp;include_contexts=course_1394042">Start Module/Week 14</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2457700&amp;include_contexts=course_1394042">/calendar?event_id=2457700&amp;include_contexts=course_1394042</a>	12am

Date	Details	Due
Wed Apr 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312489">Small Group Discussion for Module 14: Responding to International Crisis</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312489">https://webcourses.ucf.edu/courses/1394042/assignments/7312489</a> )	due by 11:59pm
Sun Apr 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312479">Module 14 Quiz: Foreign and Defense Policy</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312479">https://webcourses.ucf.edu/courses/1394042/assignments/7312479</a> )	due by 11:59pm
Mon Apr 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457704&amp;include_contexts=course_1394042">Last Day of UCF Classes (Spring 2021)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2457704&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457704&amp;include_contexts=course_1394042</a> )	12am
Mon Apr 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457690&amp;include_contexts=course_1394042">Start Studying for Final Exam</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2457690&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457690&amp;include_contexts=course_1394042</a> )	12am
Sun May 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312481">Final Exam (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/courses/1394042/assignments/7312481">https://webcourses.ucf.edu/courses/1394042/assignments/7312481</a> )	due by 11:59pm
Fri May 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2457707&amp;include_contexts=course_1394042">Grades Due to UCF by noon (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2457707&amp;include_contexts=course_1394042">https://webcourses.ucf.edu/calendar?event_id=2457707&amp;include_contexts=course_1394042</a> )	12am

# POS3703-22Spring 0W62

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida PIRG Student remote internships](#), [Redistricting Data Hub](#)
- **Law School Visits:** TRA [Click links for more info](#)



## POS 3703: Scope & Methods of Political Science

### WELCOME TO POS 3703 - PLEASE READ

Please read all of this syllabus page carefully. It answers questions that students have about this class. You will need to take a brief syllabus quiz to unlock additional course content.

Resources to help you navigate this course: [Frequently Asked Questions](#), [Tips for Success](#), [Syllabus](#), and [Assignment Instructions](#). If your question isn't answered: [Questions about Class Syllabus, Grading, Calendar? Post Them Here!](#) (You'll need to complete preliminary modules to access this content.)

### Contact Information

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102 ([Where's This?](#) <http://map.ucf.edu/locations/14/howard-phillips-hall-hph/>)
- Office Hours: Tuesdays 10am - 1pm, Fridays 10am-1pm. Call 321-394-8868 during these times to speak with me. Other times may be available by appointment.
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- GTA: TBD

### Course Information

- Name: Scope & Methods of Political Science
- Course ID & Section: POS 3703-22Spring 0W63
- Credit Hours: 3
- Semester/Year: Spring 2022
- Web only class

### Course Description

In this course you will learn the elements of social scientific thinking—how to describe variables and measure complex concepts, how to create explanations, how to construct and test hypotheses, how to think analytically, and how to control for rival explanations of political phenomena. I've organized this course into a series of weekly

modules. Each module serves as a building block for the next module so it is important that you master a module's learning objectives before proceeding to the next module. Because this is a fully online class, you must be able to learn independently by reading textbook(s), watching videos, and practicing political science methods.

Students can use this webcourse to keep track of assignment due dates, access online study material, submit assignments, read course-related announcements, and keep track of their grades. Please read the syllabus carefully; you will need to pass a syllabus quiz to unlock course material.

University Catalog description: The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology.

Prerequisites: POS 2041 or consent of instructor.

Recommended prerequisite: STA 2014C. I recommend taking STA 2014C before taking this class, but it's not a formal prerequisite.

## Course Objectives

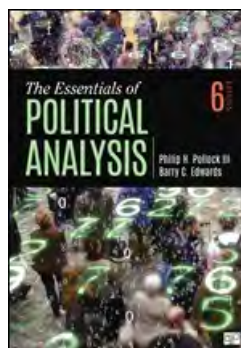
In this course, students have the opportunity to:

- Understand the essential concepts and methods used to analyze data for political science research,
- Apply scientific concepts and principles to solve problems,
- Improve proficiency with statistical software,
- Develop professional work habits like punctuality, focus, and self-discipline,
- Work collaboratively with other students in small group discussions in a manner that demonstrates professionalism, respect for others, and academic integrity, and
- Communicate results of data analysis effectively with text and graphics.

By the end of the course, you should have a firm understanding of how political scientists conduct research. You should also understand and be able to apply key methods of political science research.

## Required Textbooks and Supplemental Readings

**REQUIRED:** Phillip H. Pollock III and Barry C. Edwards, *The Essentials of Political Analysis, 6th Edition* (Thousand Oaks, CA: CQ Press, An Imprint of Sage Publications, Inc., 2020). ISBN-13: 978-1506379616, ISBN-10: 1506379613. [See Amazon page](https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr_1_2?qid=1571932122) [. \(https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr\\_1\\_2?qid=1571932122\)](https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr_1_2?qid=1571932122).



- **BOOK BUYING ISSUES?** Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs](https://finaid.ucf.edu/receiving/funds-for-books/) [. \(https://finaid.ucf.edu/receiving/funds-for-books/\)](https://finaid.ucf.edu/receiving/funds-for-books/).
- **RECOMMENDED:** There are a number of web sites that offer useful information about statistics and computing.

Students may wish to use these web sites as necessary to supplemental class material. For example, we may only briefly review some mathematical concepts. If a concept is not familiar to you or you want to study it in more detail, I would encourage you to take advantage of supplemental resources.

- **SUPPLEMENTAL READINGS:** Additional readings will be announced and/or distributed in class.

## Course Requirements

Your final grade is based on the components listed below. You can find detailed instructions for all assignments in an [Assignment Instructions Module](#) (accessible after you complete the Start Here Module). Assignment point values are based on 1,400 total points in the course.

1. **Lab Assignments (30%)** – Each numbered module contains a lab assignment that requires you to implement political science research methods, usually with a computer program. Each lab assignment is worth 30 points. Your lowest lab assignment score will be dropped.
2. **Review Exercises (15%)** - Each numbered module contains one or two review exercises. Module review exercises are each worth 10 points. Your lowest review exercise score is dropped.
3. **Module Quizzes (30%)** - Each numbered module contains a quiz worth 30 points. Your lowest module quiz score is dropped.
4. **Small Group Discussions (15%)** - Each numbered module contains a small group discussion that gives you the opportunity to discuss lab assignments with other students in the class. They are each worth 15 points and your lowest small group discussion score is dropped.
5. **Final Exam (10%)** - After you complete all numbered modules, you take the final exam which is worth 140 points.

More information on each of these assignment groups is contained in the Assignment Instructions module.









## Course Policies

<b>COVID-19</b>	<b>+</b>
<b>Workload Expectations</b>	<b>+</b>
<b>Missed Assignments/Make-Ups/Extra Credit</b>	<b>+</b>
<b>Late Work</b>	<b>+</b>
<b>Grading Scale</b>	<b>+</b>
<b>Grades of "Incomplete"</b>	<b>+</b>
<b>Group Work</b>	<b>+</b>
<b>Academic Honesty</b>	<b>+</b>
<b>Professionalism Policy</b>	<b>+</b>
<b>University Writing Center</b>	<b>+</b>
<b>Disability Statement</b>	<b>+</b>

<b>Emergency Procedures and Campus Safety</b>	<b>+</b>
<b>Accommodations for Active Duty Military Students</b>	<b>+</b>
<b>Religious Observances</b>	<b>+</b>
<b>Copyright</b>	<b>+</b>
<b>Third-Party Software and FERPA</b>	<b>+</b>
<b>Financial Aid Requirement</b>	<b>+</b>

## [Start Here Module](#)

### Course Summary:

Date	Details	Due
	 <b><a href="#">Start Assigned Readings for Module/Week 1: Studying Politics Scientifically</a></b> <a href="https://webcourses.ucf.edu/calendar?event_id=2498477&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498477&amp;include_contexts=course_1393921</a>	12am
Mon Jan 10, 2022	 <b><a href="#">UCF Classes Begin! (Spring 2022)</a></b> <a href="https://webcourses.ucf.edu/calendar?event_id=2498478&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498478&amp;include_contexts=course_1393921</a>	12am
	 <b><a href="#">Syllabus Quiz (Does not affect grade, please take ASAP)</a></b> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385066">https://webcourses.ucf.edu/courses/1393921/assignments/7385066</a> )	due by 11:59pm
Wed Jan 12, 2022	 <b><a href="#">Thinking Scientifically Crossword Puzzle</a></b> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385117">https://webcourses.ucf.edu/courses/1393921/assignments/7385117</a>	due by 11:59pm
Thu Jan 13, 2022	 <b><a href="#">Small Group Discussion: Learning Objectives and Course Readiness (Lab #1)</a></b> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385083">https://webcourses.ucf.edu/courses/1393921/assignments/7385083</a>	due by 11:59pm
	 <b><a href="#">Add Deadline (Spring 2022)</a></b> <a href="https://webcourses.ucf.edu/calendar?event_id=2498472&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498472&amp;include_contexts=course_1393921</a>	12am
Fri Jan 14, 2022	 <b><a href="#">Drop/Swap Deadline (Spring 2022)</a></b> <a href="https://webcourses.ucf.edu/calendar?event_id=2498475&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498475&amp;include_contexts=course_1393921</a>	12am
	 <b><a href="#">Reminder: Replies Due in Small Group Discussion</a></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498454&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498454&amp;include_contexts=course_1393921</a> )	12am




Date	Details	Due
	<a href="#">include_contexts=course_1393921</a>	
	 <a href="#">Evidence of Academic Engagement Quiz (Does not affect grade, please take ASAP)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385064">https://webcourses.ucf.edu/courses/1393921/assignments/7385064</a>	due by 5pm
	 <a href="#">Lab Assignment #1 (Learning Objectives and Course Readiness)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385097">https://webcourses.ucf.edu/courses/1393921/assignments/7385097</a>	due by 11:59pm
Sun Jan 16, 2022	 <a href="#">Module 1 Quiz: Studying Politics Scientifically</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385063">https://webcourses.ucf.edu/courses/1393921/assignments/7385063</a>	due by 11:59pm
Mon Jan 17, 2022	 <a href="#">Start Assigned Readings for Module/Week 2: Definition and Measurement of Concepts</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498470&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498470&amp;include_contexts=course_1393921</a>	12am
Wed Jan 19, 2022	 <a href="#">Definition and Measurement of Concepts Hangman</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385088">https://webcourses.ucf.edu/courses/1393921/assignments/7385088</a>	due by 11:59pm
Thu Jan 20, 2022	 <a href="#">Small Group Discussion: Using Excel for Data Analysis (Lab #2)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385071">https://webcourses.ucf.edu/courses/1393921/assignments/7385071</a>	due by 11:59pm
Fri Jan 21, 2022	 <a href="#">Reminder: Replies Due in Small Group Discussion</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498455&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498455&amp;include_contexts=course_1393921</a>	12am
	 <a href="#">Lab Assignment #2 (Using R for Data Analysis)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385098">https://webcourses.ucf.edu/courses/1393921/assignments/7385098</a>	due by 11:59pm
Sun Jan 23, 2022	 <a href="#">Module 2 Quiz: Definition and Measurement of Concepts</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385053">https://webcourses.ucf.edu/courses/1393921/assignments/7385053</a>	due by 11:59pm
Mon Jan 24, 2022	 <a href="#">Start Assigned Readings for Module/Week 3: Measuring and Describing Variables</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498469&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498469&amp;include_contexts=course_1393921</a>	12am
Wed Jan 26, 2022	 <a href="#">Measurement and Descriptive Statistics Hangman</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385108">https://webcourses.ucf.edu/courses/1393921/assignments/7385108</a>	due by 11:59pm
	 <a href="#">Review Exercise: Math Refresher</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385055">https://webcourses.ucf.edu/courses/1393921/assignments/7385055</a>	due by 11:59pm



Date	Details	Due
Thu Jan 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385082">Small Group Discussion: Measuring and Describing Variables (Lab #3)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385082">https://webcourses.ucf.edu/courses/1393921/assignments/7385082</a>	due by 11:59pm
Fri Jan 28, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498456&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498456&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498456&amp;include_contexts=course_1393921</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385099">Lab Assignment #3 (Measuring and Describing Variables)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385099">https://webcourses.ucf.edu/courses/1393921/assignments/7385099</a>	due by 11:59pm
Sun Jan 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385061">Module 3 Quiz: Measuring and Describing Variables</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385061">https://webcourses.ucf.edu/courses/1393921/assignments/7385061</a>	due by 11:59pm
Mon Jan 31, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498482&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 4: Transforming Variables</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498482&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498482&amp;include_contexts=course_1393921</a>	12am
Wed Feb 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385114">Review Exercise: Sort It Out - Level of Measurement</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385114">https://webcourses.ucf.edu/courses/1393921/assignments/7385114</a>	due by 11:59pm
Thu Feb 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385084">Small Group Discussion: Transforming Variables (Lab #4)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385084">https://webcourses.ucf.edu/courses/1393921/assignments/7385084</a>	due by 11:59pm
Fri Feb 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498457&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498457&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498457&amp;include_contexts=course_1393921</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385100">Lab Assignment #4: Transforming Variables</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385100">https://webcourses.ucf.edu/courses/1393921/assignments/7385100</a>	due by 11:59pm
Sun Feb 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385059">Module 4 Quiz: Transforming Variables</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385059">https://webcourses.ucf.edu/courses/1393921/assignments/7385059</a>	due by 11:59pm
Mon Feb 7, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498461&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 5: Proposing Explanations, Framing Hypotheses, and Making Comparisons</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498461&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498461&amp;include_contexts=course_1393921</a>	12am
Wed Feb 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385116">"Shall I Compare Thee?": Making Comparisons Crossword Puzzle</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385116">https://webcourses.ucf.edu/courses/1393921/assignments/7385116</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385089">Explanations and Hypotheses: This or That?</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385089">https://webcourses.ucf.edu/courses/1393921/assignments/7385089</a> )	due by 11:59pm
Thu Feb 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385081">Small Group Discussion: Making Comparisons (Lab #5)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385081">https://webcourses.ucf.edu/courses/1393921/assignments/7385081</a> )	due by 11:59pm
Fri Feb 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498458&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498458&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498458&amp;include_contexts=course_1393921</a> )	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385101">Lab Assignment #5 (Making Comparisons)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385101">https://webcourses.ucf.edu/courses/1393921/assignments/7385101</a> )	due by 11:59pm
Sun Feb 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385051">Module 5 Quiz: Proposing Explanations, Framing Hypotheses, and Making Comparisons</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385051">https://webcourses.ucf.edu/courses/1393921/assignments/7385051</a> )	due by 11:59pm
Mon Feb 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498486&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 6: Graphing Relationships and Describing Patterns</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498486&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498486&amp;include_contexts=course_1393921</a> )	12am
Wed Feb 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385110">Review Exercise: Graph Refresher</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385110">https://webcourses.ucf.edu/courses/1393921/assignments/7385110</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385115">Review Exercise: Sort-It-Out - Picking Chart Types</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385115">https://webcourses.ucf.edu/courses/1393921/assignments/7385115</a> )	due by 11:59pm
Thu Feb 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385080">Small Group Discussion: Graphing Relationships and Describing Patterns (Lab #6)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385080">https://webcourses.ucf.edu/courses/1393921/assignments/7385080</a> )	due by 11:59pm
Fri Feb 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498459&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498459&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498459&amp;include_contexts=course_1393921</a> )	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385102">Lab Assignment #6 (Graphing Relationships and Describing Patterns)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385102">https://webcourses.ucf.edu/courses/1393921/assignments/7385102</a> )	due by 11:59pm
Sun Feb 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385070">Module 6 Quiz: Graphing Relationships and Describing Patterns</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385070">https://webcourses.ucf.edu/courses/1393921/assignments/7385070</a> )	due by 11:59pm
Mon Feb 21, 2022	 <a href="#">Start Assigned Readings for Module/Week 7: Research Design, Research Ethics, and</a>	12am

Date	Details	Due
	<a href="https://webcourses.ucf.edu/calendar?event_id=2498488&amp;include_contexts=course_1393921">Evidence of Causation (https://webcourses.ucf.edu/calendar?event_id=2498488&amp;include_contexts=course_1393921)</a>	
Wed Feb 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385060">Mini Course Review (https://webcourses.ucf.edu/courses/1393921/assignments/7385060)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385113">Review Exercise: Research Design Crossword Puzzle (https://webcourses.ucf.edu/courses/1393921/assignments/7385113)</a>	due by 11:59pm
Thu Feb 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385073">Small Group Discussion: Random Sampling and Assignment (Lab #7) (https://webcourses.ucf.edu/courses/1393921/assignments/7385073)</a>	due by 11:59pm
Fri Feb 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498460&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2498460&amp;include_contexts=course_1393921)</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385103">Lab Assignment #7 (Random Assignment and Sampling) (https://webcourses.ucf.edu/courses/1393921/assignments/7385103)</a>	due by 11:59pm
Sun Feb 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385049">Module 7 Quiz: Research Design, Research Ethics, and Evidence of Causation (https://webcourses.ucf.edu/courses/1393921/assignments/7385049)</a>	due by 11:59pm
Mon Feb 28, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498483&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 8: Making Controlled Comparisons (https://webcourses.ucf.edu/calendar?event_id=2498483&amp;include_contexts=course_1393921)</a>	12am
Wed Mar 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385087">Controlled Comparisons Crossword (https://webcourses.ucf.edu/courses/1393921/assignments/7385087)</a>	due by 11:59pm
Thu Mar 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385074">Small Group Discussion: Making Controlled Comparisons (Lab #8) (https://webcourses.ucf.edu/courses/1393921/assignments/7385074)</a>	due by 11:59pm
Fri Mar 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498484&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2498484&amp;include_contexts=course_1393921)</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385104">Lab Assignment #8 (Making Controlled Comparisons) (https://webcourses.ucf.edu/courses/1393921/assignments/7385104)</a>	due by 11:59pm
Sun Mar 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385067">Module 8 Quiz: Making Controlled Comparisons (https://webcourses.ucf.edu/courses/1393921/assignments/7385067)</a>	due by 11:59pm

Date	Details	Due
Mon Mar 7, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498491&amp;include_contexts=course_1393921">UCF Spring Break Week Starts (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498491&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498491&amp;include_contexts=course_1393921</a> )	12am
Mon Mar 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498480&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 9: Foundations of Inference</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498480&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498480&amp;include_contexts=course_1393921</a> )	12am
Wed Mar 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385090">Foundations of Inference Crossword Puzzle</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385090">https://webcourses.ucf.edu/courses/1393921/assignments/7385090</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385107">Making Inferences: True or False?</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385107">https://webcourses.ucf.edu/courses/1393921/assignments/7385107</a> )	due by 11:59pm
Thu Mar 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385079">Small Group Discussion: Working with Sampling Distributions (Lab #9)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385079">https://webcourses.ucf.edu/courses/1393921/assignments/7385079</a> )	due by 11:59pm
Fri Mar 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498465&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498465&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498465&amp;include_contexts=course_1393921</a> )	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385105">Lab Assignment #9 (Working with Sampling Distributions)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385105">https://webcourses.ucf.edu/courses/1393921/assignments/7385105</a> )	due by 11:59pm
Sun Mar 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385048">Module 9 Quiz: Foundations of Inference</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385048">https://webcourses.ucf.edu/courses/1393921/assignments/7385048</a> )	due by 11:59pm
Mon Mar 21, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498481&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 10: Hypothesis Tests with One and Two Samples</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498481&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498481&amp;include_contexts=course_1393921</a> )	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385057">Review Exercise: Calculating Standard Errors</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385057">https://webcourses.ucf.edu/courses/1393921/assignments/7385057</a> )	due by 11:59pm
Wed Mar 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385050">Review Exercise: Inferences about Means and Proportions</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385050">https://webcourses.ucf.edu/courses/1393921/assignments/7385050</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385078">Small Group Discussion: Hypothesis Tests with One and Two Samples (Lab #10)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385078">https://webcourses.ucf.edu/courses/1393921/assignments/7385078</a> )	due by 11:59pm
Fri Mar 25, 2022	 <a href="https://webcourses.ucf.edu">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu">https://webcourses.ucf.edu</a> )	12am

Date	Details	Due
	<a href="#">/calendar?event_id=2498466&amp;include_contexts=course_1393921</a>	
	 <a href="#">UCF Withdrawal Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498464&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498464&amp;include_contexts=course_1393921</a>	12am
	 <a href="#">Lab Assignment #10 (Hypothesis Tests with One and Two Samples)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385092">https://webcourses.ucf.edu/courses/1393921/assignments/7385092</a>	due by 11:59pm
Sun Mar 27, 2022	 <a href="#">Module 10 Quiz: Making Statistical Inferences</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385065">https://webcourses.ucf.edu/courses/1393921/assignments/7385065</a> )	due by 11:59pm
Mon Mar 28, 2022	 <a href="#">Start Assigned Readings for Module/Week 11: Chi-Square Test and Analysis of Variance</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498485&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498485&amp;include_contexts=course_1393921</a>	12am
Wed Mar 30, 2022	 <a href="#">Review Exercise: Evaluating Chi-Square Test Statistics</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385068">https://webcourses.ucf.edu/courses/1393921/assignments/7385068</a> )	due by 11:59pm
Thu Mar 31, 2022	 <a href="#">Small Group Discussion: Chi-Square Test and ANOVA (Lab #11)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385076">https://webcourses.ucf.edu/courses/1393921/assignments/7385076</a>	due by 11:59pm
Fri Apr 1, 2022	 <a href="#">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498467&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498467&amp;include_contexts=course_1393921</a> )	12am
	 <a href="#">Lab Assignment #11 (Chi-Square Test and ANOVA)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385093">https://webcourses.ucf.edu/courses/1393921/assignments/7385093</a> )	due by 11:59pm
Sun Apr 3, 2022	 <a href="#">Module 11 Quiz: Tests of Significance and Measures of Association</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385058">https://webcourses.ucf.edu/courses/1393921/assignments/7385058</a>	due by 11:59pm
Mon Apr 4, 2022	 <a href="#">Start Assigned Readings for Module/Week 12: Correlation and Bivariate Regression Analysis</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498479&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498479&amp;include_contexts=course_1393921</a> )	12am
Wed Apr 6, 2022	 <a href="#">Label Parts of Bivariate Regression Model</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385106">https://webcourses.ucf.edu/courses/1393921/assignments/7385106</a>	due by 11:59pm

Date	Details	Due
Thu Apr 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385077">Small Group Discussion: Correlation and Bivariate Regression (Lab #12)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385077">https://webcourses.ucf.edu/courses/1393921/assignments/7385077</a>	due by 11:59pm
Fri Apr 8, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498468&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498468&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498468&amp;include_contexts=course_1393921</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385094">Lab Assignment #12 (Correlation and Bivariate Regression)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385094">https://webcourses.ucf.edu/courses/1393921/assignments/7385094</a>	due by 11:59pm
Sun Apr 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385062">Module 12 Quiz: Correlation and Bivariate Regression</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385062">https://webcourses.ucf.edu/courses/1393921/assignments/7385062</a>	due by 11:59pm
Mon Apr 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498471&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 13: Multiple Regression Analysis</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498471&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498471&amp;include_contexts=course_1393921</a>	12am
Wed Apr 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385109">Multiple Regression Analysis Crossword Puzzle</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385109">https://webcourses.ucf.edu/courses/1393921/assignments/7385109</a>	due by 11:59pm
Thu Apr 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385075">Small Group Discussion: Multiple Regression Analysis (Lab #13)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385075">https://webcourses.ucf.edu/courses/1393921/assignments/7385075</a>	due by 11:59pm
Fri Apr 15, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498474&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498474&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498474&amp;include_contexts=course_1393921</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385095">Lab Assignment #13 (Multiple Regression Analysis)</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385095">https://webcourses.ucf.edu/courses/1393921/assignments/7385095</a>	due by 11:59pm
Sun Apr 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385069">Module 13 Quiz: Multiple Regression Analysis</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385069">https://webcourses.ucf.edu/courses/1393921/assignments/7385069</a>	due by 11:59pm
Mon Apr 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498487&amp;include_contexts=course_1393921">Start Assigned Readings for Module/Week 14: Analyzing Regression Residuals</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2498487&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498487&amp;include_contexts=course_1393921</a>	12am
Wed Apr 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385112">Review Exercise: Regression Residuals Word Search</a> <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385112">https://webcourses.ucf.edu/courses/1393921/assignments/7385112</a>	due by 11:59pm
Thu Apr 21, 2022	 <a href="#">Small Group Discussion: Analyzing Regression Residuals (Lab #14)</a>	due by 11:59pm

Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385072">https://webcourses.ucf.edu/courses/1393921/assignments/7385072</a>	
Fri Apr 22, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498473&amp;include_contexts=course_1393921">Reminder: Replies Due in Small Group Discussion</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498473&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498473&amp;include_contexts=course_1393921</a> )	12am
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385096">Lab Assignment #14 (Analyzing Regression Residuals)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385096">https://webcourses.ucf.edu/courses/1393921/assignments/7385096</a> )	due by 11:59pm
Sun Apr 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385054">Module 14 Quiz: Analyzing Regression Residuals</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385054">https://webcourses.ucf.edu/courses/1393921/assignments/7385054</a> )	due by 11:59pm
Mon Apr 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498463&amp;include_contexts=course_1393921">Last Day of UCF Classes (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498463&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498463&amp;include_contexts=course_1393921</a> )	12am
Wed Apr 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385091">Jeopardy Game</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385091">https://webcourses.ucf.edu/courses/1393921/assignments/7385091</a> )	due by 11:59pm
Sun May 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385056">Online Final Exam (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385056">https://webcourses.ucf.edu/courses/1393921/assignments/7385056</a> )	due by 11:59pm
Tue May 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385111">Review Exercise: Logistic Regression Word Search</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385111">https://webcourses.ucf.edu/courses/1393921/assignments/7385111</a> )	due by 11:59pm
Wed May 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385052">Bonus Module Quiz: Logistic Regression Analysis</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385052">https://webcourses.ucf.edu/courses/1393921/assignments/7385052</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498476&amp;include_contexts=course_1393921">Reminder: Replies Due in Bonus Small Group Discussion (Optional)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498476&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498476&amp;include_contexts=course_1393921</a> )	12am
Thu May 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385085">Bonus Class Discussion: Logistic Regression Analysis</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385085">https://webcourses.ucf.edu/courses/1393921/assignments/7385085</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385086">Bonus Lab Assignment: Logistic Regression Analysis</a> ( <a href="https://webcourses.ucf.edu/courses/1393921/assignments/7385086">https://webcourses.ucf.edu/courses/1393921/assignments/7385086</a> )	due by 11:59pm
Fri May 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498462&amp;include_contexts=course_1393921">Grades Due to UCF by noon (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498462&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498462&amp;include_contexts=course_1393921</a> )	12am
Mon Jul 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2498490&amp;include_contexts=course_1393921">Spring Break Week (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2498490&amp;include_contexts=course_1393921">https://webcourses.ucf.edu/calendar?event_id=2498490&amp;include_contexts=course_1393921</a> )	12am

**Date**

**Details**

**Due**

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[include\\_contexts=course\\_1393921](#)

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# POS4284-22Spring 0W60

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida PIRG Student remote internships](#), [Redistricting Data Hub](#)
- **Law School Visits:** TRA [Click links for more info](#)



## WELCOME TO POS 4284 - PLEASE READ

Please read this entire syllabus page carefully. It answers questions students have about this class. You will need to complete a syllabus quiz to unlock the course.

Resources to help you with this class: [Frequently Asked Questions](#), [If You Have Tech Problems](#), and [Assignment Instructions](#). If your question isn't answered: [Questions about Syllabus, Calendar, Grading, Etc.](#) (You'll need to complete preliminary modules to access these pages.)

## Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This?](#) <http://map.ucf.edu/locations/14/howard-phillips-hall-hph/>)
- Phone: 407-823-2608 (SPSIA main office)
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- Office Hours: Tuesdays 10am - 1pm; Fridays 10am - 1pm, call 321-394-8868 during these times to speak to me. Other times may be available by appointment.
- GTA: TBD

## Course Information

- Course Name: Judicial Process and Politics
- Course ID & Section: POS4284-22Spring 0W60
- Credit Hours: 3
- Semester/Year: Spring 2022
- Web Only Course

## Course Description

Judicial Process and Politics examines the role of the judiciary in American society. Please read this syllabus carefully. This is an online only course. The course material is organized into a series of modules. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus).

In this course, we will primarily be concerned with the *process* of law, rather than the product of legal processes. The law is not simply a collection of outcomes, policies, decisions and decrees. Law is also a method for transforming contentious issues into enforced solutions. But this process is far from simple or mechanical. Abstract rules and

general principles provide some guidance in this transformation of contentiousness, but social norms, broader public understanding, and strategies of legal interpretation also play a role in this process.

One of the main goals of this class is for students to gain realistic perspectives on the judiciary and legal system in the United States. Chances are, much of what you think about judges, courts, and lawyers comes from what you've seen on television and in the movies. It's important for students to feel what it's really like to be inside a courtroom and hear what it's like to go to law and practice law for a living. These activities will help displace the images you have in mind and help you see why the course material is relevant and important.

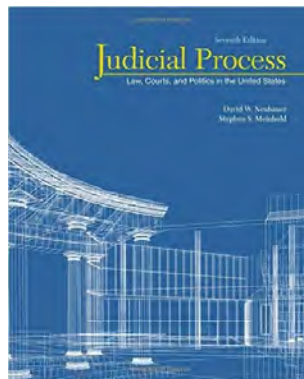
Course prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor.

## Course Objectives

- Understand terminology and concepts related to judicial process and politics
- Understand basic history and organizational principles of U.S. court system
- Evaluate the role of the courts in democratic society
- Compare the popular perception of the legal system to the realities of American courtrooms
- Evaluate the fairness of the judicial system for racial minorities and the poor
- Develop in-depth understanding of a particular judicial process through direct observation and critical analysis

## Required Texts and Supplemental Readings

- **REQUIRED:** Neubauer, David, and Stephen Meinhold. 2016. *Judicial Process: Law, Courts, and Politics in the United States, Seventh Edition*. Boston, MA: Wadsworth, Cengage Learning (hereafter "Neubauer & Meinhold"). ISBN-13: 978-1305506527, ISBN-10: 1305506529. [See on Amazon](https://www.amazon.com/Judicial-Process-Courts-Politics-United/dp/1305506529/ref=sr_1_1?ie=UTF8&qid=1470240246) [. \(https://www.amazon.com/Judicial-Process-Courts-Politics-United/dp/1305506529/ref=sr\\_1\\_1?ie=UTF8&qid=1470240246\)](https://www.amazon.com/Judicial-Process-Courts-Politics-United/dp/1305506529/ref=sr_1_1?ie=UTF8&qid=1470240246)



- **REQUIRED:** Lewis, Anthony. 1989. *Gideon's Trumpet*. New York: Vintage Books. ISBN-13: 978-0679723127. ISBN-10: 0679723129 [Originally published in 1964]. [See on Amazon](http://www.amazon.com/Gideons-Trumpet-Anthony-Lewis/dp/0679723129/ref=la_B000APOQU0_1_1?s=books&ie=UTF8&qid=1437530734&sr=1-1) [. \(http://www.amazon.com/Gideons-Trumpet-Anthony-Lewis/dp/0679723129/ref=la\\_B000APOQU0\\_1\\_1?s=books&ie=UTF8&qid=1437530734&sr=1-1\)](http://www.amazon.com/Gideons-Trumpet-Anthony-Lewis/dp/0679723129/ref=la_B000APOQU0_1_1?s=books&ie=UTF8&qid=1437530734&sr=1-1).



- **BOOK BUYING ISSUES?** Don't wait until the second or third week of class to get the books required for this

class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs](https://finaid.ucf.edu/receiving/funds-for-books/) (<https://finaid.ucf.edu/receiving/funds-for-books/>).

- **SUPPLEMENTAL READINGS.** Additional readings will be announced and/or distributed online. In particular, these readings will focus on rulings from the most recent Supreme Court term(s), and articles regarding the various uses of federal and state judicial power.
- **RECOMMENDED:** Read your local newspaper's coverage of trials in your area. It's not only interesting to see how these cases are reported, news reports can alert you to great opportunities to observe courtroom proceedings in your area (which will help you complete the required original research project).

## Course Requirements

Your final grade is based on the components listed below. Assignment point values are based on 1,400 total points in the course.

1. **Module Quizzes (50%)** - Each substantive module in this course includes a short quiz to test your understanding of the assigned material. Module quizzes consist of multiple choice, true-false, and short answer questions. Your lowest module quiz score will be dropped.
2. **Final Exam (20%)** – The final examination is cumulative and will require students to apply their understanding of the subject matter in a constructive manner. Students can expect a mix of multiple choice and true-false questions.
3. **Module Review Exercises (10%)** - Each numbered module in this course contains at least one exercise design to increase your understanding of the assigned material. Your lowest module review exercise score will be dropped.
4. **Small Group Discussions (20%)** - Each student will be assigned to a small group of 5-10 students. In your small groups, you'll discuss how the course material, share independent research, and tell your group what you've learned through class-related activities.








## Course Policies


COVID-19	+
Workload Expectations	+
Missed Assignments/Make-Ups/Extra Credit	+
Late Work	+
Grading Scale	+
Grades of "Incomplete"	+
Group Work	+
Academic Honesty	+
Professionalism Policy	+
University Writing Center	+



Disability Statement	+
Emergency Procedures and Campus Safety	+
Accommodations for Active Duty Military Students	+
Religious Observances	+
Copyright	+
Third-Party Software and FERPA	+
Financial Aid Requirement	+

## [START HERE MODULE](#)







### Course Summary:

Date	Details	Due
Mon Jan 10, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455701&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 3-11.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455701&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455701&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455677&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 1-15</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455677&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455677&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455707&amp;include_contexts=course_1393922">UCF Classes Begin! (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455707&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455707&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310935">Syllabus Quiz (Not Weighted, Please Complete ASAP)</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310935">https://webcourses.ucf.edu/courses/1393922/assignments/7310935</a>	due by 11:59pm
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455692&amp;include_contexts=course_1393922">Add Deadline</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455692&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455692&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455686&amp;include_contexts=course_1393922">Drop/Swap Deadline</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455686&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455686&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310928">Evidence of Academic Engagement Quiz (Not Weighted, Please Complete ASAP)</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310928">https://webcourses.ucf.edu/courses/1393922/assignments/7310928</a>	due by 5pm




Date	Details	Due
Sun Jan 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310945">Discussion: Meet Your Small Group</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310945">https://webcourses.ucf.edu/courses/1393922/assignments/7310945</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310934">Law, Courts &amp; Politics Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310934">https://webcourses.ucf.edu/courses/1393922/assignments/7310934</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310958">Law, Courts, and Politics Hangman</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310958">https://webcourses.ucf.edu/courses/1393922/assignments/7310958</a>	due by 11:59pm
Mon Jan 17, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455676&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 12-30.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455676&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455676&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455685&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 16-45</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455685&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455685&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455696&amp;include_contexts=course_1393922">Reminder: Small Group Discussion Replies Due</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455696&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455696&amp;include_contexts=course_1393922</a>	12am
Sun Jan 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310929">Law and Legal Systems Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310929">https://webcourses.ucf.edu/courses/1393922/assignments/7310929</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310957">Law and Legal Systems Vocab Word Search</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310957">https://webcourses.ucf.edu/courses/1393922/assignments/7310957</a>	due by 11:59pm
Mon Jan 24, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455675&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 31-46.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455675&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455675&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455684&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 46-79</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455684&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455684&amp;include_contexts=course_1393922</a>	12am
Sun Jan 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310944">Discussion: A Courthouse Near You (Requires You to Visit a Courthouse)</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310944">https://webcourses.ucf.edu/courses/1393922/assignments/7310944</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310954">Federal Courts Crossword</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310954">https://webcourses.ucf.edu/courses/1393922/assignments/7310954</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310932">Federal Courts Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310932">https://webcourses.ucf.edu/courses/1393922/assignments/7310932</a>	due by 11:59pm

Date	Details	Due
Mon Jan 31, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455710&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 47-58.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455710&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455710&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455689&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 80-112</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455689&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455689&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455706&amp;include_contexts=course_1393922">Reminder: Small Group Discussion Replies Due</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455706&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455706&amp;include_contexts=course_1393922</a>	12am
Sun Feb 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310961">State Courts Jeopardy Game</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310961">https://webcourses.ucf.edu/courses/1393922/assignments/7310961</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310930">State Courts Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310930">https://webcourses.ucf.edu/courses/1393922/assignments/7310930</a>	due by 11:59pm
Mon Feb 7, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455690&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 59-81.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455690&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455690&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455688&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 113-148</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455688&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455688&amp;include_contexts=course_1393922</a>	12am
Sun Feb 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310949">Discussion: Costs and Benefits of Attending Law School</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310949">https://webcourses.ucf.edu/courses/1393922/assignments/7310949</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310959">Lawyers and Legal Representation Crossword Puzzle</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310959">https://webcourses.ucf.edu/courses/1393922/assignments/7310959</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310936">Lawyers and Legal Representation Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310936">https://webcourses.ucf.edu/courses/1393922/assignments/7310936</a>	due by 11:59pm
Mon Feb 14, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455697&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 82-99.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455697&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455697&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455713&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 149-185</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455713&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455713&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455704&amp;include_contexts=course_1393922">Reminder: Small Group Discussion Replies Due</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455704&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455704&amp;include_contexts=course_1393922</a>	12am




Date	Details	Due
	<a href="#">include_contexts=course_1393922</a>	
Sun Feb 20, 2022	 <a href="#">Judges Hangman Game</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310956">https://webcourses.ucf.edu/courses/1393922/assignments/7310956</a>	due by 11:59pm
	 <a href="#">Judges Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310924">https://webcourses.ucf.edu/courses/1393922/assignments/7310924</a>	due by 11:59pm
Mon Feb 21, 2022	 <a href="#">Read Gideon's Trumpet, pp. 100-106</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455683&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455683&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Read Neubauer &amp; Meinhold, pp. 186-211</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455674&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455674&amp;include_contexts=course_1393922</a>	12am
Sun Feb 27, 2022	 <a href="#">Discussion: Practicing Law (Requires You to Interview an Attorney)</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310946">https://webcourses.ucf.edu/courses/1393922/assignments/7310946</a>	due by 11:59pm
	 <a href="#">Mobilizing the Law Jeopardy Game</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310960">https://webcourses.ucf.edu/courses/1393922/assignments/7310960</a>	due by 11:59pm
	 <a href="#">Mobilizing the Law Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310925">https://webcourses.ucf.edu/courses/1393922/assignments/7310925</a>	due by 11:59pm
Mon Feb 28, 2022	 <a href="#">Read Gideon's Trumpet, pp. 107-122.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455695&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455695&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Read Neubauer &amp; Meinhold, pp. 212-241</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455691&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455691&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Reminder: Small Group Discussion Replies Due</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2455679&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455679&amp;include_contexts=course_1393922</a> )	12am
Sun Mar 6, 2022	 <a href="#">Criminal Justice: Preliminary Stages Module Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310927">https://webcourses.ucf.edu/courses/1393922/assignments/7310927</a> )	due by 11:59pm
	 <a href="#">Criminal Justice: Preliminary Stages Sequencer</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310952">https://webcourses.ucf.edu/courses/1393922/assignments/7310952</a> )	due by 11:59pm
Mon Mar 7, 2022	 <a href="#">Spring Break Week (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455717&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455717&amp;include_contexts=course_1393922</a>	12am

Date	Details	Due
	<a href="#">include_contexts=course_1393922</a>	
Mon Mar 14, 2022	 <a href="#">Read Gideon's Trumpet, pp. 123-145.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455694&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455694&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Read Neubauer &amp; Meinhold, pp. 242-280</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455673&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455673&amp;include_contexts=course_1393922</a>	12am
Sun Mar 20, 2022	 <a href="#">Criminal Justice Word Search</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310953">https://webcourses.ucf.edu/courses/1393922/assignments/7310953</a>	due by 11:59pm
	 <a href="#">Criminal Justice: Bargaining and Sentencing Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310931">https://webcourses.ucf.edu/courses/1393922/assignments/7310931</a>	due by 11:59pm
	 <a href="#">Discussion: High Profile Criminal Trials in the News</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310943">https://webcourses.ucf.edu/courses/1393922/assignments/7310943</a> )	due by 11:59pm
Mon Mar 21, 2022	 <a href="#">Read Gideon's Trumpet, pp. 146-168.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455712&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455712&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Read Neubauer &amp; Meinhold, pp. 281-314</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455698&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455698&amp;include_contexts=course_1393922</a>	12am
	 <a href="#">Reminder: Small Group Discussion Replies Due</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2455678&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455678&amp;include_contexts=course_1393922</a> )	12am
Fri Mar 25, 2022	 <a href="#">UCF Withdrawal Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455703&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455703&amp;include_contexts=course_1393922</a>	12am
Sun Mar 27, 2022	 <a href="#">Civil Litigation: Disputing Pyramid Sequencer</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310951">https://webcourses.ucf.edu/courses/1393922/assignments/7310951</a> )	due by 11:59pm
	 <a href="#">Civil Litigation: How Cases Begin Module Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310926">https://webcourses.ucf.edu/courses/1393922/assignments/7310926</a> )	due by 11:59pm
Mon Mar 28, 2022	 <a href="#">Read Gideon's Trumpet, pp. 169-190.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455715&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455715&amp;include_contexts=course_1393922</a>	12am



Date	Details	Due
Sun Apr 3, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455682&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 315-342</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455682&amp;include_contexts=course_1393922">/calendar?event_id=2455682&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310950">Civil Litigation Crossword Puzzle</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310950">/assignments/7310950</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310941">Civil Litigation: How Cases End Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310941">/assignments/7310941</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310942">Discussion: High Stakes Civil Litigation in the News</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310942">/1393922/assignments/7310942</a>	due by 11:59pm
Mon Apr 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455709&amp;include_contexts=course_1393922">Reminder: Small Group Discussion Replies Due</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455709&amp;include_contexts=course_1393922">/calendar?event_id=2455709&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455681&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 191-201.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455681&amp;include_contexts=course_1393922">/calendar?event_id=2455681&amp;include_contexts=course_1393922</a>	11pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455700&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 343-373</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455700&amp;include_contexts=course_1393922">/calendar?event_id=2455700&amp;include_contexts=course_1393922</a>	11pm
Sun Apr 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310937">Trials and Juries Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310937">/assignments/7310937</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310963">Trials and Juries Sequencer</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310963">/assignments/7310963</a>	due by 11:59pm
Mon Apr 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455680&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 202-217.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455680&amp;include_contexts=course_1393922">/calendar?event_id=2455680&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455705&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 374-405</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455705&amp;include_contexts=course_1393922">/calendar?event_id=2455705&amp;include_contexts=course_1393922</a>	12am
Sun Apr 17, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310947">Discussion: Florida Appeals Court Opinion on a Statute of Limitations</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310947">/assignments/7310947</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310962">The Appellate Process Hangman Game</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310962">/assignments/7310962</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310940">The Appellate Process Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310940">https://webcourses.ucf.edu/courses/1393922/assignments/7310940</a>	due by 11:59pm
Mon Apr 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455702&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 218-233.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455702&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455702&amp;include_contexts=course_1393922</a>	12am
Mon Apr 18, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455714&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 406-435</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455714&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455714&amp;include_contexts=course_1393922</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455687&amp;include_contexts=course_1393922">Reminder: Small Group Discussion Replies Due</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455687&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455687&amp;include_contexts=course_1393922</a>	12am
Sun Apr 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310964">U.S. Supreme Court Agenda Setting Crossword Puzzle</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310964">https://webcourses.ucf.edu/courses/1393922/assignments/7310964</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310938">U.S. Supreme Court Agenda Setting Module Quiz</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310938">https://webcourses.ucf.edu/courses/1393922/assignments/7310938</a>	due by 11:59pm
Mon Apr 25, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455672&amp;include_contexts=course_1393922">Start studying for POS 4284 Final Exam!</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455672&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455672&amp;include_contexts=course_1393922</a>	12am
Sun May 1, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310939">POS 4284 Final Exam, Fall 2021</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310939">https://webcourses.ucf.edu/courses/1393922/assignments/7310939</a>	due by 11:59pm
Mon May 2, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455708&amp;include_contexts=course_1393922">Read Gideon's Trumpet, pp. 234-250.</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455708&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455708&amp;include_contexts=course_1393922</a>	12am
Mon May 2, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455699&amp;include_contexts=course_1393922">Read Neubauer &amp; Meinhold, pp. 436-473</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2455699&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455699&amp;include_contexts=course_1393922</a>	12am
Wed May 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310948">Discussion: History in the Making in the U.S. Supreme Court</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310948">https://webcourses.ucf.edu/courses/1393922/assignments/7310948</a>	due by 11:59pm
Wed May 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310955">Identify Warren Court Justices (May Require Web Research)</a> <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310955">https://webcourses.ucf.edu/courses/1393922/assignments/7310955</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310933">U.S. Supreme Court Justices and Their Decisions Module Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1393922/assignments/7310933">https://webcourses.ucf.edu/courses/1393922/assignments/7310933</a> )	due by 11:59pm
Thu May 5, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455711&amp;include_contexts=course_1393922">Reminder: Bonus Discussion Replies Due</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2455711&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455711&amp;include_contexts=course_1393922</a> )	12am
Fri May 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2455693&amp;include_contexts=course_1393922">Grades Due to UCF by noon (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2455693&amp;include_contexts=course_1393922">https://webcourses.ucf.edu/calendar?event_id=2455693&amp;include_contexts=course_1393922</a> )	12am

# POS4604-22Spring 0W60

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida PIRG Student remote internships](#), [Redistricting Data Hub](#)
- **Law School Visits:** TRA [Click links for more info](#)



# Constitutional Law II: Civil Rights & Civil Liberties

Department of Political Science, College of Sciences at the University of Central Florida

## WELCOME TO POS 4604 - PLEASE READ

Some resources to help you navigate this class: [Assignment Instructions](#), [Information about Citations](#), [Answers to FAQ](#), [Tips for Success](#), and [Syllabus](#).

### Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This?](#) <http://map.ucf.edu/locations/14/howard-phillips-hall-ph/>)
- Office Hours: Tuesdays 10-1pm, Fridays 10am-1pm. Call 321-394-8868 during these times and ask to speak to me.
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- GTA: TBD

### Course Information

- Course Name: American Constitutional Law II: Civil Rights & Civil Liberties
- Course ID & Section: POS 4604-22Spring 0W60
- Credit Hours: 3
- Semester/Year: Spring 2022
- Web Only Course

### Course Description

American Constitutional Law II: Civil Rights and Civil Liberties examines the protections afforded individuals by the Bill of Rights of the U.S. Constitution. This is an online only course. The course material is organized into numbered modules to be completed sequentially. Students can complete some assignments at their own pace, but should participate in regular small group discussion at roughly the same time as other students in the class. University Course Catalog Description: Development of civil liberties and civil rights in the American federal system.

Please read this syllabus carefully. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus) The Start Here module includes a Syllabus Quiz and you must score 5/5 on it to unlock numbered modules.

## Course Prerequisites

ENC 1102 (Freshman Composition II), POS 2041 (American National Government), or consent of the instructor. I encourage you to take POS 4284 (Judicial Process and Politics) prior to taking this class.

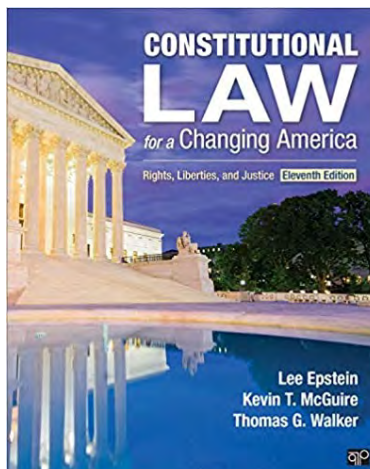
## Course Objectives

The objective of this course is to introduce you to the important role that the United States Constitution has in orienting American politics and governance. With this end in mind, we will explore the Constitution, its various interpretations, and the role of the judiciary in constitutional application, examples of the influence it has had on the function of government, and the case law that has emanated from its interpretation. The objectives of this class include the following:

- Understand key constitution terms and concepts
- Understand historically significant Supreme Court decisions
- Analyze historical trends in Supreme Court composition and decision making
- Evaluate and apply constitutional precedents
- Apply legal reasoning to complex hypothetical problems
- Engage in discussion and deliberation of constitutional issues
- Improve writing and critical thinking skills
- Build collaboration skills and practice professional work habits

## Required Texts and Materials

Lee Epstein, Kevin McGuire and Thomas G. Walker. *Constitutional Law for a Changing America: Rights, Liberties, and Justice, Eleventh Edition*. (Thousand Oaks, CA: CQ Press, an Imprint of Sage Publications, Inc. 2019). ISBN-13: 978-1544391250, ISBN-10: 1544391250. \*\*Make sure you buy the right textbook (see image below) not similarly titled textbooks for other classes by the same authors.\*\* [See on Amazon](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire) [\\_ \(https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr\\_1\\_2?dchild=1&qid=1632240282&refinements=p\\_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire\)](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).



Additional readings will be announced and/or distributed in class. In particular, these readings will focus on rulings from the most recent Supreme Court term(s) and emerging issues in constitutional law.

BOOK BUYING ISSUES? Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs](https://finaid.ucf.edu/receiving/funds-for-books/) [\(https://finaid.ucf.edu/receiving/funds-for-books/\)](https://finaid.ucf.edu/receiving/funds-for-books/).

## Course Requirements

Your final grade is based on the components listed below. Assignment point values based on 1,400 total points in course.

1. **Module Quizzes** (45%) – Each of the 14 numbered modules contains a quiz which includes multiple choice, true false questions, and a short answer question. Each module quiz is worth 45 points. Your lowest module quiz score will be dropped.
2. **Final Exam** (15%) – The Final Examination is cumulative and will require students to apply their understanding of the subject matter in a comprehensive manner. Students can expect a mix of multiple choice and true-false questions on the Final Exam. The final exam is worth 210 points.
3. **Module Review Exercises** (15%) – Each numbered module contains one review exercises, such as crossword puzzles, matching games, etc. Each review exercise is worth 15 points. Your lowest module review exercise score will be dropped.
4. **Small Group Discussions** (25%) – Each numbered module (except Module 1) includes a small group discussion of a constitutional problem or issue. Each small group discussion is worth 25 points. Your lowest small group discussion score will be dropped.









## Course Policies













<b>Workload Expectations</b>	+
<b>Missed Assignments/Make-Ups/Extra Credit</b>	+
<b>Late Work</b>	+
<b>Grading Scale</b>	+
<b>Grades of "Incomplete"</b>	+
<b>Group Work</b>	+
<b>Academic Honesty</b>	+
<b>Professionalism Policy</b>	+
<b>University Writing Center</b>	+
<b>Disability Statement</b>	+
<b>Emergency Procedures and Campus Safety</b>	+
<b>Accommodations for Active Duty Military Students</b>	+

<b>Religious Observances</b>	+
<b>Copyright</b>	+
<b>Third-Party Software and FERPA</b>	+
<b>Financial Aid Requirement</b>	+
<b>Required Statement Regarding COVID-19</b>	+

**[START HERE MODULE](#)**

## Course Summary:

Date	Details	Due
	 <b><u><a href="#">Start Module/Week 01</a></u></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452468&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452468&amp;include_contexts=course_1393923</a> )	12am
	 <b><u><a href="#">UCF Classes Start (Spring 2022)</a></u></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452457&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452457&amp;include_contexts=course_1393923</a> )	12am
Mon Jan 10, 2022	 <b><u><a href="#">Evidence of Academic Engagement Quiz (Does not affect your grade, please take ASAP)</a></u></b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307512">https://webcourses.ucf.edu/courses/1393923/assignments/7307512</a> )	due by 11:59pm
	 <b><u><a href="#">Quiz: SOL in the Court System (Does not affect your grade, please take ASAP)</a></u></b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307515">https://webcourses.ucf.edu/courses/1393923/assignments/7307515</a> )	due by 11:59pm
	 <b><u><a href="#">Syllabus Quiz (Does not affect your grade, please take ASAP)</a></u></b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307513">https://webcourses.ucf.edu/courses/1393923/assignments/7307513</a> )	due by 11:59pm
Wed Jan 12, 2022	 <b><u><a href="#">Review Exercise: Supreme Court Crossword Puzzle</a></u></b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307569">https://webcourses.ucf.edu/courses/1393923/assignments/7307569</a> )	due by 11:59pm
Thu Jan 13, 2022	 <b><u><a href="#">Small Group Discussion: The Supreme Court's Opinion Writing Process</a></u></b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307553">https://webcourses.ucf.edu/courses/1393923/assignments/7307553</a> )	due by 11:59pm
Fri Jan 14, 2022	 <b><u><a href="#">Add Deadline (Spring 2022)</a></u></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452470&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452470&amp;include_contexts=course_1393923</a> )	12am

Date	Details	Due
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452437&amp;include_contexts=course_1393923">Drop/Swap Deadline (Spring 2022)</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2452437&amp;include_contexts=course_1393923">/calendar?event_id=2452437&amp;include_contexts=course_1393923</a>	12am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452449&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussions</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2452449&amp;include_contexts=course_1393923">/calendar?event_id=2452449&amp;include_contexts=course_1393923</a>	12am
Sat Jan 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307517">Practice Quiz: Introduction to U.S. Constitution and U.S. Supreme Court (Optional, does not affect grade)</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307517">/assignments/7307517</a>	due by 11:59pm
Sun Jan 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307528">Module 1 Quiz: Introduction to U.S. Constitution and U.S. Supreme Court</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307528">/assignments/7307528</a>	due by 11:59pm
Mon Jan 17, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452459&amp;include_contexts=course_1393923">Start Module/Week 02</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2452459&amp;include_contexts=course_1393923">/calendar?event_id=2452459&amp;include_contexts=course_1393923</a>	12am
Wed Jan 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307567">Review Exercise: Judicial Review and Incorporation Doctrine Cases</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307567">/assignments/7307567</a>	due by 11:59pm
Thu Jan 20, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307552">Small Group Discussion: Incorporation Doctrine</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307552">/assignments/7307552</a>	due by 11:59pm
Fri Jan 21, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452455&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussions</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2452455&amp;include_contexts=course_1393923">/calendar?event_id=2452455&amp;include_contexts=course_1393923</a>	12am
Sat Jan 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307538">Practice Quiz: Judicial Review and the Incorporation Doctrine (Optional, does not affect grade)</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307538">/assignments/7307538</a>	due by 11:59pm
Sun Jan 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307521">Module 2 Quiz: Judicial Review and the Incorporation Doctrine</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307521">/assignments/7307521</a>	due by 11:59pm
Mon Jan 24, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452460&amp;include_contexts=course_1393923">Start Module/Week 03</a> <a href="https://webcourses.ucf.edu/calendar?event_id=2452460&amp;include_contexts=course_1393923">/calendar?event_id=2452460&amp;include_contexts=course_1393923</a>	12am
Wed Jan 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307564">Review Exercise: Free Exercise Cases</a> <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307564">/assignments/7307564</a>	due by 11:59pm



Date	Details	Due
Thu Jan 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307551">Small Group Discussion: Unusual Religious Practices (https://webcourses.ucf.edu/courses/1393923/assignments/7307551)</a>	due by 11:59pm
Fri Jan 28, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452443&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2452443&amp;include_contexts=course_1393923)</a>	12am
Sat Jan 29, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307510">Practice Quiz: Free Exercise of Religion (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307510)</a>	due by 11:59pm
Sun Jan 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307526">Module 3 Quiz: Free Exercise of Religion (https://webcourses.ucf.edu/courses/1393923/assignments/7307526)</a>	due by 11:59pm
Mon Jan 31, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452461&amp;include_contexts=course_1393923">Start Module/Week 04 (https://webcourses.ucf.edu/calendar?event_id=2452461&amp;include_contexts=course_1393923)</a>	12am
Wed Feb 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307561">Review Exercise: Establishment Clause Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307561)</a>	due by 11:59pm
Thu Feb 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307550">Small Group Discussion: Encouraging Prayer in Utopia (https://webcourses.ucf.edu/courses/1393923/assignments/7307550)</a>	due by 11:59pm
Fri Feb 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452456&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2452456&amp;include_contexts=course_1393923)</a>	12am
Sat Feb 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307530">Practice Quiz: The Establishment Clause (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307530)</a>	due by 11:59pm
Sun Feb 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307525">Module 4 Quiz: The Establishment Clause (https://webcourses.ucf.edu/courses/1393923/assignments/7307525)</a>	due by 11:59pm
Mon Feb 7, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452462&amp;include_contexts=course_1393923">Start Module/Week 05 (https://webcourses.ucf.edu/calendar?event_id=2452462&amp;include_contexts=course_1393923)</a>	12am
Wed Feb 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307560">Review Exercise: Development of Free Speech Standards Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307560)</a>	due by 11:59pm
Thu Feb 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307549">Small Group Discussion: HerePiggie.com Web Site (https://webcourses.ucf.edu/courses/1393923/assignments/7307549)</a>	due by 11:59pm






Date	Details	Due
Fri Feb 11, 2022	 <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452453&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452453&amp;include_contexts=course_1393923</a> )	12am
Sat Feb 12, 2022	 <b>Practice Quiz: Freedom of Expression: Development of Standards (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307518">https://webcourses.ucf.edu/courses/1393923/assignments/7307518</a> )	due by 11:59pm
Sun Feb 13, 2022	 <b>Module 5 Quiz: Freedom of Expression: Development of Standards</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307516">https://webcourses.ucf.edu/courses/1393923/assignments/7307516</a> )	due by 11:59pm
Mon Feb 14, 2022	 <b>Start Module/Week 06</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452440&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452440&amp;include_contexts=course_1393923</a> )	12am
Wed Feb 16, 2022	 <b>Review Exercise: Free Speech Content and Context Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307565">https://webcourses.ucf.edu/courses/1393923/assignments/7307565</a> )	due by 11:59pm
Thu Feb 17, 2022	 <b>Small Group Discussion: Michisota Fairground Rules</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307548">https://webcourses.ucf.edu/courses/1393923/assignments/7307548</a> )	due by 11:59pm
Fri Feb 18, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452444&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452444&amp;include_contexts=course_1393923</a> )	12am
Sat Feb 19, 2022	 <b>Practice Quiz: Freedom of Expression: Content and Contexts (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307507">https://webcourses.ucf.edu/courses/1393923/assignments/7307507</a> )	due by 11:59pm
Sun Feb 20, 2022	 <b>Module 6 Quiz: Freedom of Expression: Content and Contexts</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307534">https://webcourses.ucf.edu/courses/1393923/assignments/7307534</a> )	due by 11:59pm
Mon Feb 21, 2022	 <b>Start Module/Week 07</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452441&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452441&amp;include_contexts=course_1393923</a> )	12am
Wed Feb 23, 2022	 <b>Review Exercise: Boundaries of Free Speech Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307557">https://webcourses.ucf.edu/courses/1393923/assignments/7307557</a> )	due by 11:59pm
Thu Feb 24, 2022	 <b>Small Group Discussion: Advising the GG Allin Experience</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307547">https://webcourses.ucf.edu/courses/1393923/assignments/7307547</a> )	due by 11:59pm
Fri Feb 25, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452450&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452450&amp;include_contexts=course_1393923</a> )	12am

Date	Details	Due
	<a href="#">include_contexts=course_1393923</a>	
Sat Feb 26, 2022	 <a href="#">Practice Quiz: The Boundaries of Free Expression (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307539)</a>	due by 11:59pm
Sun Feb 27, 2022	 <a href="#">Module 7 Quiz: The Boundaries of Free Expression (https://webcourses.ucf.edu/courses/1393923/assignments/7307527)</a>	due by 11:59pm
Mon Feb 28, 2022	 <a href="#">Start Module/Week 08 (https://webcourses.ucf.edu/calendar?event_id=2452438&amp;include_contexts=course_1393923)</a>	12am
Wed Mar 2, 2022	 <a href="#">Review Exercise: Freedom of Press and New Media Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307563)</a>	due by 11:59pm
Thu Mar 3, 2022	 <a href="#">Small Group Discussion: New Media Regulation (https://webcourses.ucf.edu/courses/1393923/assignments/7307546)</a>	due by 11:59pm
Fri Mar 4, 2022	 <a href="#">Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2452454&amp;include_contexts=course_1393923)</a>	12am
Sat Mar 5, 2022	 <a href="#">Practice Quiz: Freedom of the Press and New Media Regulations (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307522)</a>	due by 11:59pm
Sun Mar 6, 2022	 <a href="#">Module 8 Quiz: Freedom of the Press and New Media Regulations (https://webcourses.ucf.edu/courses/1393923/assignments/7307532)</a>	due by 11:59pm
Mon Mar 7, 2022	 <a href="#">UCF Spring Break Week (Spring 2022) (https://webcourses.ucf.edu/calendar?event_id=2495872&amp;include_contexts=course_1393923)</a>	12am
Mon Mar 14, 2022	 <a href="#">Start Module/Week 09 (https://webcourses.ucf.edu/calendar?event_id=2452442&amp;include_contexts=course_1393923)</a>	12am
Wed Mar 16, 2022	 <a href="#">Review Exercise: Right to Privacy Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307568)</a>	due by 11:59pm
Thu Mar 17, 2022	 <a href="#">Small Group Discussion: Delawaii's Healthy Starts Program (https://webcourses.ucf.edu/courses/1393923/assignments/7307545)</a>	due by 11:59pm

Date	Details	Due
Fri Mar 18, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452445&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452445&amp;include_contexts=course_1393923</a> )	12am
Sat Mar 19, 2022	 <b>Practice Quiz: The Right to Privacy (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307537">https://webcourses.ucf.edu/courses/1393923/assignments/7307537</a> )	due by 11:59pm
Sun Mar 20, 2022	 <b>Module 9 Quiz: The Right to Privacy</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307529">https://webcourses.ucf.edu/courses/1393923/assignments/7307529</a> )	due by 11:59pm
Mon Mar 21, 2022	 <b>Start Module/Week 10</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452439&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452439&amp;include_contexts=course_1393923</a> )	12am
Wed Mar 23, 2022	 <b>Review Exercise: Investigations and Evidence Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307566">https://webcourses.ucf.edu/courses/1393923/assignments/7307566</a> )	due by 11:59pm
Thu Mar 24, 2022	 <b>Small Group Discussion: The Hard Times of Dean Moriarty</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307544">https://webcourses.ucf.edu/courses/1393923/assignments/7307544</a> )	due by 11:59pm
Fri Mar 25, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452469&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452469&amp;include_contexts=course_1393923</a> )	12am
Fri Mar 25, 2022	 <b>Withdrawal Deadline (Spring 2022)</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452458&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452458&amp;include_contexts=course_1393923</a> )	12am
Sat Mar 26, 2022	 <b>Practice Quiz: Rights of the Accused: Investigations and Evidence (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307511">https://webcourses.ucf.edu/courses/1393923/assignments/7307511</a> )	due by 11:59pm
Sun Mar 27, 2022	 <b>Module 10 Quiz: Rights of the Accused: Investigations and Evidence</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307514">https://webcourses.ucf.edu/courses/1393923/assignments/7307514</a> )	due by 11:59pm
Mon Mar 28, 2022	 <b>Start Module/Week 11</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452463&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452463&amp;include_contexts=course_1393923</a> )	12am
Wed Mar 30, 2022	 <b>Review Exercise: Attorneys, Trials, and Punishments Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307556">https://webcourses.ucf.edu/courses/1393923/assignments/7307556</a> )	due by 11:59pm

Date	Details	Due
Thu Mar 31, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307543">Small Group Discussion: Dean Moriarty Goes to Trial (https://webcourses.ucf.edu/courses/1393923/assignments/7307543)</a>	due by 11:59pm
Fri Apr 1, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452447&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2452447&amp;include_contexts=course_1393923)</a>	12am
Sat Apr 2, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307533">Practice Quiz: Rights of the Accused: Attorneys, Trials, and Punishments (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307533)</a>	due by 11:59pm
Sun Apr 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307520">Module 11 Quiz: Rights of the Accused: Attorneys, Trials, and Punishments (https://webcourses.ucf.edu/courses/1393923/assignments/7307520)</a>	due by 11:59pm
Mon Apr 4, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452464&amp;include_contexts=course_1393923">Start Module/Week 12 (https://webcourses.ucf.edu/calendar?event_id=2452464&amp;include_contexts=course_1393923)</a>	12am
Wed Apr 6, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307562">Review Exercise: Foundations of Equal Protection Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307562)</a>	due by 11:59pm
Thu Apr 7, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307542">Small Group Discussion: Carolinasaw Public Schools (https://webcourses.ucf.edu/courses/1393923/assignments/7307542)</a>	due by 11:59pm
Fri Apr 8, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452446&amp;include_contexts=course_1393923">Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2452446&amp;include_contexts=course_1393923)</a>	12am
Sat Apr 9, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307523">Practice Quiz: Foundations of Equal Protection (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1393923/assignments/7307523)</a>	due by 11:59pm
Sun Apr 10, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307531">Module 12 Quiz: Foundations of Equal Protection (https://webcourses.ucf.edu/courses/1393923/assignments/7307531)</a>	due by 11:59pm
Mon Apr 11, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452465&amp;include_contexts=course_1393923">Start Module/Week 13 (https://webcourses.ucf.edu/calendar?event_id=2452465&amp;include_contexts=course_1393923)</a>	12am
Wed Apr 13, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307559">Review Exercise: Development of Equal Protection Standards Cases (https://webcourses.ucf.edu/courses/1393923/assignments/7307559)</a>	due by 11:59pm
Thu Apr 14, 2022	 <a href="https://webcourses.ucf.edu">Small Group Discussion: Gender Roles and Child Custody (https://webcourses.ucf.edu)</a>	due by 11:59pm

Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307554">/courses/1393923/assignments/7307554</a>	
Fri Apr 15, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452471&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452471&amp;include_contexts=course_1393923</a> )	12am
Sat Apr 16, 2022	 <b>Practice Quiz: Development of Equal Protection Standards (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307509">https://webcourses.ucf.edu/courses/1393923/assignments/7307509</a> )	due by 11:59pm
Sun Apr 17, 2022	 <b>Module 13 Quiz: Development of Equal Protection Standards</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307536">https://webcourses.ucf.edu/courses/1393923/assignments/7307536</a> )	due by 11:59pm
Mon Apr 18, 2022	 <b>Start Module/Week 14</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452466&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452466&amp;include_contexts=course_1393923</a> )	12am
Wed Apr 20, 2022	 <b>Review Exercise: Contemporary Equal Protection Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307558">https://webcourses.ucf.edu/courses/1393923/assignments/7307558</a> )	due by 11:59pm
Thu Apr 21, 2022	 <b>Small Group Discussion: In-State Tuition and Immigration Status</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307541">https://webcourses.ucf.edu/courses/1393923/assignments/7307541</a> )	due by 11:59pm
Fri Apr 22, 2022	 <b>Reminder: Replies Due in Small Group Discussion</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452448&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452448&amp;include_contexts=course_1393923</a> )	12am
Sat Apr 23, 2022	 <b>Practice Quiz: Contemporary Equal Protection Issues (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307535">https://webcourses.ucf.edu/courses/1393923/assignments/7307535</a> )	due by 11:59pm
Sun Apr 24, 2022	 <b>Module 14 Quiz: Contemporary Equal Protection Issues</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307540">https://webcourses.ucf.edu/courses/1393923/assignments/7307540</a> )	due by 11:59pm
Mon Apr 25, 2022	 <b>Last Day of UCF Classes (Spring 2022)</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452472&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452472&amp;include_contexts=course_1393923</a> )	12am
	 <b>Start Studying for Final Exam</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452467&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452467&amp;include_contexts=course_1393923</a> )	12am
Sun May 1, 2022	 <b>POS 4604 Final Exam (Spring 2022)</b> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307524">https://webcourses.ucf.edu/courses/1393923/assignments/7307524</a> )	due by 11:59pm

Date	Details	Due
Tue May 3, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307570">Review Exercise: Voting Rights and Representation Cases</a> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307570">https://webcourses.ucf.edu/courses/1393923/assignments/7307570</a> )	due by 11:59pm
Wed May 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307555">Bonus Class Discussion: Regulating Political Campaigns</a> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307555">https://webcourses.ucf.edu/courses/1393923/assignments/7307555</a> )	due by 11:59pm
Wed May 4, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307508">Practice Quiz: Voting Rights and Representation (Optional, does not affect grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307508">https://webcourses.ucf.edu/courses/1393923/assignments/7307508</a> )	due by 11:59pm
Thu May 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307519">Bonus Module Quiz: Voting Rights and Representation</a> ( <a href="https://webcourses.ucf.edu/courses/1393923/assignments/7307519">https://webcourses.ucf.edu/courses/1393923/assignments/7307519</a> )	due by 11:59pm
Fri May 6, 2022	 <a href="https://webcourses.ucf.edu/calendar?event_id=2452451&amp;include_contexts=course_1393923">Grades Due to UCF by noon (Spring 2022)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2452451&amp;include_contexts=course_1393923">https://webcourses.ucf.edu/calendar?event_id=2452451&amp;include_contexts=course_1393923</a> )	12am

CPO 3103

# Comparative POLITICS

School of Politics, Security, & International Affairs University of Central Florida

Spring 2022 – Mon/Wed 12–1:15pm

Instructor: Devyn Escalanti

Zoom Office Hours: Fri, 10–11:00 am (unless otherwise stated)

E-mail: [Devyn.escalanti@ucf.edu](mailto:Devyn.escalanti@ucf.edu)

Classroom: Business Administration 1–0122

Devyn Escalanti is a Ph.D. student at the Security Studies Program in the School of Politics, Security, and International Affairs at the University of Central Florida. She is an emerging computational social scientist in training whose research bridges evolutionary psychology, security, and geographic information systems to assess human behavioral responses to infectious disease outbreaks. Her work has appeared in *The Conversation*, and she is currently working on a paper for peer review investigating the role of the Ebola virus in the ongoing conflict in the Northeastern Democratic Republic of Congo. Before joining the Ph.D. program, she served as a researcher for conflict resolution think tank, where she conducted a dataset on fisheries conflicts in the Horn of Africa. She has traveled extensively through Central and South America, Europe and lived a few years in Germany before entering academia. She has two dogs named Dottie and Delhi, but she mainly refers to them as Ham and Tootie. She is an avid houseplant collector with over 50 different types of plants.

## Course Description

This three-credit course serves as an introduction to the comparative politics field of the discipline of political science. Composed of 10 modules, it discusses the comparative method, the nation-state system, the causes of poverty and development, the trajectory of



democratization and authoritarianism, the institutional basis of political power, the dynamics of political violence, politics of identity in different parts of the world, and pandemic politics. The tension between the diversity of human experience and the increasing demands for universal norms and standards in a globalized age is a recurring theme in this course. The three primary objectives of the course are to:

1. Introduce students to one of the main fields of political science: comparative politics.
2. Provide students with a basic understanding of the implementation of different regime types, constitutions, legislatures, and executives across the globe.
3. Develop students' knowledge of cross-national and cross-regional differences in salient political issues such as poverty, democracy, and violence.

On completing this course, students will be able to:

- Evaluate the relative merits of causal claims about socioeconomic and political processes.
- Identify different characteristics of political regimes in the world.
- Discuss the relevance of identities to political struggles in different parts of the world.
- Analyze the impact of institutions and government policies upon the democratization process.

## Course Requirements

Five quizzes, five discussion board contributions, a final paper, and class participation determine the final grade. The distribution of the final grade is as follows:

<b>Assignments and Grade Distribution</b>	
Five Quizzes	50%
Participation in 5 discussion boards	20%
Final paper	20%
Class participation	10%

There will be five short quizzes composed of multiple-choice, fill-in-the-blanks, and short answers. Quizzes are administered via WebCourses. Quizzes will be open on Fridays at 12 pm and will close after four days on Monday at 11:59 pm. Quizzes are open notes, and the lowest quiz score will be dropped. The remaining four quizzes are each worth 12.5% of the final grade.

There are five discussion boards (described at the end of this syllabus). Each student is expected to contribute to ALL of these boards. Contributions will involve reflections on the topic of discussion as well as reactions to other student comments. Discussion boards will open on Monday at 9 am and close the following Monday at 11:59 pm. Students have one week from the opening of a discussion board to participate. Additional readings for each discussion are listed below. Incorporate salient points from the scholarship and lecture material in your discussions to support your position. The contributions should include your own posts (between 150 and 300 words) and comments on other posters (minimum two responses). In commenting on other posts, be sure to be civil and express your disagreement constructively. Your contributions will be more informed and compelling if your arguments are directly informed by assigned readings. Additionally, giving historical or contemporary examples will result in a more engaging discussion board.

A final research paper is due towards the end of the semester on Friday, April 22, 2022. Choose from a list of approved research provided by the instructor (listed at the end of this syllabus). The paper should make explicit and meaningful connections between the chosen topic, course concepts, readings, and lecture materials. The minimum word count is 2,000, and the maximum word count is 2,500. **This assignment is worth 20% of the final grade.** A rubric will be provided by the instructor around the mid-term of the semester.

In-class participation accounts for 10% of the final grade. 'In-class participation' active participation during in-person discussions.

## Required textbook

This course utilizes the following textbook:

- David J. Samuels. Comparative Politics (Updated). Pearson, 2<sup>nd</sup> edition, 2021. (Henceforth: DS)

Academic articles can be found in the Files tab in WebCourses (or Google Scholar /UCF library).

## Grade and Make-up Policy

Students who fail to complete short quizzes, provide answers to module questions, and participate in discussion boards by the deadlines will automatically receive 0 points for the assignment. Students who miss assignments are given make-ups only if they can provide proper documentation for their absence. Make-ups must be taken within four days of the original quiz date.

The following grade scale is applicable in this class: Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

<b>Grade Scale</b>	
<b>A</b>	100-94
<b>A-</b>	93-90
<b>B+</b>	89-87
<b>B</b>	86-84
<b>B-</b>	83-80
<b>C+</b>	79-77
<b>C</b>	76-74
<b>C-</b>	73-70
<b>D+</b>	69-67
<b>D</b>	60-66
<b>F</b>	59-0

## Academic Activity

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete

the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Cancellation

In the event that the instructor needs to cancel class, there will be an announcement made in advance on WebCourses.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* (<https://goldenrule.sdes.ucf.edu/>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## 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 the 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](#).

## Accessibility

The UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert," fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

## Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Religious Observances

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

## Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

## COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509), so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID-19.

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

## Course Schedule

Week	Topic	Dates	Readings	Assignments
1	Introduction  The comparative method	Jan 10  Jan 12	None  DS CH 1	Academic activity assignment Due @ 11:59 pm Friday Jan 14 <sup>th</sup>  *Required to receive financial aid*
2	No class  No class	Jan 17  Jan 19	MLK DAY  Instructor @ conference	
3	The State	Jan 24	DS CH 2	<b>Discussion Board 1:</b> OPENS: Jan 24 @ 9 am



		Jan 26	Tilly, Charles. 1990. <i>Coercion, Capital, and European States: AD 990–1990</i> . Cambridge: Blackwell: pp. 67–91.	CLOSES: Jan 31 @ 11:59 pm <b>Quiz 1:</b> OPENS: Jan 28 @ 12 pm CLOSES: Jan 31 @11:59 pm (covering week 1 & 3 concepts)
4	Democracy	Jan 31  Feb 2	DS CH 3  Inglehart, R. and Welzel, C. (2009). "How development leads to democracy." <i>Foreign Affairs</i> .	
5	Autocracies	Feb 7  Feb 9	DS CH 4  Hamid (2020). <i>Reopening the World: How the pandemic is reinforcing authoritarianism</i> . Brookings Institute.	<b>Discussion Board 2:</b> OPENS: Feb 7 @ 9 am CLOSES: Feb 14 @ 11:59 pm <b>Quiz 2:</b> OPENS: Feb 11 @ 5 pm CLOSES: Feb 14 @ 11:59 pm (covering week 4 & 5 concepts)
6	Regime Change	Feb 14  Feb 16	DS CH 5  Bermeo, N. (2016). "On Democratic Backsliding." <i>Journal of Democracy</i> 27.	

7	Gender Politics	Feb 21	Sen, A. (1990). "More than 100 Million Women are Missing." <i>The New York Review of Books</i> .	<b>Discussion Board 3:</b> OPENS: Feb 21 @ 9 am CLOSES: Feb 28 @ 11:59 pm
		Feb 23	Jayachandran, S. (2015). "The Roots of Gender Inequality in Developing Countries." <i>Annual Review of Economics</i> .	<b>Quiz 3:</b> OPENS: Feb 25 @ 5 pm CLOSES: Feb 28 @ 11:59 pm (covering week 6 & 7 concepts)
8	Political violence	Feb 28	DS CH 10	
		Mar 2	Byman (2020). How terrorism helps – and hurts – Iran. Brookings Institute.	
	SPRING BREAK	Mar 7	NO CLASS	SPRING BREAK
		Mar 9	NO CLASS	SPRING BREAK
9	Collective Action	Mar 14	DS CH 9	<b>Discussion Board 4:</b> OPENS: Mar 14 @ 9 am CLOSES: Mar 21 @ 11: 59 pm
		Mar 16	Chenoweth, E (2011). "Think Again: Nonviolent Resistance." <i>Foreign Policy</i> .	<b>Quiz 4:</b> OPENS: Mar 18 @ 5 pm CLOSES: Mar 21 @ 11:59 pm (covering week 8 & 9 concepts)
10	Political Economy	Mar 21	DS CH 11	
		Mar 23	DS CH 12	

11	Women in politics	Mar 28	Paxton, P. M., Hughes, M. M., & Barnes, T. (2015). <i>Women, politics, and power: A global perspective</i> . CH 1	<p><b>Discussion Board 5:</b>          OPENS: Mar 28 @ 9 am          CLOSES: Apr 4 @ 11:59 pm</p> <p><b>Quiz 5:</b>          OPENS: Apr 1 @ 5 pm          CLOSES: Apr 4 @ 11: 59 pm (covering week 10 &amp; 11 concepts)</p>
12	Pandemics	Apr 4	<p><a href="https://www.youtube.com/watch?v=IESYMFtLlis">https://www.youtube.com/watch?v=IESYMFtLlis</a></p> <p>Quammen, D. (2012). <i>Spillover: animal infections and the next human pandemic</i>. WW Norton &amp; Company. CH 8.</p>	
13	Maritime Politics	Apr 11	Joubert (2020). The State of Maritime Piracy 2020, One Earth Future.	
		Apr 13	Secure Fisheries (2017). Fish Wars: How fishing can start and stop conflict. One Earth Future.	

14	Natural Resources	Apr 18  Apr 20	Lashitew & Werker (2020). Are natural resources a curse, a blessing, or a double-edged sword. Brookings Institute.  Squires at al. (2020). Uncommon ground: The impact of natural resource corruption on indigenous peoples. Brookings Institute.	
15		Apr 22	Term paper due @ 11:59	SUBMIT TERM PAPER (Worth 20 % of your grade!)

## Approved Term Paper Research Topics

1. **Electoral Systems**: Comparative political scientists study two types of representation: electoral representation by candidates and political parties and non-electoral representation by other means. Give examples of both types of representation in at least two world regions. What reasons are there to privilege electoral representation over representation through non-electoral channels? What reasons are there to prefer non-electoral representation?

2. **Identity Politics**: In many societies, political competition is centered on ascriptive identities, such as ethnicity and race, rather than ideological or policy distinctions. Please provide at least three major explanations for why ascriptive identities, like ethnicity or race, have been more politically salient in some societies than in others. In your view, which explanation is the most compelling? Be sure to refer to actual real-world cases to support your argument.

3. Collective Action: A large portion of the literature on political protest and social movements was developed by scholars of the United States and Western Europe with minimal attention to the Middle East and Asia. Imagine instead that these scholars had looked for empirical evidence from either the Middle East or Asia to test their theories. Would their theories find a great deal of support, or instead would the evidence have cast doubt on the theories? A good answer will refer to at least two major theories in the political protest/social movement literature and use evidence from two countries in the Middle East or Asia.

4. Statehood: Some scholars argue that war makes states, but others argue that war, in fact, weakens states. Discuss your view with reference to both the theoretical literature and the empirical evidence from at least two world regions.



## **INR 4360: The Intelligence Process**

School of Politics, Security, and International Affairs  
College of Arts and Sciences, University of Central Florida

### **COURSE SYLLABUS**

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Instructor:	<b>Sandor Fabian</b> ( <a href="#">SANDOR FABIAN (Ph. D.) – Ph. D. Security Studies</a> )	Term:	Spring 2022
Office:	To be announced in class	Class Meeting Days:	Monday
Phone:	To be announced in class	Class Meeting Hours:	6:00-8:50 PM
E-Mail:	<a href="mailto:sandor.fabian@ucf.edu">sandor.fabian@ucf.edu</a>	Class Location:	CB#1 Rm-319
Office Hours:	Monday 4:30 to 5:30 PM by appointment		

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**Description:** This course will be focused on the different facets of the intelligence process. This will include a close examination of the intelligence cycle and the various ways information is collected, analyzed, and reported. This will include a detailed examination of each type of collection methods (INTs) and their importance to the overall intelligence product. Attention will be given to the difference between tactical and strategic intelligence and the importance of each. Finally, the issues/practices of counterintelligence and counterterrorism will be examined and placed in current context.

#### **Objectives:**

The goal for this semester is to gain a deeper understanding of the intelligence process, address the nature of intelligence and the various elements involved, including the intelligence cycle itself, by examining the different sources of intelligence and the importance of each. Additionally, it will be important to gain an in-depth understanding of the difference between strategic and tactical intelligence as well as the role of counterintelligence in the overall process. Finally, intelligence issues related to counter terrorism will be considered.

- (1) Understand the intelligence cycle and each its components in detail
- (2) Consider the value of strategic intelligence and the need for tactical intelligence in a multi-polar world with several theaters of conflict and near-peer adversaries.
- (3) Examine the role of human intelligence, signal intelligence, open-source intelligence, geospatial intelligence, and measurement and signature intelligence.
- (4) Address the issue of counterintelligence from a historical perspective as well as examine new threats and new techniques used to protect the nation's secrets from both foreign and insider threats.
- (5) Analyze the increased role of technology: both the benefits and threats in an increasingly interconnected world.

## Required Texts and Materials

Jeffrey T Richelson, *The US Intelligence Community*, Westview Press, 2012.

Mark M. Lowenthal, *Intelligence, from Secrets to Policy*, 7th ed., CQ Press, 2017.

James Olson, *Fair Play: The Moral Dilemmas of Spying*. Potomac Books, 2006.

**Supplementary (Optional) Texts and Materials:** Additional online readings may be provided during the term to support discussion.

## Basis for Final Grade

Assessment	Percent of Final Grade
Participation	10% (100 points)
Quiz#1	20% (200 points)
Quiz#2	20% (200 points)
Individual Presentations	10% (100 points)
Final Paper	40% (400 points)
	100%

Grading Scale (%)		
90-100		A
87 - 89		B+
80 - 86		B
77 - 79		C+
70 - 76		C
67 - 69		D+
60 - 66		D
0 - 59		F

Quiz#1 and 2 will be multiple choice tests.

The final paper will be an individual effort culminating in a 20-page paper and a 10–15-minute presentation. The topic of the final paper will be selected by individual student and will be approved by the instructor. The detailed requirements for the final paper will be provided in class as the term develops.

**Requirements are subject to change depending on logistics.**

**Grade Dissemination:** Graded materials in this course will be returned individually only by request. Grades will be posted in Webcourses.

## Late Work Policy:

There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty: a full letter grade per day late. Writing assignments will not be accepted if overdue by more than three calendar days. That said: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Attendance Policy:** Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

**INR 4360 Schedule:**

Date	READINGS	DISCUSSION
10 January	None	First day of class. Introduction to course aims, structure and expectations.
17 January	<b>No Class</b>	<b>No Class</b>
24 January	Lowenthal, Chapter#1 and 2 Richelson Chapter#1 Michael Warner, "Wanted: A Definition of Intelligence," <u>Studies in Intelligence</u> , volume 46, 2002, pp. 15-23.	Defining Intelligence The development of US Intelligence
31 January	Lowenthal, Chapter#3 and 4 Richelson Chapter#2 Skim: <a href="#">National Intelligence Strategy 2019.pdf</a>	The US Intelligence Community Intelligence Process/Cycle and the composition of the different “INTs”
7 February	Lowenthal, pp. 137-148 Richelson, Chapter#11 Hanns Joachim Scharff – Without Torture Olson Scenario#8 Olson Scenario#12	Human intelligence <b>Final Paper and Presentation requirements announced</b>
14 February	Lowenthal, pp. 126-137 Richelson, Chapter#8 Olson Scenario#44 Olson Scenario#41	Signal Intelligence and Cyber Collection
21 February	Lowenthal, pp. 111-126 Richelson, Chapter#7	Geospatial/Imagery Intelligence <b>Final Paper Topic due</b>



28 February	<b>No Class Quiz#1</b>	<b>No Class Quiz#1</b>
7 March	<b>Spring Break</b>	<b>Spring Break</b>
14 March	Lowenthal, pp. 135-137 Richelson, Chapter#9	Measurement and Signature Intelligence <b>Presentation Sign-up</b>
21 March	Lowenthal, pp. 148-154 Richelson, Chapter#12	Open-Source Intelligence
28 March	Lowenthal, Chapter#8 Richelson Chapter#16 Olson Scenario#24 <b>Student Presentations</b>	Covert Action
4 April	Lowenthal, Chapter#7 Richelson Chapter#15 Van Cleave, "Strategic Counterintelligence: What is it and What Should We Do About It?" <b>Student Presentations</b>	Counterintelligence
11 April	Lowenthal, Chapter#15 Richelson Chapter#13 <b>Student Presentations</b>	Foreign Intelligence Services
18 April	Lowenthal, Chapter#13 Olson, pp. 15-44 <b>Student Presentations</b>	Ethical and Moral Issues in Intelligence
25 April	Lowenthal, Chapter#14 Richelson Chapter#20 Ronald D. Lee and Paul M. Schwartz Beyond the "War" on Terrorism: Towards the New Intelligence Network <b>Student Presentations</b> <b>Turn in final papers</b>	Intelligence Reform <b>Turn in final papers</b>
2 May	<b>No Class Quiz#2</b>	<b>No Class Quiz#2</b>

**\* Note: The Schedule is subject to change**

### **COVID-19 POLICY:**

To protect members of our community, everyone is encouraged to get fully vaccinated and wear a facial covering inside all common spaces including classrooms, in accordance with CDC guidance (Omicron Variant: What You Need to Know | CDC).

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

**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 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.

**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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Disability 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](mailto: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.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Campus Safety:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

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

### **Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

### **Deployed Active Duty Military**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Academic Integrity Policy:**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the

express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity

<<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule

<<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>>.

### **University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**UNIVERSITY OF CENTRAL FLORIDA**  
**DIPLOMACY**  
**INR 4030**  
**COURSE SYLLABUS**  
**Spring 2022**  
**Dr. Bruce Farcau**

I. Textbooks

Kissinger, Henry, *Diplomacy*, New York: Simon and Schuster, 1994 (required.)  
Kagan, Donald, *On the Origins of War* (highly recommended)

**FURTHER READING FOR EXTRA CREDIT PROJECT**

Aron, Raymond, *Peace and War*.  
Aitken, Jonathan, *Nixon: A Life*  
Bishop, Jim, *FDR's Last Year*  
Bobitt, Phillip, *The Shield of Achilles: Wa., Peace and the Course of History, Terror and Consent*  
Brown, Archie, *The Rise and Fall of Communism*  
Carr, Caleb, *The Lessons of Terror*  
Chang, Jung, *Mao*  
De Gaulle, Charles, *The Complete War Memoirs of Charles De Gaulle*  
Dos Passos, John, *Mr. Wilson's War*  
Evans, M. Stanton, *Blacklisted by History*  
Ferguson, Niall, *The Pity of War*.  
Fleming, Thomas, *The New Dealers' War*  
Friedman, George, *The Future of War*  
Friedman, Norman, *The Fifty Year War*  
Friedman, Thomas, *From Beirut to Jerusalem*  
Fursenko and Naftali, *Khrushchev's Cold War*  
Garthoff, Raymond, *Detente and Confrontation*  
Glenny, Misha, *Balkans*  
Halberstam, David, *The Best and the Brightest, War in a Time of Peace*  
Isaacson, Walter, *The Wise Men*  
Kagan, Robert, *The Return of History*  
Kennedy, Paul, *The Rise and Fall of the Great Powers*  
Kepel, Gilles, *Jihad: The Trail of Political Islam*  
Kissinger, Henry, *A World Restored, White House Years, Years of Upheaval, Years of Renewal, Does America Need a Foreign Policy?, World Order*.  
Laqueur, Walter, *The New Terrorism*  
McCullough, David, *Truman*  
McDougall, Walter, *Promised Land, Crusader State: The American Encounter with the World*

*Since 1776.*

Mearsheimer, John, *The Tragedy of Great Power Politics*

Meredith, Martin, *The Fate of Africa*

Meyer, G. J., *A World Undone, A World Remade.*

Montefiore, Simon Sebag, *Stalin: The Court of the Red Tsar*

Moyar, Mark, *Triumph Forsaken*

Nixon, Richard, *Six Crises, The Real War, No More Vietnams*

Nolan, Cathan, *The Allure of Battle*

Podhoretz, Norman, *World War IV*

Van Creveld, Martin, *The Rise and Decline of the State*

Woodward, Robert, *Plan of Attack, Obama's Wars*

II. Office hours will generally be MWF from 0800-0900 in MSB 360. Students with individual questions can also plan to come to class prior to the posted time or make separate arrangements for a meeting. The instructor can also be reached at [bruce.farcou@ucf.edu](mailto:bruce.farcou@ucf.edu). Class will meet MWF from 0930-1020 pm in MSB 360 from 10 January through 25 April 2022.

### III. Course Description

INR 4030

DIPLOMACY

Theory, concepts, and practice of diplomacy in the modern world with a special focus on European and American foreign policy in the 19<sup>th</sup> and 20<sup>th</sup> centuries and on current international issues.

### IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Each exam will consist of an essay test of two questions with answers of around 500 words each that will be posted via webcourses. The student will have some option as to which essay questions to answer (for example: Select two questions out of four provided.) Student responses are not meant to be research papers, so citation is not required. Answers should be in students' own words demonstrating an understanding of the concepts. Students will have several days to submit their responses via webcourses or as email attachments if necessary. Tests will be based on the text and explanations of that material provided in lecture.

B. A term paper of AT LEAST 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font) besides any illustrations, bibliography, and footnotes. The paper will an analysis of the policies and theories of a major figure in international relations of any time period at the student's discretion, but the topic should be cleared with the instructor no later than February 25<sup>th</sup> the paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about

the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before 1 April and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before April 8th for a 10-point penalty. Late papers will still be accepted by April 15<sup>th</sup>, but will suffer a 25-point penalty, but **no papers will be accepted after that date.**

C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing a 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by April 15<sup>th</sup>. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F  
60-69 = D  
70-79 = C  
80-89 = B  
90 above = A

## V. Competencies

Students will learn to analyze information about international relations and relate it to current events under discussion. They will be able to argue and explain their conclusions about such events. Students will learn to recognize tactics of persuasion used by diplomats and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about international events and when exercising their rights and responsibilities as citizens.

### SCHEDULE

(Subject to Change – Note that no specific dates for tests are given)

WEEK	TOPIC	TEXT - CHAPTER
1	Basic IR Terms	N/A
2	The American Philosophy of Foreign Affairs	<i>Diplomacy</i> , 2
3	The Rise of the Nation-State	<i>Diplomacy</i> , 3

	Richelieu and Napoleon	
4	The Balance of Power Metternich and the Concert of Vienna	<i>Diplomacy</i> , 4-5
5	The Weakening of the Balance Napoleon III and Bismarck	<i>Diplomacy</i> 6
6	The Roots of World War I	<i>Diplomacy</i> , 7-8 Kagan, Ch 2
FIRST TEST		
7	Collective Security - Versailles Wilson and the Idealists	<i>Diplomacy</i> , 9-10
8	The Fall of Versailles and the League of Nations	<i>Diplomacy</i> , 11-12 Kagan, Ch 4
9	SPRING BREAK	
10	Chamberlain and Hitler	<i>Diplomacy</i> 13
11	World War II Roosevelt, Churchill and Stalin	<i>Diplomacy</i> , 14,15
12	Origins of the Cold War	<i>Diplomacy</i> , 16-17
SECOND TEST		
13	Containment Truman, Eisenhower, Kennedy and Khrushchev	<i>Diplomacy</i> , 18-19 Kagan, Ch 5
14	Vietnam Kennedy – Nixon - Brezhnev	<i>Diplomacy</i> , 25-27
15	Détente Nixon – Carter	<i>Diplomacy</i> , 28-29
16	Reagan and Gorbachev The New World Order End of the Cold War	<i>Diplomacy</i> , 30, 31  <i>Diplomacy</i> , 1



### THIRD TEST (Finals week – check ucf.edu schedule)

#### STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class, but attendance will not count as part of the grade. It is the responsibility of the student to obtain lecture notes from another student in case of need.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

E. Graded papers will be returned to the student. Students should retain their copies until after receiving their final course grade.

#### 1. **Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)**

Students should familiarize themselves with UCF's Rules of Conduct at

<<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- d. Falsifying or misrepresenting the student's own academic work.
- e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- g. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<https://academicintegrity.org/>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<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>>.

### **2. Course Accessibility Statement (this language was provided by Student Accessibility Services)**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

### **3. Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
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- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

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Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **4. Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

### **5. Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

### **6. Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**UNIVERSITY OF CENTRAL FLORIDA**  
**STRATEGIC WEAPONS AND ARMS CONTROL**  
**INR 4115**  
**COURSE SYLLABUS**  
**Spring 2022**  
**Dr. Bruce Farcau**

I. Textbooks (Required)

Freedman, Lawrence, *The Evolution of Nuclear Strategy*, 3<sup>rd</sup> Edition, New York: Palgrave-Macmillan, 2003, ISBN 0-333-97239-3

Allison, Graham and Zeliko, Phillip, *The Essence of Decision: Explaining the Cuban Missile Crisis*, 2<sup>nd</sup> Edition, 1999, ISBN 0-321-013497-2.

Glynn, Patrick: *Closing Pandora's Box: Arms Races, Arms Control, and the History of the Cold War*. New York: Basic Books, 1992, ISBN: 046501187x.

**SUGGESTED FURTHER READING FOR EXTRA CREDIT PROJECT**

Allison, Graham, *Nuclear Terrorism: The Ultimate Preventable Catastrophe*

Barry, John M., *The Great Influenza*

Boot, Max, *War Made New*

Carr, Caleb, *The Lessons of Terror*

Dobbs, Michael, *One Minute to Midnight*.

Douglass, Joseph D., *America the Vulnerable: The Threat of Chemical/Biological Warfare*,  
Lexington: Lexington Books, 1987.

Friedman, George, *The Future of War*

Friedman, Norman, *The Fifty Year War*

Garthoff, Raymond, *Detente and Confrontation, The Great Transition*

Halberstam, David, *War in a Time of Peace*

Hoffman, David E., *The Dead Hand: The Untold Story of the Cold War Arms Race and Its Dangerous Legacy*.

Isaacson, Walter, *The Wise Men*

Kahn, Herman, *On Thermonuclear War, Thinking about the Unthinkable*

Kaplan, Fred, *The Wizards of Armageddon*

Kennedy, Paul, *The Rise and Fall of the Great Powers*

Kepel, Gilles, *Jihad: The Trail of Political Islam*

Kissinger, Henry, *Years of Upheaval, Years of Renewal, Does America Need a Foreign Policy?*

Kolkowicz, Roman, *The Soviet Calculus of Nuclear War*, Lexington: Lexington Books,  
1984. Laqueur, Walter, *The New Terrorism*

Mangold, Tom and Goldberg, Jeff, *Plague Wars: The Terrifying Reality of Biological Warfare*.

Paret, Peter, ed., *Makers of Modern Strategy: From Machiavelli to the Nuclear Age*, Princeton:  
Princeton University Press, 1986.

Powaski, Ronald E., *March to Armageddon and Return to Armageddon*.  
Pry, Peter Vincent. *War Scare: Russia and America on the Nuclear Brink*.  
Nixon, Richard, *Six Crises, The Real War*  
Quester, George H., *The Future of Nuclear Deterrence*, Lexington: Lexington Books, 1986.  
Rhodes, Richard, *The Making of the Atomic Bomb*, New York: Simon & Schuster, 1988.  
Schelling, Thomas, *Arms and Influence*  
Schell, Jonathan, *The Fate of the Earth/The Abolition*.  
Schlosser, Eric, *Command and Control*.  
Swedin, Eric. *When Angels Wept*  
Tucker, Jonathan, *Toxic Terror*  
Van Creveld, Martin, *Air Power and Maneuver in Warfare*

II. Office hours will generally be MWF from 0800-0900 in MSB 360 or by appointment. Students with individual questions can also plan to come to class prior to the posted time or make separate arrangements for a meeting. The instructor can also be reached at [bruce.farcou@ucf.edu](mailto:bruce.farcou@ucf.edu).

### III. Course Description

INR 4115

#### STRATEGIC WEAPONS AND ARMS CONTROL

Theory, concepts, and practice of diplomacy in the development and deployment of and limitations on strategic weapons with a special focus on the nuclear age. Class will meet in MSB 360 WF from 1330-1420 from 10 January through 25 April 2022.

### IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Tests will be posted via Webcourses and submitted there within the listed due date. Exams will consist of a number of essay questions and the student will have an opportunity to choose which questions to answer. Tests will be based on the texts and explanations of that material provided in lecture.

B. A term paper of a *minimum* of 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font with page numbers) besides bibliography, and any illustrations, and footnotes. The paper should focus on a subject related to the course material, for example: the SALT talks, the Reykjavik conference, the “Star Wars” Program, etc. Since we cover the Cuban Missile Crisis and the decision to drop the bomb on Hiroshima in great detail in class, it is recommended that these NOT be chosen as a term paper topic. **The topic should be approved by the instructor no later than February 25th.** The paper should draw on *at least* five sources, but not including the course text or general encyclopedias. As a rule of thumb, internet sources that do not provide an author’s name are not acceptable, and sources should not consist solely of journal articles. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before April 1st. Late papers will be accepted by April 8th, but will suffer a 10-point penalty. **Papers will be accepted up to April**

**15th, but for a 25-point penalty. Papers will NOT be accepted after that date. Please note that the term paper assignment will be “open” in webcourses from the start of the semester and until April 15<sup>th</sup>, but it is actually due on April 1<sup>st</sup>.**

C. Students will have the opportunity to earn up to 10 extra credit points (i.e., added to a test score) by submitting a 4-page, typed report on any of the books on the list provided. Students are welcome to offer additional titles of other books related to the course subject for approval as well. This will be due by the end of class on April 1st. No late papers will be accepted.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade (i.e., 25% each). The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F  
60-69 = D  
70-79 = C  
80-89 = B  
90 above = A

#### V. Competencies

Students will learn to analyze information about international relations and relate it to current events under discussion. They will be able to argue and explain their conclusions about such events. Students will learn to recognize tactics of persuasion used by diplomats and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about international events and when exercising their rights and responsibilities as citizens.

#### SCHEDULE

(Subject to Change – Note that no specific dates for tests are given)

WEEK	TOPIC	TEXT - CHAPTER
1	Background to Arms Control Efforts in History	Glynn, 1 and 2
2	Theory of Strategic Warfare	Freedman, 1
3	The Arrival of the Bomb	Freedman, 2-3 Glynn, 3
4	Bipolarity and Limited War	Freedman, 7-8 Glynn, 4 and 5

5 Sputnik and Theories of Deterrence Freedman 9-11

#### FIRST TEST

6 The Cuban Missile Crisis Allison, all  
Glynn 6

7 The Cuban Missile Crisis Allison, all

8 Balance of Terror Freedman, 12

9 SPRING BREAK

10 Flexible Response Glynn, 7

#### SECOND TEST

11 Other Players Europe, China Freedman 19-21

12 Early Arms Control Efforts Freedman, 13-14  
Glynn 8

13 Mutually Assured Destruction Freedman, 15-17  
Glynn 9

14 The End of MAD-ness Reagan: the End of the Cold War Freedman, 22-25  
Glynn 10

15 The Post Cold War World Freedman, 26-28

16 The Poor Man's Bomb Terrorism and WMDs Lecture

THIRD TEST (Finals week – check ucf.edu schedule)

#### STUDENT RESPONSIBILITIES:

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B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as

discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class, primarily because the instructor doesn't have a break for lunch and would get hungry. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course. Please don't think that changing occasional words in a stolen paper will avoid detection.

**1. may elect to include only those items that are relevant to the types of assignments in their courses)**

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- b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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**UNIVERSITY OF CENTRAL FLORIDA**  
**U.S. GOVERNMENT**  
**POS 2041(003)**  
**COURSE SYLLABUS**  
**Spring 2022**  
**Dr. Bruce Farcau**

I. Textbook (Required)

O'Connor, Karen, Sabato, Larry, and Yanus Alixandra, *American Government: Roots and Reform*. 2018 or latest edition. While this text is recommended, the instructor is flexible as to which edition or even which text book you use.

II. Office hours: MWF 0800-0900, in MSB 360, or by appointment. The instructor can also be reached at [bruce.farcau@ucf.edu](mailto:bruce.farcau@ucf.edu).

III. Course Description

POS 2041

U.S. GOVERNMENT

Theory, organization, principles and function of national government, stressing relationships of individual to all levels of government in the political system. This course includes a learning activity designed to ensure competence in the basic use of computers. Class will meet MWF from 1130-1220 in MSB 360 from 10 January through 25 April 2022.

1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Students will develop and demonstrate an understanding of the United States Constitution and its application.
3. Students will develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Students will develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Each exam will consist of an essay test of two questions with answers of around 500 words each that will be posted via webcourses. The student will have some option as to which essay questions to answer (for example: Select two questions out of four provided.) Student responses are not meant to be research papers, so citation is not required. Answers should be in students' own words demonstrating an understanding of the concepts. Students will have several days to submit their responses via webcourses or as email attachments if necessary. Tests will be based on the text and explanations of that material provided in lecture.

B. A term paper of AT LEAST 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font) besides any illustrations, bibliography, and footnotes. The paper will be on any subject related to American government and politics, but the topic should be cleared with the instructor no later than February 25th. There should be an analysis of the pros and cons of the issue (if appropriate) making use of sources on both sides and a discussion of the results of the legislation or decision. The paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before April 1st and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before April 8th for a 10-point penalty. Late papers will still be accepted by April 15th, but will suffer a 25-point penalty, but **no papers will be accepted after that date.**

C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing a 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by April 15th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F  
60-69 = D  
70-79 = C  
80-89 = B  
90 above = A

E. A portion of each class will be devoted to an open discussion of current events (related to US Government and Politics) during which students are welcome to raise questions or comments (in a civil and respectful environment.)

## V. Competencies

Students will learn to analyze information about the American political system and relate it to current events under discussion. They will be able to argue and explain their conclusions about political events. Students will learn to recognize tactics of persuasion used by politicians and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about political events and when exercising their rights and responsibilities as citizens.

### SCHEDULE

(Subject to Change – Note that specific dates for tests are not given)

WEEK	TOPIC	TEXT CHAPTER
1	Logical Thinking	N/A
2	Theory of Government	1
3	The Constitution	2
4	Federalism	3
5	Civil Liberties	4
6	Civil Rights	5
	FIRST TEST	
7	Congress	6
8	Presidency	7
9	SPRING BREAK	
10	Bureaucracy	8
11	The Judiciary	9
	SECOND TEST	
12	Public Opinion	10

	Media	13
13	Interest Groups	14
14	Political Parties	11
	Election Campaigns	12
15	Political Economy	15
	Welfare	
16	Foreign and Defense Policy	16

### THIRD TEST (Finals week, Monday, 9 December 1000-1230)

#### STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class. It is the responsibility of the student to obtain lecture notes from another student in case of need.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

#### FURTHER READING FOR EXTRA CREDIT PROJECT

Anonymous, *Primary Colors* (novel)  
 Bork, Robert H., *The Tempting of America: The Political Seduction of the Law*  
 Caro, Robert A., *The Path to Power: The Years of Lyndon Johnson*  
 Ceaser, James W., *The Perfect Tie: The True Story of the 2000 Presidential Election*  
 Coulter, Ann, *Treason, High Crimes and Misdemeanors*  
 Crichton, Michael, *State of Fear* (novel)  
 Evans, M. Stanton, *Blacklisted by History*  
 Goldberg, Bernard, *Bias*  
 Granger, Bill, *Lords of the Last Machine: The Story of Politics in Chicago*  
 Greenstein, Fred I., *The Presidential Difference: Leadership Style from FDR to Clinton*  
 Halberstam, David, *The Best and the Brightest*

Hayek, Frederick, *The Road to Serfdom*  
Kissinger, Henry, *Does America Need a Foreign Policy?*  
Kurtz, Howard, *Spin Cycle: Inside the Clinton Propaganda Machine*  
Levin, Mark, *Men in Black*  
Moore, Michael, *Stupid White Men*  
McCullough, David, *Truman*  
John Stuart Mill, *On Liberty*  
Olson, Barbara, *The Final Days*  
O'Rourke, P. J. , *Parliament of Whores, Eat the Rich*  
Ravitch, Diane, *Left Back*  
Riker, William H., *The Art of Political Manipulation*  
Saffire, William, *Scandalmonger* (novel)  
Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*  
Schlessinger, Arthur, *The Thousand Days*  
Shlaes, Amity, *The Forgotten Man*  
Smith, Hedrick, *The Power Game*  
Sowell, Thomas, *A Conflict of Visions*  
Tocqueville, Alexis de, *Democracy in America* (either volume)  
Woodward, Robert, *All the President's Men, Plan of Attack, The Choice, The Brethren*

**1. Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)**

- Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in
- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
  - b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
  - c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
  - d. Falsifying or misrepresenting the student's own academic work.
  - e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
  - f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
  - g. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://academicintegrity.org/>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule*

<<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>>.

### **2. Course Accessibility Statement (this language was provided by Student Accessibility Services)**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

### **3. Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.



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

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

#### **4. Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at:

<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

#### **5. Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

#### **6. Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**POT 3206 Political Ideals and the U.S. Constitution**  
**Syllabus**  
**Spring 2022**  
**Three Credit Hours**  
**World Wide Web**

**Dr. Terri Susan Fine**



This course focuses on political ideals and the U.S. Constitution. Political ideals shaping and emerging from the U.S. Constitution are addressed giving focus to tracing the connections between and among these ideals through document analysis.

**Instructor Contact**

<b>Instructor</b>	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
<b>Office Hours</b>	Office hours: Tuesday, 11:45am-2:45pm, via ZOOM ZOOM Personal Room: <a href="https://ucf.zoom.us/j/9745059425">https://ucf.zoom.us/j/9745059425</a> By appointment: ZOOM, telephone or face-to-face, by appointment  Face-to-face meetings available at: School of Politics, Security and International Affairs HPH 302K, UCF Main Campus Lou Frey Institute, 12443 Research Parkway, Bldg. 400, Suite 406, UCF Research Park

	<b>Appointments are readily available as the need arises.</b>
<b>Phone</b>	407-823-2081 (voicemail not available); send a course message with contact information if you would like to speak by telephone.
<b>Course mail</b>	Available through the “Inbox” function on the course home page (CANVAS menu, on left) Do not use “Discussions” to send messages as discussions are not private.  Be advised that the <a href="#">UCF Golden Rule</a> , particularly Section 3a (Disruptive Conduct) and 4b (Harmful Behavior), apply to e-mail, course messages, and course discussions. Be mindful of your language and tone as you communicate with one another and with the professor. Please notify me if you believe that your student rights are being violated, including disruptive conduct and harmful behavior through course communication.
<b>Personal e-mail</b>	<a href="mailto:terri.fine@ucf.edu">terri.fine@ucf.edu</a>  <b>Note:</b> E-mail to this personal account is to be used for emergencies only (e.g., if you lack CANVAS access);  All regular communication must go through the course “Inbox” (message) function. Non-emergency e-mail submitted to my personal account will not receive a response.
<b>Course page</b>	<a href="https://webcourses.ucf.edu/courses/1395792">https://webcourses.ucf.edu/courses/1395792</a>

## Course Goals and Objectives

Course Goals and Objectives	<p>This course focuses on the public documents that shaped the development of the U.S. Constitution, and how the U.S. Constitution later shaped key documents linked with the U.S. political experience.</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>• The political ideas that shaped and are reflected in the U.S. Constitution, the Bill of Rights and later amendments</li> <li>• How the political ideas included in the U.S. Constitution have been used in political rhetoric focusing on constitutional change</li> <li>• How the political ideas shaping and/or included in the U.S. Constitution have been used in judicial decision making, particularly landmark cases</li> <li>• How the political ideas included in the U.S. Constitution shape and are reflected in the development of presidential documents</li> <li>• How source analysis techniques build knowledge about the development of primary source documents</li> <li>• Core concepts shaping the evolution of the U.S. Constitution, focusing on proposed and ratified amendments</li> </ul> <p>Students will be able to:</p>
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- Engage in critical reflection on how United States public documents both shape and reflect political ideas in the United States
- Evaluate how political actors use the ideas that shaped the U.S. Constitution, and the U.S. Constitution itself, in their public rhetoric
- Outline how political ideas connect and shape governing documents

## Course Readings

There is no assigned textbook for this course. Primary sources comprise most of the readings whether they be excerpts from the U.S. Constitution, speeches, executive orders, veto messages, articles of impeachment and U.S. Supreme Court syllabi (syllabi are short case opinion summaries written by justices' law clerks). Students will also read legal analyses of various aspects of the U.S. Constitution, along with a few other readings of varying lengths. All assigned readings are provided as weblinks in the course schedule.

## Course Assignments

Assignment Type	Description	Number of Each Assignment Type
Interactive Discussions	Students will share ideas about assigned readings with course colleagues. Discussions are completed in three parts where students will respond in substantive paragraphs to a question posted by the instructor as well as two responses to that same initial course by course colleagues.	Five (100 points each)
Short Analyses	Students will analyze assigned readings and reflect on those readings in a 300-word analysis.	Five (300 points each)
Essays	Students will address core issues included in assigned readings and reflect on the impact of those issues in a 750-word essay.	Five (800 points each)

Note: There will be an optional extra credit short analysis that will be during finals week. The optional extra credit will give students the opportunity to add up to 100 additional points to their final course score.

## Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

Grade	Grade Points	Grade	Grade Points
A	4.0	C	2.0
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.0	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0

### Determining Final Grades

Final grades are determined based on the total number of points accumulated (Note: Percentages are not rounded):

Final Grade	Total number of Earned Points	Percentage of Earned Points
A	5640-6000	94-100%
A-	5340-5639	89-93%
B+	5160-5339	86-88%
B	4920-5159	82-85%
B-	4740-4919	79-81%
C+	4560-4739	76-78%
C	4320-4559	72-75%
C-	4140-4319	69-72%
D+	3960-4139	66-68%
D	3720-3959	62-65%
D-	3540-3719	59-61%
F	3539 and below	58% and below

## POT 3206 Political Ideals and the U.S. Constitution Spring 2022 Schedule

Please contact me if you have any concerns about the reading load, tips on getting the most from the course materials, or the course in general. Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

All assignments are due no later than the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48 hours of the missed assignment (unless doing so is impossible and the reason is documented) to be eligible to submit that assignment late.

Course Themes	Assigned Readings and Resources	Assignment and Due Date
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<p><b>Course Orientation</b> <b>Course Policies</b></p> <p><b>Analyzing Primary Sources</b></p>	<p>Course Orientation Module</p> <p>Student Success Module</p> <p>Wineburg and Martin, <a href="#">Tampering with History</a></p> <p>Rael (adaptation), <a href="#">How to Read a Primary Source</a></p>	<p>January 14, 11:59pm</p> <p>Course Orientation Quiz</p> <p>Interactive Discussions: Class Introductions</p> <p>Interactive Discussion: Analyzing Primary Sources</p> <p><b>(NOTE: The Course Orientation quiz and Interactive Discussion: Class Introductions scores will not be included in the determination of final grades. Failure to complete the Course Orientation quiz or the Interactive Discussion: Class Introductions places students at risk for course withdrawal)</b></p>
<p>Political Foundational Ideals</p>	<p><a href="#">Mayflower Compact (1620)</a></p> <p><a href="#">Common Sense (1776)</a></p> <p><a href="#">Declaration of Independence (1776)</a></p>	<p>Friday, January 21, 11:59pm</p> <p>Short Analysis: Political Ideals in U.S. Foundational Documents</p>
<p>Political Ideals and the Framing of the U.S. Constitution</p>	<p><a href="#">Preamble of the U.S. Constitution (1787)</a></p> <p>National Constitution Center Articles: <a href="#">Common Interpretation: The Preamble by Erwin Chermerinsky and Michael Stokes Paulsen</a></p> <p><a href="#">Matters of Debate: Giving Meaning to the Preamble</a></p>	<p>Friday, January 28, 11:59pm</p> <p>Essay: Political Ideals and the Framing of the U.S. Constitution</p>

	<p><a href="#">Matters of Debate: The Preamble's Significance for Constitutional Interpretation</a></p> <p><a href="#">Federalist #51</a></p>	
Rights as a Political Ideal	<p><a href="#">The Bill of Rights (1791)</a></p> <p><a href="#">Federalist #84</a></p> <p><a href="#">National Constitution Center: Rights around the World</a></p> <p><a href="#">United Nations Declaration of Human Rights (1948)</a></p>	<p>Friday, February 4, 11:59pm</p> <p>Interactive Discussion: Universal Human Rights</p>
Judicial Independence as a Political Ideal	<p><a href="#">A Critical Guide to <i>Marbury v. Madison</i></a>, by William Van Alstyne, Duke Law Journal, Volume 1969, No. 1</p> <p>U.S. Supreme Court syllabi:</p> <p><a href="#">Dred Scott v. Sandford (1857)</a></p> <p><a href="#">Marbury v. Madison (1803)</a></p> <p><a href="#">Federalist #78</a></p>	<p>Friday, February 11, 11:59pm</p> <p>Short Analysis: Judicial Independence</p>
Representation as a Political Ideal	<p><a href="#">Article I, U.S. Constitution</a></p> <p>Articles from the National Constitution Center:</p> <p><a href="#">Article I, Section 2 Common Interpretation</a></p> <p><a href="#">Article I, Section 7 Common Interpretation</a></p> <p><a href="#">Article I, Section 8 Common Interpretation</a></p> <p><a href="#">Federalist Paper #52</a></p> <p><a href="#">President Woodrow Wilson Request to Congress Seeking Declaration of War (1917)</a></p> <p><a href="#">President Franklin Roosevelt Request to Congress Seeking Declaration of War (1941)</a></p> <p><a href="#">Richard Nixon War Powers Resolution Veto Message (1973)</a></p>	<p>Friday, February 18, 11:59pm</p> <p>Essay: Representing the People</p>

<p>Exercising Informal Presidential Power</p>	<p><a href="#">Article II, Section 1, U.S. Constitution</a></p> <p><a href="#">Federalist #70</a></p> <p><a href="#">Emancipation Proclamation (1863)</a>  <a href="#">Executive Order 9066 (1942)</a>  <a href="#">Executive Order 9981 (1948)</a></p> <p>U.S. Supreme Court syllabi:</p> <p><a href="#">Trump v. Hawaii (2018)</a>  <a href="#">Youngstown Sheet Tube Co. v. Sawyer (1952)</a></p>	<p>Friday, February 25, 11:59pm</p> <p>Interactive Discussion: Informal Presidential Power</p>
<p>Executive Independence in the U.S. Constitution</p>	<p><a href="#">Article II, Section 2, U.S. Constitution</a></p> <p><a href="#">Article II, Section 2: Treaty Power and Appointments</a> (National Constitution Center)</p> <p><a href="#">Remarks at the Swearing-In Ceremony for Donald H. Rumsfeld as Secretary of Defense</a></p> <p><a href="#">Remarks Announcing the Intention to Nominate Sandra Day O'Connor to be an Associate Justice of the Supreme Court of the United States</a></p> <p><a href="#">Remarks to the Press Announcing the Nomination of Thurgood Marshall as Associate Justice of the Supreme Court</a></p> <p><a href="#">Political Cartoon: Gap in the Bridge</a></p>	<p>Friday, March 4, 11:59pm</p> <p>Short Analysis: Exercising Formal Presidential Power</p>
<p></p>	<p>SPRING BREAK NO ASSIGNMENT</p>	<p>Friday, March 11</p>
<p>Federalism National Supremacy States' Rights</p>	<p><a href="#">Article IV, U.S. Constitution</a>  <a href="#">Article VI, U.S. Constitution</a></p> <p><a href="#">Tenth Amendment, U.S. Constitution</a></p> <p><a href="#">Federalist #10</a></p> <p>U.S. Supreme Court syllabi:</p> <p><a href="#">Gibbons v. Ogden (1824)</a>  <a href="#">McCulloch v. Maryland (1819)</a></p>	<p>Friday, March 18, 11:59pm</p> <p>Short Analysis: Federalism as a Constitutional Ideal</p>



	<a href="#">U.S. v. Lopez (1995)</a> <a href="#">Wickard v. Filburn (1942)</a>	
The Rule of Law Citizenship	U.S. Supreme Court syllabi:  <a href="#">U.S. v. Nixon (1974)</a> <a href="#">Clinton v. City of New York (1998)</a>  Article:  <a href="#">The President v. the Courts (National Constitution Center)</a>  Articles of Impeachment:  <a href="#">President William J. Clinton (1998)</a> <a href="#">President Donald J. Trump (2019)</a> <a href="#">President Donald J. Trump (2021)</a>	Friday, March 25, 11:59pm  Essay: The Rule of Law, Separation of Powers and Checks and Balances
The U.S. Constitution as a Living Document	<a href="#">Article V, U.S. Constitution</a>  <a href="#">The Equal Rights Amendment (proposed)</a>  <a href="#">15<sup>th</sup> Amendment</a> <a href="#">19<sup>th</sup> Amendment</a> <a href="#">24<sup>th</sup> Amendment</a> <a href="#">26<sup>th</sup> Amendment</a>  <a href="#">Declaration of Sentiments</a>  <a href="#">“On Women’s Right to Vote”, Susan B. Anthony, 1873</a>  <a href="#">“For the Equal Rights Amendment”, Rep. Shirley Chisholm</a>	Friday, April 1, 11:59pm  Interactive Discussion: “A Living Document: The Constitutional Amendment Process”
Ideals included in the U.S. Bill of Rights	<a href="#">Fourth Amendment</a> <a href="#">Fifth Amendment Due Process Clause</a> <a href="#">Sixth Amendment</a> <a href="#">Eighth Amendment</a> <a href="#">Fourteenth Amendment Due Process Clause (Section 1)</a>  U.S. Supreme Court syllabi:  <a href="#">Atkins v. Virginia (2002)</a> <a href="#">Frontiero v. Richardson (1973)</a>	Friday, April 8, 11:59pm  Essay: Due Process, and Equal Protection and Protection from Cruel and Unusual Punishment

	<p><a href="#">Gideon v. Wainwright (1963)</a>  <a href="#">Mapp v. Ohio (1961)</a>  <a href="#">Miranda v. Arizona (1966)</a>  <a href="#">Rostker v. Goldberg (1981)</a></p> <p><a href="#">Writing Rights (National Constitution Center):</a>  Fourth Amendment,  Fifth Amendment  Sixth Amendment  Eighth Amendment</p>	
Equal Protection as a Political Ideal	<p><a href="#">Fourteenth Amendment Due Process Clause (Section 1)</a></p> <p>U.S. Supreme Court syllabi:</p> <p><a href="#">Baker v. Carr (1962)</a>  <a href="#">Brown v. Board of Education (1954)</a>  <a href="#">Brown v. Board of Education (1955)</a>  <a href="#">Obergefell v. Hodges (2015)</a>  <a href="#">Plessy v. Ferguson (1896)</a>  <a href="#">Reed v. Reed (1971)</a>  <a href="#">Shaw v. Reno (1993)</a></p> <p><a href="#">The Equal Protection Clause</a>, by Brian T. Fitzpatrick and Theodore M. Shaw (National Constitution Center)</p>	<p>Friday, April 15, 11:59pm</p> <p>Short Analysis: Equal Protection</p>
Principles emerging from the U.S. Constitution  Right to Privacy Symbolic Speech	<p>U.S. Supreme Court syllabi:</p> <p><a href="#">Griswold v. Connecticut (1965)</a>  <a href="#">Roe v. Wade (1973)</a>  <a href="#">Texas v. Johnson (1989)</a>  <a href="#">Tinker v. Des Moines Independent Community School District (1969)</a></p> <p><a href="#">Roberts Supports Privacy, Precedent in Hearings</a>, NPR, September 14, 2005</p>	<p>Friday, April 22, 11:59pm</p> <p>Essay: Deriving protections from the U.S. Constitution</p>
Teaching and Learning Political Ideals and the U.S. Constitution	<p><a href="#">Uncoverage: Toward a Signature Pedagogy for the History Survey</a></p>	<p>Friday, April 29, 11:59pm</p> <p>Interactive Discussion: Building "a serious house . . . proper to grow wise in,..."</p>

		<p>Short Analysis (optional extra credit): TBA</p> <p><b>Note: The optional extra credit short analysis is worth 100 points.</b></p> <p><b>Note: There is no final exam in this course</b></p>
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## University Policies and Student Code of Conduct

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*Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

*Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

*Commercial use of academic material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

*Falsifying or misrepresenting the student’s own academic work including:*

<p>Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.</p>
<p>Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</p>
<p>Helping another violate academic behavior standards.</p>

For more information about plagiarism and misuse of sources, see [Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#).

### **Responses to Academic Misconduct:**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. 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 consult *The Golden Rule*.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 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. 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.

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Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities:**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

**Religious Observances:**

Students must notify their instructor in advance if they intend to miss class or an assignment deadline for a religious observance. One-week advance notice is required at which point we will negotiate appropriate deadlines for assessments that will be missed.

**Deployed Active-Duty Military Students:**

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

# Syllabus and Schedule

## POT 4632-OW60 Religion and Politics

### Three Credit Hours

### Online



Dr. Terri Susan Fine  
Spring 2022

### Instructor Contact

<b>Instructor</b>	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
<b>Office Hours</b>	Office hours: Tuesday, 11:45am-2:45pm, via ZOOM By appointment: ZOOM, telephone or face-to-face, by appointment ZOOM Personal Room: <a href="https://ucf.zoom.us/j/9745059425">https://ucf.zoom.us/j/9745059425</a>

	<p>Face-to-face meetings available at:  School of Politics, Security and International Affairs HPH 302K, UCF Main Campus  Lou Frey Institute, 12443 Research Parkway, Bldg. 400, Suite 406, UCF Research Park</p> <p><b>Appointments are readily available as the need arises.</b></p>
<b>Phone</b>	407-823-2081 (voicemail not available); send a course message with contact information if you would like to speak by telephone.
<b>Course mail</b>	<p>Available through the “Inbox” function on the course home page (CANVAS menu, on left)  Do not use “Discussions” to send messages as discussions are not private.</p> <p>Be advised that the <u>UCF Golden Rule</u>, particularly Section 3a (Disruptive Conduct) and 4b (Harmful Behavior), apply to e-mail, course messages, and course discussions. Be mindful of your language and tone as you communicate with one another and with the professor. Please notify me if you believe that your student rights are being violated, including disruptive conduct and harmful behavior through course communication.</p>
<b>Personal e-mail</b>	<p><u><a href="mailto:terri.fine@ucf.edu">terri.fine@ucf.edu</a></u></p> <p><b>Note:</b> E-mail to this personal account is to be used for emergencies only (e.g., if you lack CANVAS access);</p> <p>All regular communication must go through the course “Inbox” (message) function. Non-emergency e-mail submitted to my personal account will not receive a response.</p>
<b>Course page</b>	<u><a href="https://webcourses.ucf.edu/courses/1395524">https://webcourses.ucf.edu/courses/1395524</a></u>

## Course Description

**This course will look at religion and politics in the United States from three interrelated perspectives:**

a) What are the theoretical religious foundations for the founding of the United States? What does it mean to be a democracy devoted to religious freedom when those founders are members of the same religious group and the founding of the country was based on religious motivations including escaping religious persecution?

b) What are the core religion-based public policies in effect or under consideration in the United States? How does the policy making and implementation process work in the U.S. to bring about religion-based policy? What constitute the core intra-state and inter-state conflicts surrounding these religion-based public policies or policy proposals?

c) How does religion motivate and impact political behavior in the United States? How does religion impact who has political power? How does religion motivate power-seeking behavior in the United States?

## Why look at the United States?

The United States was founded by homogeneous religious groups seeking refuge from religious persecution. The U.S. claims to be a democracy while at the same time it is clear that one religious orientation dominates its political system. Religion is also a prime motivator and influence on political behavior and, as a result, how the political system functions, including party structures, electoral outcomes, campaign strategies, voter mobilization and other grassroots efforts, are all affected by religious commitments.

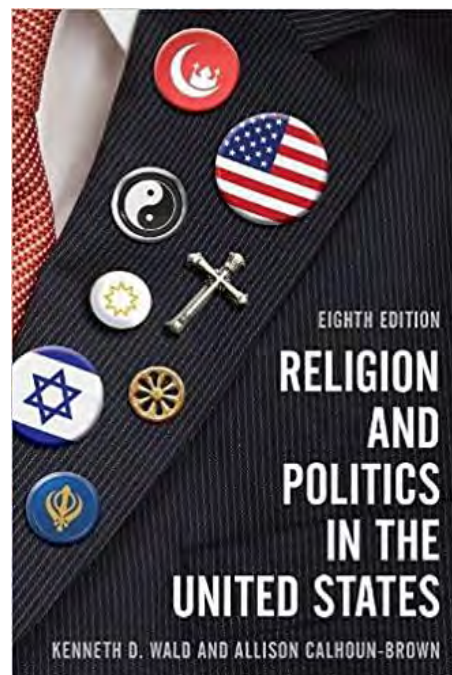
**Course Goals:** The primary goals of this course are to understand the relationship between religion and politics in democratic theocracies from four core perspectives: theoretical orientations, mass-level participation, elite behavior, and public policy. The course will focus on these factors in the United States.

**Course Objectives:** At the end of this course, you will be able to develop approaches to analyzing the relationship between religion and politics in representative democracies and to critique the role that religion plays in mass-level participation, elite behavior and public policy. You will also be able to evaluate how religion and politics affects and is affected by political and electoral institutions.

## Assigned Readings

**Course Text:** Religion and Politics in the United States (8<sup>th</sup> edition) by Kenneth Wald and Allison Calhoun-Brown. Rowman & Littlefield Publishers, Inc. ISBN-13: 978-1538105139.

**Note:** It is critically important to purchase the 8<sup>th</sup> edition, and not an earlier edition. This text is available on Kindle and Chegg.





**Additional Readings and U.S. Supreme Court Opinions:** Assigned within the analyses and discussions, as warranted.

Students will complete several assignments to fulfill course requirements. These assignments include analyses, interactive discussions, and chapter quizzes.

<b>Assignment Type</b>	<b>Course Objectives Met</b>	<b>Accessing and Submitting Assignments</b>
<p>Analyses (5) 350 points each</p>	<p>Analyze the relationship between religion and politics in democratic theocracies</p> <p>Critique the role that religion plays in mass-level participation, elite behavior and public policy</p> <p>Evaluate how religion and politics affects and is affected by political and electoral institutions.</p>	<p>Instructions: Analysis Module</p> <p>Submissions: Assignments Link</p>
<p>Quizzes (11 chapter quizzes) 100 points each</p> <p>Note: The course orientation quiz score is not factored into the final grade.</p> <p>Each 15-minute timed quiz includes 10 multiple choice questions with four options each. Two attempts allowed; the higher of the two scores counts toward your final grade.</p>	<p>Understand how religion and politics affects and is affected by political and electoral institutions.</p>	<p>Quizzes: Quizzes Link</p>
<p>Interactive Discussions (5) 100 points each</p>	<p>Analyze the relationship between religion and politics in democratic theocracies</p> <p>Critique the role that religion plays in mass-level participation, elite behavior, and public policy</p>	<p>Instructions: Discussions Module</p> <p>Submissions: Discussions Link</p>

	Evaluate how religion and politics affects and is affected by political and electoral institutions	
Short Activity (1) Optional Extra Credit 100 points		Instructions: Short Activity Module

## Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows. Note that the required number of points required allows missed work. For example, an A- requires earning 89% of available points.

Letter Grade	Accumulated Points	Percentage of Earned Points
A	3150-3350	94-100%
A-	2980-3149	89-93%
B+	2880-2979	86-88%
B	2750-2879	82-85%
B-	2645-2749	79-81%
C+	2545-2644	76-78%
C	2415-2544	72-75%
C-	2315-2414	69-71%
D+	2215-2314	66-68%
D	2080-2214	62-65%
D-	1980-2079	59-62%
F	1979 and lower	58% and lower

## Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

Grade	Grade Points	Grade	Grade Points
A	4.0	C	2.0
A-	3.75	C-	1.75
B+	3.25	D+	1.25
B	3.0	D	1.00
B-	2.75	D-	.75
C+	2.25	F	0

## POT 4632 Religion and Politics

## Spring 2022 Schedule

Please contact me if you have any concerns about the reading load, tips on getting the most from the course materials, or the course in general. Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

All assignments (quizzes, analyses, discussions) are due at 11:59pm on Fridays.

Assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining the emergency that prevented submitting the assignment on time. The instructor must be notified within 48 hours before or after the missed assignment (unless doing so is impossible and the reason is documented) to be eligible to submit that assignment late. Granting extensions on assignments is solely at the discretion of the instructor.

Assignment	Due Date
Course Orientation Quiz Quiz: Wald and Calhoun-Brown Chapter 1  Interactive Discussion: Class Introductions  <b>(NOTE: The Introduction Module score will not be included in the determination of final grades. Failure to complete the Course Orientation quiz places students at risk for course withdrawal)</b>	Friday, January 14, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 2  Interactive Discussion: Thomas Jefferson	Friday, January 21, 11:59pm  <b>Note: UCF is closed Monday, January 17 to observe Martin Luther King, Jr. Birthday</b>
Analysis: Philanthropy	Friday, January 28, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 3  Interactive Discussion: Pledge of Allegiance	Friday, February 4, 11:59pm
Analysis: Locke v. Davey	Friday, February 11, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 4  Interactive Discussion: Free Exercise Clause	Friday, February 18, 11:59pm

Analysis: Religious Freedom in International Context	Friday, February 25, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 5 Quiz: Wald and Calhoun-Brown Chapter 6	Friday, March 4, 11:59pm
SPRING BREAK	No Assignment
Analysis: Interest Groups	Friday, March 18, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 7	Friday, March 25, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 8 Interactive Discussion: Evangelical Protestants	Friday, April 1, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 9	Friday, April 8, 11:59pm
Quiz: Wald and Calhoun-Brown Chapter 10 Quiz: Wald and Calhoun-Brown Chapter 11	Friday, April 15, 11:59pm
Analysis: Public Opinion	Friday, April 22, 11:59pm
Interactive Discussion: Latino Views, Religious Beliefs, and Political Activism  Short Activity (optional extra credit): Equal Employment Opportunity Commission COVID-19 Religious Exemptions  <b>Note: The optional extra credit short activity is worth 150 points.</b>  <b>Note: There is no final exam in this course</b>	Friday, April 29, 11:59pm

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**University of Central Florida**  
**Scope and Methods of Political Science**  
**POS3307 | Monday, Wednesday, and Friday**  
**Section 0001 – 9:30 – 10:20AM, Section 0002 – 3:30 – 4:20PM**  
**School of Politics, Security, and International Affairs School of Politics, Security, and**  
**International Affairs (ucf.edu)**  
**Spring 2022**  
**3 credit hours | HPH 0310**

Instructor: Dr. Lynne Gleiber  
E-Mail: [lynne.gleiber@ucf.edu](mailto:lynne.gleiber@ucf.edu)  
Office hours: By appointment  
I will respond to emails within 48 hours.

### **Purpose and Course Description**

This course will examine techniques and concepts essential for conducting and understanding research in political science. It addresses fundamental components of analysis in political science and statistical techniques that are used. Students will be assigned readings from the required textbook, which will need to be completed in order to be prepared for class. In addition to discussion of the concepts that are introduced in the reading assignments exercises using SPSS and Microsoft Excel will be given.

### **Course Objectives**

Students who successfully complete the course will have obtained:

- Knowledge of the discipline of political science
- Knowledge of the application of the scientific method in the context of social science research
- Knowledge of the main components of quantitative research methods used by political scientist
- Ability to understand political analysis
- Understanding of the use of statistical packages such as SPSS and the ability to construct models of analysis and interpret results of analysis

## **Expectations for Student Performance**

### ***1. Course Requirements***

Work assignments must be completed on time.

### ***2. Required textbook***

Title: Political Science Research Methods, 9<sup>th</sup> Edition

Authors: Janet Buttolph Johnson, H.T. Reynolds, and Jason D. Mycoff

### ***3. Examinations and Grading***

Three exams will be given: two during the semester and one final exam. Questions will be based on information covered in the textbooks as well as material presented during class lectures, presentations, and discussions. Graded work connected to modules will be given. Exams will be given on dates specified in the course scheduled through webcourses using Proctor Hub. The exams will not take place in class.

In the interest of fairness to all students, extra credit work will not be given. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

**The table shows the range for each letter grade and uses a plus/minus system that is used for the course.**

### **Letter Grade and points**

A	100 %	to	94.0%
A-	< 94.0 %	to	90.0%
B+	< 90.0 %	to	87.0%
B	< 87.0 %	to	84.0%
B-	< 84.0 %	to	80.0%



- C+ < 80.0 % to 77.0%
- C < 77.0 % to 74.0%
- C- < 74.0 % to 70.0%
- D+ < 70.0 % to 67.0%
- D < 67.0 % to 64.0%
- D- < 64.0 % to 61.0%
- F < 61.0 % to 0.0%

### 1. *Academic Integrity*

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. For clarification of what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida’s Student Handbook <http://www.goldenrule.sdes.ucf.edu/>. Students are Violations of the rules addressing academic integrity stated in The Golden Rule will result in documentation of the infraction and a grade of zero for the work in question. Confirmation of academic dishonesty an also result in expulsion from the University of Central Florida.

### 1. *Attendance and Withdrawal*

Students are expected to participate in all course activities and are responsible for withdrawing from the course if he or she decides not to complete it. Students who discontinue participation, and do not withdraw will fail the course.

### **Grading Distribution**

Final grades will be composed as follows:

Examination 1	20%
Examination 2	20%
Quizzes (4)	20% (5% each)
Literature Review	10%
Analysis Plan	10%

## Religious Observance

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

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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. Once Student Disability Services has been contacted, I am happy to make any arrangements needed by my students.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video](#).

### **Required statement from the University regarding COVID-19:**

#### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

#### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

#### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Course Plan**

The following is a schedule of readings, exams, and assignments for the course. Adjustments may be made if necessary, because of emerging situations. Please note that if classes are suspended for any reason, students should attempt to adhere to the dates of readings and assignments listed below unless advised to do otherwise.

Module 1: Building Blocks	
Week 1	Understanding data
Week 2	Research design (Quiz in class)
Week 3	Qualitative research
Week 4	Practice and Review - <b>Exam 1 (online)</b> and plan for literature review is due
Module 2: Quantitative Data	
Week 5	Quantitative Research Design   Analysis plan is due (Friday )
Week 6	Quantitative Methods
Week 7	Making Sense of Data (Quiz in class)
Week 8	Testing Relationships
Week 9	Categorical Data - <b>Exam 2 (online)</b>
Module 3: Data Analysis	
Week 10	Cross tab and Correlation   Literature review is due (Friday,)
Week 11	Bivariate regression (Quiz in class on Nov 4)
Week 12	Bivariate regression Practice
Week 13	Multiple regression(Quiz in class on Nov 18)
Week 14	Multiple regression Practice
Week 15	Data Analysis Round up and review for final





**University of Central Florida**  
**Political Behavior**  
**School of Politics, Security, and International Affairs School of Politics, Security, and**  
**International Affairs (ucf.edu)**  
**Spring 2022**  
**POS 4204 Section 1**  
**Mondays | 6-8:50PM |HIS-0126**  
**3 credit hours**

Instructor: Dr. Lynne Gleiber  
E-Mail: [lynne.gleiber@ucf.edu](mailto:lynne.gleiber@ucf.edu)  
Office hours: By appointment  
I will respond to emails within 48 hours on workdays.

### **Course Description**

This course will focus on the role of political behavior in American Politics. It will examine political behavior in various forms and among specific groups of individuals. Students will be assigned required readings posted on webcourses and from the required textbook which will need to be completed weekly. Participation in module activities is mandatory.

### **Course Objectives/Outcomes**

Students who successfully complete the course will have obtained:

- Knowledge of widely accepted concepts of:
  - American voting behavior
  - Political Socialization
  - The effects of inequality on participation
  - Participation and the Democratization process
  - Social movement as forms of political behavior
- Knowledge of types of political behavior
- Knowledge of drivers of political behavior

### **Expectations for Student Performance**



## ***Course Requirements***

Work assignments must be completed on time.

**Required readings:** All readings will be posted on webcourses and are required for the course

## **Grading Distribution**

Final grades will be composed as follows:

Examination 1	25%
Examination 2	25%
Literature Review	20%
Final Examination (Cumulative)	30%

## **Examinations, Research Design assignment, and Grading**

Three exams will be given: two during the semester and one final exam. Questions will be based on information covered in the textbook, articles, and book excerpts. The completion and submission of a research design paper is a requirement for the course. Detailed instructions will be discussed during the second week of the semester. The dates for all exams and for turning in the research design are listed in the course schedule below. Exams will be given out of class on webcourses with Proctor Hub.

In the interest of fairness to all students, **extra credit work will not be given**. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

## **Religious Observance**

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

**The table shows the range for each letter grade and uses a plus/minus system.**

## **Letter Grade and points**

A	100 %	to	94.0%
A-	< 94.0 %	to	90.0%
B+	< 90.0 %	to	87.0%
B	< 87.0 %	to	84.0%
B-	< 84.0 %	to	80.0%
C+	< 80.0 %	to	77.0%
C	< 77.0 %	to	74.0%
C-	< 74.0 %	to	70.0%
D+	< 70.0 %	to	67.0%
D	< 67.0 %	to	64.0%
D-	< 64.0 %	to	61.0%
F	< 61.0 %	to	0.0%

### 1. *Academic Integrity*

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. For clarification of what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook <http://www.goldenrule.sdes.ucf.edu/>. Students who violate the rules addressing academic integrity stated in The Golden Rule will result in documentation of the infraction and a grade of zero for the work in question. Confirmation of academic dishonesty can also result in expulsion from the University of Central Florida.

### 1. *Attendance and Withdrawal*

Students are expected to participate in all course activities and are responsible for withdrawing from the course if he or she decides not to complete it. Students who discontinue participation, and do not withdraw will fail the course.

### **Course Accessibility**

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

with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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. Once Student Disability Services has been contacted, I am happy to make any arrangements needed by my students.

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video](#).

## **Required statement from the University regarding COVID-19:**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel

class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Course Plan

The following is a schedule of readings, exams, and assignments for the course. Adjustments may be made if necessary, because of emerging situations. Please note that if classes are suspended for any reason, students should attempt to adhere to the dates of readings and assignments listed below unless advised to do otherwise

Week 1	Introduction
<b>Module 1 Economic Theory of Democracy</b>	
Week 2	Part 1
Week 3	Part2
Week 4	Part 3
Week 5	Exam 1
<b>Module 2 Equality, Participation, and Public Opinion</b>	
Week 6	Race, Ethnicity, and Political Resources
Week 7	Groups and Policy Interests
Week 8	Citizen Activity: Who participates, what do they say?
Week 9	Spiral of Silence
Week 10	Group Characteristics and Social Networks
Week 11	Exam 2

<b>Module 3 Media Influence and Social Determinants and Social Movements</b>	
Week 12	Public Opinion and Ideology
Week 13	Political Communication and the Mass Media
Week 14	Literature Review is Due   Vote Choice and Electoral Decisions
Week 15	Women's Suffrage, Black Liberation, and Social Movements
	Final Exam online



**University of Central Florida**  
**Political Behavior**  
**School of Politics, Security, and International Affairs School of Politics, Security, and**  
**International Affairs (ucf.edu)**  
**Spring 2022**  
**Ancient, Medieval, and Early Modern Political Philosophy**  
**POT 4025 Section 0001**  
**Wednesday 6-8:50 pm**  
**CBI-0319**

Instructor: Dr. Lynne Gleiber  
E-Mail: lynne.gleiber@ucf.edu  
Office hours: By appointment  
I will respond to emails within 48 hours on workdays.

### **Purpose and Course Description**

This course is designed to provide an overview of several major works in political philosophy in the Ancient, Medieval, and Early Modern periods. In addition to examining the works themselves we will delve into themes embedded in the works such as the relationship between public and private matters and political underpinnings that are relevant to current systems of government. We will also examine the theories of the self or human nature put forth in the works.

### **Course Objectives**

Students who successfully complete the course will have obtained:

- Knowledge of several major works in political philosophy
- Knowledge of the relevance of these works in government and civil society
- A variety of conceptions of the relationship between the person and the state.

### **Expectations for Student Performance**

#### **1. *Course Requirements***

Work assignments must be completed on time.



1. ***Required reading;*** All readings are available in webcourses free of charge.

1. ***Examinations and Grading***

Your grade will be based on three exams and graded activities connected to the module pages. Two exams will be given during the semester and a final exam will be given at the end of the semester on the dates listed in the course plan. Students will use their textbooks to complete all assignments.

In the interest of fairness to all students, extra credit work will not be given. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

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Exam 1	25%
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Exam 4	25%
Final Exam	25%

**The table shows the range for each letter grade and uses a plus/minus system.**

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C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

## **Religious Observance**

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## **Special Needs**

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Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from me for the course. Once Student Disability Services has been contacted, I am happy to make any arrangements needed by my students.

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## **Course Plan**

The following is a schedule of readings, exams, and assignments for the course. Adjustments may be made if necessary, because of emerging situations. Please note that if classes are

suspended for any reason, students should attempt to adhere to the dates of readings and assignments listed below unless advised to do otherwise.

Module 1: Ancient		
Week 1	Plato	Defense of Socrates
Week 2	Plato	The Republic
Week 3	Aristotle	Nichomachean Ethics
Week 4	Aristotle	Politics
Week 5	Exam 1	
Module 2: Mediaeval		
Week 6	Augustine	City of God
Week 7	Aquinas	Summa Theologiae
Week 8	Aquinas	
Week 9	12 Exam 2	
Module 3: Early Modern		
Week 10	Locke	Treatise on Government and Letter Concerning Toleration
Week 11	Montesquieu	The Spirit of the Laws
Week 12	Rousseau	Discourse on Inequality and Of the Social Contract
Week 13	Smith	Wealth of Nations
Week 14	Exam 3	
Week 15	Alexis de Tocqueville	Democracy in America



# **INR6136-22Spring 0W60**

[Jump to Today](#)

Roger Handberg

INR 6136 - American Security Policy

32608

[roger.handberg@ucf.edu](mailto:roger.handberg@ucf.edu)

## **Course Syllabus American Security Policy INR 6136 Spring 2022**

Instructor Contact:

Instructor Roger Handberg

Office Phillips Hall 302

Office Hours 10-1130 MTW or by appointment (email for appointments)

Phone 407-823-2608, leave a message and I will return your call.

Email [roger.handberg@ucf.edu](mailto:roger.handberg@ucf.edu)

### **Overview:**

American security policy was once considered relatively simple in that most thought of it solely in terms of military threats against the United States either foreign or domestic although economic warfare was recognized as possible, i.e. blockades and embargoes. The Civil War ended most of the concern about internal threats although questions of law and order continued in many parts of the United States. Suppression of the American Indians was considered a minor issue nationally given the disparity in numbers and firepower ultimately.

By the 1880s, the U.S. was more conscious of its role in the world although isolationism remained a strong current in national politics but that now competed with those who felt the U.S. had a destiny in the world to match that of the great powers of Europe. However, the nation's physical isolation made such ventures unlikely although the United States had been active in various parts of the world when its interests were at stake including the pirates off the Barbary Coast of North Africa and the trade possibilities presented by the Western Pacific Rim (then known as the Far East even though it was west of the U.S., a vestige of British colonialism). U.S. natural resources and growing population guaranteed awareness of its military potential but national energy went into the opening of the Western United States and exploitation of the resources found there. For example, the United States was aware of warfare in Europe but saw that as essentially not of interest.

The Spanish-American War in 1898 introduced the United States to the world as an imperial power – a posture strenuously debated within American politics. By the end of the war, the U.S. had acquired an empire in the Pacific and the Caribbean. The result was U.S. colonies and engagement in the politics of the various regions. The U.S. agreed to leave the Philippines in 1945 while U.S. forces withdrew from Cuba after the war (while retaining Guantanamo Bay as protection for the Panama Canal) but remained in Puerto Rico under a changed status as a U.S. territory. World War One placed the U.S. despite its wishes on the front lines of international security. After joining the Allies in defeating imperial Germany, the U.S. militarily largely withdrew back to the homeland. The U.S. remained internationally engaged on some issues such as naval treaties limiting the size of ships and fleets but rejecting membership in the League of Nations (helping insure its ultimate failure). The rise of aggressors in Europe and Asia saw the U.S. initially on the sideline for reasons of domestic politics and a sense of disengagement from world problems. One unanswerable question is whether the U.S. would have declared war on Germany after the Japanese attack on Pearl Harbor in the absence of a German attack. Instead, Nazi Germany declared war on the United States which resolved the question. Hitler apparently viewed the U.S. as only slowly impacting the outcome of the war – a miscalculation of the first order.

World War 2 did two things; it devastated most of the major powers and raised the U.S. to the peak of relative military power relative to all comers especially given its monopoly over nuclear weapons. On the ruins of Europe and Japan along with other damaged states such as China and the Soviet Union, the U.S. held most of the cards especially given the uncertainty about how many nuclear weapons the U.S. possessed after the two bombings of Japanese cities. In reality, effectively none but



that information was closely held. During the war, the U.S. pushed for international forums to prevent the next world war (a reversal of views after World War One) – Europe was uncertain it could survive another such encounter. These organizations had the purpose of keeping the U.S. engaged in world problems rather than retreating back to Fortress America. Technology rendered such isolationism untenable in terms of national security. Through a long series of events, the situation resulted in a developed world largely split between adherents of the Soviet Union or the United States with the less developed world a forum for competition as the European empires collapsed and the imperial powers withdrew back to their homelands.

The resulting Cold War was the dominant international fact of life for nearly two generations. The terminology of a Cold War implied a struggle to the death but one in which the two super powers did not directly fight each other but rather operated through a series of surrogates. For the US, this played out in the Korea War, the Vietnam War, and a series of skirmishes in Asia, Africa and Central America. The fear was that direct super power conflict would escalate into nuclear conflict. Much effort both politically and intellectually went into maintaining a situation of continual conflict without raising the level of nuclear conflict.

The collapse of the Soviet Union in 1989-1991 led to the peaceful end of the Cold War – truly a unique event when a major empire collapses without a war ensuing or as the result of some other catastrophic event. The fall of the Soviet Union though has been characterized by the current Russia president as ‘The breakup of the Soviet Union was the greatest geopolitical tragedy of the 20th century.’ Putin’s actual quote may be somewhat different but the message is clear that Russia suffered greatly and his mission is to recover from that debacle,

<http://www.politifact.com/punditfact/statements/2014/mar/06/john-bolton/did-vladimir-putin-call-breakup-ussr-greatest-geop/> (Links to an external site.). What all this means is that a globalizing world is becoming more diverse in terms of the threats that the national security apparatus and political leadership must address in real time. Threats come in traditional forms in terms of military forces and other elements of national power but more importantly the threats from non-state actors have moved to the fore along with the extension of national security threats into the realm of organized crime which operates internationally

Thus, this course on U.S. security policy looks much different from what was taught when I started at UCF in 1972. There continues to be a military component but national security now encompasses explicitly areas that formerly were either not relevant or dealt with only by the private sector if they existed prior to the past 15 years. September 11, 2001 changed Americans’ view of their personal security

but what truly changed for the government and the military is how to respond to such threats especially as they morph into different areas. The question is whether the US is now in the “forever war” some had feared after the attacks on the U.S. in 2001. The terminology used now is the “long war” but the implication is that the U.S. may be returning to a world not dissimilar in the sense of conflict to that of the “100 years war” earlier in Europe, <http://www.history.com/topics/hundred-years-war>. That conflict basically ended through exhaustion rather than a victory. The “long war” raises the same question, what is the end game? See Mark T Berger & Douglas A Borer (2007) The Long War: insurgency, counterinsurgency and collapsing states, *Third World Quarterly*, 28:2, 197-215, DOI: 10.1080/01436590601153572 <http://dx.doi.org/10.1080/01436590601153572> (Links to an external site.). With the withdrawal from Afghanistan, the question whether the United States has the will rather than the capabilities becomes an issue. However, one must remember, the same question was raised after the end of Vietnam and was further illustrated by the articulation of the "Dover Test," meaning was the United States willing to engage in operations in which significant casualties could occur. Compared to Vietnam and Korea, the U.S. now operates in a political environment in which American casualties are a major concern, this, it is argued, leads to the fixation on killing remotely, "drone attacks." An issue we will discuss in the context of autonomous weapons along with the drone weapon as operated by the military and CIA>

Policy makers now have to predict an environment that incorporates traditional style military threats such as the Russians and the Chinese while the more nebulous threats posted by cyber criminals whose actions may be more devastating than the military threats. More states develop the capacity to engage in cyber war each day, raising the difficulty of threat identification and response in real time. Nuclear proliferation remains an agenda item while biological weapons grow more potentially deadly as the technologies proliferate across the globe. The margin between benign and horrific in some areas is razor thin. Restructuring the national security apparatus including the military services becomes a US priority with little certainty about what the future looks like. The situation in the Ukraine with regards to Russia demands attention while China continues its rise to what the Chinese see as their natural historical position as a world power.

Nations confront the necessity for conducting their foreign policies across a broad spectrum of issues by involving a variety of instruments. National security at the most general level means protecting the United States against all foreseeable threats not just military The spectrum of security threats ranges from economic

coercion, cyber war to weapons of mass destruction (WMD) including biological, chemical and nuclear, and climate change. The latter is considered a real problem by the military in terms of generating future conflicts among states for scarce resources such as water and imparting operations. Environmental security has become an official concern of the Department of Defense (DoD) for more than a decade predating the Obama administration.

One major tool available in all states but Costa Rica is the military itself; an institution organized to inflict violence on behalf of the state across a wide diversity of contexts ranging from internal defense to nuclear holocaust. However, militaries due to their tight organizational cohesion and discipline have also been found by many states to be very useful for other purposes. Thus, militaries are employed for a wide range of purposes; some far removed from the context of war such as conducting humanitarian operations or completing social and economic improvements within the society itself also known as military operations other than war (MOOTW), see

[http://www.au.af.mil/au/awc/awcgate/pub1/appendix\\_e.pdf](http://www.au.af.mil/au/awc/awcgate/pub1/appendix_e.pdf) (Links to an external site.). One historical example is West Point in its original configuration – the academy produced many of the engineers who built the dams and railroads that assisted United States growth economically and geographically. That was a deliberate decision by the academy's founders including President Thomas Jefferson who saw the possibilities of an institution that would meet both civilian and military needs.

In this course, we will explore these issues within the context of the United States. American security policy is a direct reflection of the desires and needs of the specific society it protects, a fact which makes it different from those goals sought by other societies but at the same time very similar. The differences relate to the individual societies and the values they represent. Because of its enormous coercive power, important issues exist regarding who controls the military and their likely obedience to the lawful authority. For many societies, the military becomes an independent political actor fully capable and willing to intervene in national politics. Military coups are part of the national politics such as in Turkey where the military previously intervened to protect what they saw as the secular nature of the state or in Egypt where the military intervened in July 2013 to overthrow a democratically elected government.

American traditions, however, emphasize civilian control over the military, an issue that becomes more complicated as military technologies become more exotic, expensive and powerful. The separation between the military and the society it

defends can prove to be a source of national weakness if the gap grows too wide. For example, General Douglas MacArthur was ordered to return to the United States from Korea in 1951 by President Harry Truman in a test of the civilian leadership's capacity to require military obedience. There were some who argued General MacArthur should resist what they saw as a "temporary political authority," temporary or not, in the American context obedience to a lawful order was the expectation which MacArthur fulfilled despite those calls for deliberate disobedience. MacArthur willingness to comply reinforced an essential part of American military and political tradition unlike a number of states which fear possible military intervention into national politics and their refusal to obey civilian government directives.

As an instrument of American security policy, the American military has to adapt to changing domestic and international contexts, which either accentuate or depreciate the military's value within the society. Historically, American society has been very hostile to the military; seeing military service as a burden sometimes necessary but not the expected or desired norm. In our discussions, we will trace out the changes encountered by the military over the past century, a period during which the United States entered fully onto the world stage despite strong desires to remain aloof from such entanglements (i.e., isolationism). This meant for example that the United States military did not shrink down to insignificance as it had after every previous war up until World War II. The Soviet threats was considered of such importance that the American military after WWII was rapidly expanded to first fight the Korea War starting in 1950 and then contend with the Soviet threat globally. With the Cold War's end in 1991, the military fully entered into a period of dramatic change in which the Soviet Union disappeared and the United States ascended to the status of the world's dominant military power.

This unipolar status remained more tenuous than one might expect given the possibility of an ongoing Revolution in Military Affairs (RMA). The outcome of a RMA is by definition difficult to predict because the effect can be to destroy the technological dominance of the existing militaries. The United States is attempting to navigate between the shoals of excessive reliance upon obsolete technologies and the fantasies of super weapons that do not in fact work and may leave the United States more vulnerable than previously. That voyage takes us into the twenty first century and the brave new world of space operations and cyber war. American security policy has entered a period of dramatic change in which old road markers are gone and the new are not yet in place. The threats are more diverse than ever as globalization takes form.

**Course Goals:** 1) Students will learn relevant perspectives and the analytic tools needed to understand American security policy, its historical and ideological foundations, policy processes and challenges. 2) Students will further their knowledge of key facts relevant to the study of American security policy. 3) Students will improve their writing, research and analytic skills.

## **Design of the Course:**

This course is derived from an earlier face to face version of the course but has been rethought in the transition to the online environment. One thing you should be conscious of in going through the course. This is a policy driven course, not as theoretical as others you have encountered in the program or previously. It is important that you are aware of theory which can guide your analysis either overtly or in many cases implicitly. The PhD program here is aimed at a mix of theory and application - this course is one focused more on application - analysis of real world questions and the study of alternatives. But, one must be aware that policy analysis is grounded in theoretical approaches, some articulated more explicitly than others. The analysis by Graham Allison with regards to the Cuban Missile Crisis in 1962 is a good example of alternative views of the same event with differing outcomes. see Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," *The American Political Science Review*, Sep., 1969, Vol. 63, No. 3 (Sep., 1969), pp. 689-718 <https://www.jstor.org/stable/1954423> (Links to an external site.) . The three models he proposes are in fact standard perspectives regarding much of national security analysis but each can lead to different insights.

Therefore, the course requires you be able to write and write well since much of your professional life will be focused on the analysis of others' work and formulating your own informed analysis. There are no shortcuts to learning how to write but by doing writing. So, the course is broken down into 7 units where different topics will be addressed. Your assignment each time will be to write a synopsis of one of the assigned articles which will be turned in for a grade, the synopsis should be at least 500 words, this is not a simple article report but rather a review of the paper and your analysis of how well the paper meets its goals (which are) and whether the argument advanced is logical, consistent and supported methodologically. Late assignments will be graded down a letter equivalent a day.

What that means is that students will be expected to participate in a series of seven discussions dealing with the readings and the research you are expected to produce in the context of the course. This is not a course in busy work where you generate something every day as you can see from the grade structure and module organization. Modules will be set up along with discussions to open every 12 days

or so through the course, this allows time enough to read the materials assigned and engage in informed discussion. Everyone must post in by the day in of the assigned discussion. The first week will two fold, asking you to provide a short paragraph identifying yourself in terms of program you are in, what your interest in U.S. security policy is, and what your goals are once you complete whatever degree program you are in presently. The schedule for the discussions is listed below and also in Module 1.

## **Discussions**

- 1: January 10<sup>th</sup>- January 24<sup>th</sup>, you must first post by January 20<sup>th</sup>
2. January 25<sup>th</sup> - February 7<sup>th</sup>, you must first post by February 2<sup>nd</sup>
3. February 8<sup>th</sup> - February 21<sup>st</sup>, you must post first by February 18<sup>th</sup>
4. February 22<sup>nd</sup> - March 5<sup>th</sup> , you must post first by March 1<sup>st</sup>
5. March 14<sup>th</sup> - March 27<sup>th</sup>, you must post first by March 22<sup>nd</sup>
6. March 28<sup>th</sup> - April 11<sup>nd</sup>, you must post first by April 11<sup>th</sup>
7. April 12<sup>th</sup> - April 24<sup>th</sup>, you must post first by 20<sup>th</sup>

## **Grade Structure:**

Grades are a product of several activities; most are based on your writing and analysis of different aspects of American security policy. Remember time frames are compressed this term so falling behind is not a viable option.

140 points - class discussion, 20 points each - grade based on quality of engagement

210 points - article analysis, 30 points each - grade based on summary of article from each unit

150 points –First Cut Strategic Threat Analysis– due February 9<sup>th</sup>

200 points – Second Cut Analysis of Capabilities General and Specific – due March 16<sup>th</sup>

300 points –Third Cut Strategic Threat Analysis Specific – due April 26<sup>th</sup>

Late assignments are graded down ten percent a day.

Grades in the course will be A, B, C, etc. with no plus or minus grades.

### **Academic Integrity:**

Plagiarism and Cheating of any kind on an assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and offenders may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving papers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**NOTE:** All submissions must be done in MS Word format; otherwise, I am unable to open the document. This may lead to a delay in grading the materials while you resubmit the assignment. A second occurrence will result in a “zero” for the assignment. This restriction means no WordPerfect, MS Works or other word processing programs are accepted.

### **Readings:**

So, the course will keep moving – the readings only can hint at what is out there in terms of literature. We will deal with both academic and policy literature but there are other sources in the news media that may be relevant to your analysis. We have only 14 weeks total to scratch the surface. A series of articles and monographs provides the framework and content within which we will work. There is no text assigned for this course.

### **Communicating within the Course**

In this class our official mode of communication outside class discussions is through email. For questions about specific class items or other information, you can contact me by email at [roger.handberg@ucf.edu](mailto:roger.handberg@ucf.edu). All communication between student and instructor and between student and student should be respectful and professional. You must also create and use a Knight's Email account at [www.knightsemail@ucf.edu](http://www.knightsemail@ucf.edu) [Links to an external site.](#) for separate official communications from the university. Under university policy, the instructor is

prohibited from communicating official information about student performance except through Knight's email (the email system is free).

## **Project Requirements including due dates:**

The topics to be researched here include the threat environment the United States confronts over the immediate future and the options that appear to exist going forward. The course assumes you are familiar with the structure of the U.S. government and the national security establishment. The submissions will be completed in three stages labeled First Cut, Second Cut, and Final Cut.

The **First Cut (due February 9th )** involves an analysis of the most critical national security threats confronting the US over the immediate future. You are to rank the specific threats in terms of severity of the challenge posed and then the probability of occurrence. Be aware that the Biden administration issued an immediate document in early 2021 but is presently structuring a new more comprehensive approach to US security globally. Your analysis will be a **minimum of 1500 words with at least ten references that you have read**. Your analysis must be detailed, succinct and to the point. You turn in the First Cut through the course website. You must use the referencing system employed by the **American Political Science Review** which you can Google (the guide appears in a number of locations). References can be a selection of documents, reports, academic articles and books, and relevant news items (few of these). This First Cut is where you identify general threats and begin the task of honing in on the important threats that must be addressed.

The **Second Cut (March 16th)** paper involves your assessment of U.S. capabilities in terms their applicability in dealing with the identified security threats. Remember the spectrum of potential threats is always broader than capabilities but states must make choices in how they will respond. This analysis should be informed by your initial analysis as to the actual threats. Do the threats and the capabilities match up or does the U.S. need to make major changes or increase in effort in order to deal with the environment you envisioned. The Second Cut will be a **minimum of 2000 words with at least 20 references germane to the analysis**.

The **Third Cut (April 26th)** builds upon the two previous analyses, you are to identify and analyze the most critical (1) national security threat the US faces over the next ten years. Your analysis must explain and justify your choice in terms of its credibility and likelihood. The second part of your analysis is to develop what the US strategic response should be to defeat or ameliorate this specific serious



threat. The document will be a **minimum of 2500 words with whatever references you feel support your analysis and recommendations. Late papers are graded down 10 percent a day.**

## Schedule

### Unit Topic:

January 10th - Course Introduction and Historical Context, Organizational Structure & Change – vertical and horizontal

January 25th - Changing Tools, Volunteer Military, Revolution in Military Affairs (RMA), Special Operations

February 8th - Complications: Failed States, Economic Challenges, Resource limitations,

February 22nd - Security Threats - Asia Pivot, Crimea, ISIS, and Instability

Spring Break

March 14th - Nonmilitary Threats & Vulnerabilities – urbanization and poverty globally

March 28th - Security Threats – Technology Driven, Weaponized Space, Cyber War, Ballistic Missiles

April 12th - Domestic Security Threats – Natural, Disease Vectors, Climate Change

### Course Summary:

Date	Details	Due
Mon Jan 17, 2022	Assignment <a href="#">Financial Aid Verification Assignment</a>	due by 11 am
Tue Jan 18, 2022	Assignment <a href="#">Unit 1: US in decline?</a>	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Mon Jan 24, 2022	Assignment <a href="#">Unit 1 article analysis</a>	due by 11pm
Mon Feb 7, 2022	Assignment <a href="#">Unit 2 article analysis</a>	due by 11pm
	Assignment <a href="#">Unit 2: Changing Tools, Revolution in Military Affairs</a>	due by 11pm
Wed Feb 9, 2022	Assignment <a href="#">First Cut</a>	due by 11pm
Wed Feb 16, 2022	Assignment <a href="#">Unit 3: Complications: Failed States, Economic Challenges, Resource Limitations</a>	due by 11pm
Mon Feb 21, 2022	Assignment <a href="#">Unit 3 Article analysis</a>	due by 11pm
Sat Mar 5, 2022	Assignment <a href="#">Unit 4 article analysis</a>	due by 11pm
	Assignment <a href="#">Unit 4, February 22nd - Security Threats - Asia Pivot, Crimea, ISIS and Instability</a>	due by 11pm
Wed Mar 16, 2022	Assignment <a href="#">Second Cut</a>	due by 11pm
Sun Mar 27, 2022	Assignment <a href="#">Unit 5 article analysis</a>	due by 11pm
	Assignment <a href="#">Unit 5, March 14th - Asymmetric Military Threats &amp; Vulnerabilities – Urbanization and poverty globally</a>	due by 11pm
Mon Apr 11, 2022	Assignment <a href="#">Unit 6 article analysis</a>	due by 11pm
	Assignment <a href="#">Unit 6: Security Threats - Technology driven, weaponized space, cyber war, ballistic missiles</a>	due by 11pm
Tue Apr 19, 2022	Assignment <a href="#">Third Cut</a>	due by 11pm
Sun Apr 24, 2022	Assignment <a href="#">Unit 7 article analysis</a>	due by 11pm
	Assignment <a href="#">Unit 7: Security Threats - Natural, Disease Vectors, Climate Change</a>	due by 11pm

# POS4284 -22Spring 0W61

## Judicial Process and Politics

[Roger Handberg](#)

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### Instructor Contact:

<b>Instructor</b>	Roger Handberg
<b>Office</b>	Phillips Hall 302
<b>Office Hours</b>	10:00-11:30 MTW email for information and questions, leave phone number so I can contact you since the School has removed our office phones
<b>Phone</b>	407-823-2608 to leave message if not through email
<b>Class E-mail outside Canvas</b>	<a href="mailto:roger.handberg@ucf.edu">roger.handberg@ucf.edu</a>

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### Course Overview:

Official Catalog Course Description: "Study of the formal and informal judicial process. Legal culture, bureaucratic model, judicial recruitment and outputs, comparative judicial behavior."

Within this course, students are introduced to the various groups, subcultures, organizations and processes found within the legal system along with its associated governmental and social structures. The analytic focus is upon the judge, the judicial process itself, and the factors that impinge upon both. Several theories and models of that decisional process will be presented along with some analysis of the extent to which court decisions are obeyed by those supposedly bound to obey the court's decision. The traditional view is that courts need not concern themselves with such questions as to whether actual compliance with court decisions occurs or not. Reality however is more complex where court decisions are often ignored or subverted into something very different from the court's original decision. Law is seen here as one of the several competing pressures upon participants before the court and the judges themselves. Participants are defined to include both legal

practitioners, individuals as plaintiffs, defendants, witnesses and jury members along with court staff including the judge. Judges work within work groups whose membership consists of the judge, court staff, attorneys in various roles plus outside participants such as parole and probation officers and the police. In fact, in some circumstances, the law may not be the major influence upon the process especially in the criminal justice area where informal processes often operate in ways that exclude the public in order to further institutional goals such as caseload management and public relations. Legal policy is contested both when the laws are written and later enforced. The results often are much different than the original intent of the law's creators. The discrepancy can be most obvious in criminal cases where the defendant receives little or no punishment across a variety of cases.

Court systems are politically created, their task is social control which means the question of what courts do and who becomes the judges remain controversial questions. Deciding what the best court system is has been a much debated question over the years. The question becomes one of balancing off the demands for public involvement in the courts and the need to preserve judicial independence. The difficulties of legal reform are explored using Florida as one example of that process. This state has been a major player in national judicial reform issues - a fact that caused some difficulty when the public abruptly rejected those efforts. For example, in November 2000, a proposed change in how Florida's state trial court judges are selected was rejected overwhelmingly by the Florida electorate. Later in 2001, the Republican led Florida legislature changed the process of judicial selection due to their anger concerning the Florida Supreme Court's role in the 2000 presidential election. Their changes gave greater power to the then governor, Jeb Bush, whose brother's election to the presidency in 2000 had been put in doubt by the Florida Supreme Court. Those participants left office but the enhanced power of the governor to influence which judges are selected remains unaffected. Reforms made to the legal system often have long life spans in terms of their impact. Judicial appointments can last long after the original accession to office. You see that in Governor DeSantis's appointments are completely reshaping the Florida Supreme Court. The new conservative justices are reversing precedents and expanding others in directions opposite that of the previous court.

The United States Supreme Court (USSC) will be examined in order to identify the exercise of justice discretion in making decisions and the possibilities for court leadership by the Chief Justice and other justices. In addition, much energy is expended on the important question of who should become a federal judge. Confirmation hearings have in some instances turned into public ordeals as interested parties clashed over the question of candidate qualifications and fitness

to serve. The reason for all this commotion is simple, Americans do believe it matters who becomes a federal judge. The USSC will be one vehicle through which social science and legal perspectives are used to explain why and on what basis justices (judges generally) make decisions. Finally, we will look at the law and the courts as mechanisms through which social and political change occurs. Courts do impact the development of the law and the trends inside the society but their influence is normally indirect and long term. The USSC appears posed this year to change major precedents including *Roe V. Wade* (1973), the abortion decision. <https://www.nytimes.com/2021/12/16/opinion/supreme-court-trump.html> (Links to an external site.)

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## Required Text:

- Robert A. Carp, Kenneth L. Manning, Lisa M. Holmes, and Robert Stidham - *Judicial Process in America* (11th ed). References as "text" in the modules when assigning readings from the text.

Assigned readings from the textbook are indicated in the Modules. Additional materials are linked to the class website for student review and study. Students are responsible for making sure they read all such assigned materials since all of those will be tested during the two examinations or three assignments. Be aware when modules open, so you need to read them even if no written assignment or discussion appears for that module. All materials can appear on the exams.

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## Course Grade Structure:

- Examinations:
    - 1<sup>st</sup> examination - 20%
    - 2<sup>nd</sup> examination - 20%
  - Module Assignments:
    - Assignment 1 - 20%
    - Assignment 2 - 20%
    - Assignment 3 - 20%
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## **Financial Aid Assignment:**

There is a Financial Aid Assignment that all students receiving financial aid must complete in a timely manner in order to verify their attendance in the course, go to the Assignments tab to locate that requirement. Failure to complete this assignment could lead to you being required to immediately repay loans or not receive your financial aid. This is a federal requirement being enforced at UCF through Financial Aid.

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## **Examinations:**

**No makeup examinations** are given except for the last examination. All students must take the last examination, no exceptions. Examinations may be a combination of short answer and essay. but are usually essay format. The exact mix may vary from examination to examination. Specific materials to be covered on a specific examination will be announced by the instructor through a class email prior to the examination date. Students are responsible for all materials including readings posted on the web site. Essay exams require writing in terms of sentences and paragraphs, not mere lists of concepts unexplained. Simply copying and posting materials from the course modules or other locations does not constitute an essay answer. Proper grammar and spelling is expected. You should consider such exams as practices for law school where essay exams are common and in addition in court often what a lawyer writes is what the judge considers. Many cases on appeal are effectively decided by the written briefs rather than a lawyer's eloquence or personality.

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## **Assignments:**

The assignments referenced above refer to assignments posted on the course website. These assignments involve reading materials and then answering in the form of short essays specific questions regarding courts and law. Assignment answers are uploaded as Word documents to the Assignment function of the course. **Late assignments are graded down a letter grade a day if late. Missed assignments will not be made up. This means the Assignment function will not be reopened to allow completing late assignments barring very unusual and**

**verifiable circumstances. Assignments must be in MS Word, minimum of 1200 words, and at least 5 references, no abstracts of your essay are allowed since that is simply padding your word count. Submission of assignments in other than Word is not allowed, the second time; you will receive a zero for the assignment. NOTE: Wikipedia is not an acceptable reference, if used, it will result in a failing grade (zero) for that assignment. Note all quotes must have a reference identifying where it came from, failure to do so can result in points reduction. Proper grammar and spelling is expected.**

Proper citation is important especially since I reserve the right to check on your cite as to its relevance and accuracy. In other words, do not list references you have not read. Be aware, I read all assignments and exams, not a graduate teaching assistant, this takes time so be patient while I am grading.

### **Formatting for Assignments, proposals and papers:**

Papers should be 10 or 12 point font, double space or 1.5 space between sentences. **Must provide page numbers in assignments.** Use APA format as described in UCF Library resources, do not provide an abstract: <https://guides.ucf.edu/apaLinks> [to an external site.](#)

All web references must include the website's URL and the date you accessed the website. Proper citation is important especially since I reserve the right to check on your cite as to relevance and accuracy. Do not list references you have not read.

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### **Course grading:**

Grades in this course will employ only standard letter grades, A, B, C, D, F, with no "minuses" or "pluses."

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### **Participation in Class Discussion Topics:**

Several Class Discussion Topics are posted for students to discuss issues related to the course. Constructive participation in such discussions can count as part of the student's participation portion of the course but not explicit points assigned. Such participation can make the difference between what grade the student receives.

Constructive refers to comments adding the discussion not tirades on some issue that the individual is emotional concerning and wishes to vent on others in the class.

***Golden Rule: Students are expected to be aware of the University Golden Rule especially those provisions related to plagiarism. If not, go to: UCF-5.015 Student Academic Behavior Standards for the appropriate passages, the entire document is accessible through the UCF website. Furthermore, the instructor reserves the right to submit assignments to Turnitin.com in cases of suspected plagiarism or other cheating.***

**N.B. The instructor reserves the right to amend this syllabus and course schedule due to changing circumstances and other problems that arise during the semester. Changes will be posted to the course website. The forums are linked to specific questions identified in the modules. Those announcements can include changes in the course requirements or other items of interest.**

## **Other applicable University Policies are listed below:**

### **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](#) [Links to an external site.](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.



5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#).”

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule \(Links to an external site.\)](#). 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, click [here \(Links to an external site.\)](#).

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

### **Campus Safety Statement informational purposes**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu)[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere,



consider viewing this [video \(Links to an external site.\)](#)

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or

near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.eduLinks to an external site.](#) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](#)

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policyLinks to an external site.](#)

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Turnitin.com may used if excessive cheating is suspected**

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of

web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> (Links to an external site.)

# **POS 4284 -22Spring 0W61**

## **Judicial Process & Politics**

### **Spring 2022**

### **Schedule/Syllabus**

<b>Module number</b>	<b>Module Name</b>	<b>Date Open</b>	<b>Date Close</b>	<b>Assignment</b>
<b>Module 0</b>	<b>Getting Started</b>	<b>January 10</b>	<b>January 26th by 11 pm</b>	<b>Complete items in Module 0 including posting web annotation and completing Introductory Assignment;</b>

<b>Financial Aid Verification</b>	<b>Financial Aid Verification</b>	<b>January 10th</b>	<b>January 10th at 11pm</b>	<b>complete Financial Aid Verification by January 10th, do not ignore may lead to financial aid issues. Complete even if past due date.</b>
<b>Module 1</b>	<b>Introduction</b>	<b>January 10th</b>	<b>January 18th at 11pm</b>	<b>Read assigned materials</b>
<b>Module 2</b>	<b>Repeat Players vs. One Shot Players</b>	<b>January 19th</b>	<b>January 27th at 11pm</b>	<b>Read assigned materials and respond to discussion group: Do Repeat Players Truly Dominate?</b>
<b>Assignment 1</b>	<b>Assignment 1</b>	<b>January 10th</b>	<b>February 12th by 11 pm</b>	<b>Turn Assignment 1 in through Assignments page</b>

<b>Module 3</b>	<b>Federal Courts</b>	<b>January 28th</b>	<b>February 11th by 11 pm</b>	<b>Complete assigned readings</b>
<b>Module 4</b>	<b>State Courts</b>	<b>February 12th</b>	<b>February 27th at 11 pm</b>	<b>Complete assigned readings</b>
<b>First Exam</b>	<b>Exam 1</b>	<b>February 27th</b>	<b>March 2nd by 11 pm</b>	<b>Complete exam on line</b>
<b>Module 5</b>	<b>Supreme Court Nominations</b>	<b>March 3rd</b>	<b>March 21st by 11 pm</b>	<b>Complete readings and work on Assignment 2</b>
<b>Spring Break</b>		<b>March 6</b>	<b>March 13th</b>	<b>Be safe, have a good holiday</b>
<b>Assignment 2</b>	<b>Assignment 2</b>	<b>February 11th</b>	<b>March 21st by 11 pm</b>	<b>Turned in through Assignments tab</b>

<b>Module 6</b>	<b>Legal Profession</b>	<b>March 22nd</b>	<b>March 29th by 11 pm</b>	<b>Complete assigned readings and respond to discussion group: "Individuals should be able to have anyone defend them in court, not just lawyers?"</b>
<b>Module 7</b>	<b>Lobbying the Courts</b>	<b>March 30th</b>	<b>April 7th by 11 pm</b>	<b>Complete assigned readings</b>
<b>Module 8</b>	<b>Judicial Power</b>	<b>April 8th</b>	<b>April 18th by 11 pm</b>	<b>complete Assignment 3</b>
<b>Assignment 3</b>	<b>Assignment</b>	<b>March 22nd</b>	<b>April 9th at 11pm</b>	<b>Assignment 3 turned in through Assignments tab</b>

<b>Module 9</b>	<b>Judicial Policy Making: Success or Failure</b>	<b>April 18th</b>	<b>April 25th by 11 pm</b>	<b>Complete readings and respond to discussion group: "An imperial judiciary is a great danger to American democracy?"</b>
<b>2<sup>nd</sup> Exam</b>	<b>Exam 2</b>	<b>April 26th</b>	<b>April 29th by 11 pm</b>	<b>Complete exam on line</b>

## Course Summary:

<b>Date</b>	<b>Details</b>	<b>Due</b>
Mon Jan 17, 2022	Assignment <a href="#">Financial Aid Verification</a>	due by 11pm
Wed Jan 26, 2022	Assignment <a href="#">Introductory Assignment</a>	due by 11pm
Sat Feb 12, 2022	Assignment <a href="#">Assignment 1</a>	due by 11pm
Wed Mar 2, 2022	Assignment <a href="#">First Examination</a>	due by 11pm
Mon Mar 21, 2022	Assignment <a href="#">Assignment 2</a>	due by 11pm
Sat Apr 9, 2022	Assignment <a href="#">Assignment 3</a>	due by 11pm
Mon Apr 25, 2022	Assignment <a href="#">Second Examination</a>	due by 11pm



**Political Science 2041.0012: American National Government**  
**University of Central Florida**  
**Spring 2022**  
**Instructor: John Hanley**  
**Syllabus**

Class Meetings: Monday/Wednesday/Friday 10:30-11:20, Classroom Building 1, O307  
Office Hours: (Zoom until further notice) M 1:30-3:30 W 1:30-4:30 F 1:30-2:30; or appt.  
Email via webcourses

Overview

This is a survey course is designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies. The course proceeds in four major sections: first, we will situate the institutions of American government in the context of their creation and understand the objectives of the Founders and the tradeoffs inherent in institutional design. Second, we will observe and evaluate the performance of governmental institutions. Third, we will examine the relationships between government and individuals, groups, and corporate entities. Finally, we will consider American public policy.

Throughout the course, we will learn to assess and decipher information in a world full of conflicting sources and to employ social sciences models to produce knowledge. **(Interpretation and Evaluation Objective)** We will then consider how to synthesize what we have learned, as it might be conveyed to political practitioners (in the form of strategy or analysis) as well as to the general public (in the form of advocacy or civic education). Our study of the backgrounds and beliefs of citizens and political elites will assist us in tailoring our writing to the requirements and preferences of audiences. **(Communication Objective)**

Prerequisites, Co-requisites, other enrollment requirements

None.

Student Learning Outcomes

1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Students will develop and demonstrate an understanding of the United States Constitution and its application.
3. Students will develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Students will develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

Validation and Grading

The maximum points available for assignments will be as follows:

Intro and Closing Quizzes	10	Midterms (2)	200 (100per)
Short Assignments (6)	150(30per, 1drop)	Final	140

*Total: 500 points*

I reserve the right to award students up to 10 bonus points at the end of the semester for participation during class.

Late short assignments will be deducted 2 points (out of 30) for each day late or portion thereof. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam.

The midterms and final will consist of multiple-choice questions.

The plus/minus system will be used in calculating final grades.

A > 466	B+ > 433	C+ > 384	D > 300
A- > 450	B > 417	C > 367	F < 301
	B- > 400	C- > 351	

### Text

Glen Krutz and Sylvie Waskiewicz. OpenStax American Government, American Government. OpenStax CNX. July 19, 2021 <https://openstax.org/details/books/american-government-3e>

This is a free, open-source, online textbook. There are links through the OpenStax website to obtain a print copy should you wish (approximate cost \$38).

There are other readings, all of which will be available through webcourses. Textbook readings should be done before the applicable lecture. Whether you do the other readings before or after lecture is up to you. All readings mentioned in lecture are fair game for examinations.

### Additional Policies

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

In accordance with state requirement, there will be regular opportunities to engage in “political discussions and civil debates.” I will signal these opportunities during class.

For at least the first few weeks, I will make available a Zoom link for students who are unable to attend class due to coronavirus or a suspected case thereof. The Zoom accommodation is intended *only* for COVID and certain other medical and University-excused absences that may occur. I reserve the right to disallow access to persons without a valid excuse, and to discontinue the Zooms altogether should health conditions permit.

### 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://academicintegrity.org/>

*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 come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have 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/zgrade>. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

### Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### Unauthorized Use of Class Notes

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 notetaking 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 notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) 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.

## **Schedule of Material**

*Part I. Introduction and the Constitution. In recent years, the meaning of the Constitution has taken on increased relevance in political debates. We will study the problems which the Constitution was created to address, the struggles to reach agreement and achieve ratification, obvious and lurking defects in the document, and its legacy today.*

Monday, January 10 Introduction – Logistics, what is politics and what we hope to gain by studying it.

Readings:

Textbook, Chapter 1

Robert Dahl, “What is Politics”

1/12-14 Early America and the Constitution – How did our system of government come into being? We will look at the principal debates from the Constitutional convention and the explanations made in *The Federalist*; and we will look at what the Framers missed.

Textbook, Chapter 2

James Madison, Federalist 10 & 51– *the language in these will take some time to digest.*

January 17 NO CLASS (MLK, Jr. Day)

1/19-24 Federalism – does “limited government” mean one with narrow powers, strictly enumerated; or with specific limits on broad powers? How has the operation of federalism changed over time?

Textbook, Chapter 3

*Part II. The Elected Branches and the Electoral System. We examine the Framers’ work in Articles I-III, the development of these institutions over time, how they appeal to the public, and how they are influenced by it.*

1/26-2/2 Congress (Article I) – Introduction to the legislative branch, and how it has changed over time. The mechanics of legislating, starting with how a bill becomes a law. Who ends up in Congress, and what motivates them.

Textbook, Chapter 11

Jay Newton-Small, “The Last Politicians” *Time*, October 28, 2013.

2/4-11 President and “the Presidential Branch” (Article II) – emergence of the President as a national leader despite limited institutional power; advisors and Cabinet as policymakers

Textbook, Chapter 12

2/14-18 Bureaucracy – growth of the executive branch over time; expertise, institutional loyalty and problems for democratic accountability; Congress’s attempts to re-gain influence.

Textbook, Chapter 15

## **FIRST MIDTERM EXAM, 2/16**

2/21-28 Judiciary (Article III) – the “least dangerous branch” is today the most respected branch of government. Introduction to the federal court system and the Supreme Court; the genius of *Marbury v. Madison*; the Court’s struggles with legitimacy in the 19th and 20th centuries.

Textbook, Chapter 13

Antonin Scalia. 2005. “Constitutional Interpretation the Old Fashioned Way.”

*Part III. The Supporting Cast. Having set up the operations and interactions at the core of American democracy, we move to consider four institutions which greatly affect outcomes and which themselves frequently become the subject of debate and political struggle.*

3/2-3/14      Political Parties – Parties are important for linking elected officials and the public, organizing activity in the legislature, and structuring competition among aspiring politicians. The Founders tried—and failed—to prevent them. Here, we’ll look at the emergence of American political parties and their importance to Presidential nominations.

Textbook, Chapter 9

SPRING BREAK, 3/7-3/11

3/16-3/25      Public Opinion – In a republic, public opinion plays a critical role in what governmental institutions do. We will look at how public opinion is measured, and what it is like.

Textbook, Chapter 6

SECOND MIDTERM, 3/28

3/30-4/4      Campaigns and Elections – At first glance, political campaigns appear to respond very effectively to popular demands. However, specific choices of electoral institutions—in the US, plurality voting, primary elections, and private financing of campaigns—shape the political landscape.

Textbook, Chapter 11

4/6-4/11      Interest Groups (Associations, lobbies, unions, and PACs) – the “seamier” side of political organizations, the “special interests.” We will talk about how the U.S. political system facilitates interest group activity, theories about why groups form, and the history of campaign financing.

Textbook, Chapter 10

4/13-4/18      The Media – Political actors frequently complain about “media bias,” but what basis is there to believe that journalists affect what people think? What drives changes in how we receive news?

Textbook, Chapter 8

Pew. “Newspapers Fact Sheet.” June 1, 2017. <http://www.journalism.org/fact-sheet/newspapers/>

4/20-4/25      Public Policy and Current Challenges – Who wants what? Are they likely to get it? When? How? Where do you fit into the picture?

Textbook, Chapter 16

FINAL EXAM, Monday May 2 10am-12:50pm

**Political Science 3424.0001: Congress and the Legislative Process**  
**University of Central Florida**  
**Spring 2022**  
**Instructor: John Hanley**  
**Syllabus v. 1.0**

Class Meetings: MWF, 12:30-1:20 PM, Rm O110 Nicholson School.  
Office Hours: (Zoom until further notice) M 1:30-3:30 W 1:30-4:30 F 1:30-2:30; or appt.  
Email via webcourses

**COURSE OVERVIEW**

Examination of the Congress as an institution undergoing dynamic change; emphasis upon recruitment of legislators, institutional and informal rules, the committee system, legislative procedures. (*UCF Course Catalog*)

This course is a comprehensive survey of the contemporary U.S. Congress. We begin by analyzing the design of Congress, congressional elections, the connections between elections and governance, and how members of Congress represent their states and districts. We then turn to the organization of Congress, focusing on the interplay between political parties and congressional committees. We will take stock of the changes in the operation of the House and Senate, especially problems associated with extended debate in the Senate. We will then analyze the legislative process, congressional budgeting, interest group influence, and the interaction between the Congress and the White House. The place of Congress in the U.S. separation of powers system will be a theme throughout the course.

Class sessions will include both lecture and discussion. It is important that you keep up with the assigned reading in order to understand the lectures and participate in class discussions. Political science scholarship will help us to interpret and explain current congressional politics, so you should follow current events involving Congress. We will often begin class with a discussion of “what’s happening in Congress.” I recommend reading a good daily news source such as *The New York Times* or *Washington Post* and subscribing to a daily newsletter such as *Roll Call*’s “Latest Headlines” or *Politico*’s “Huddle.”

Prerequisites, Co-requisites, other enrollment requirements  
None.

Student Learning Outcomes

1. Understand and become conversant in the concepts, theories, institutions, programs that comprise and describe Congress.
2. Critically assess alternatives in institutional and policy design through thoughtful use of empirical data. *Especially*: (1) conceptualize and develop measurement strategies to describe and test hypotheses about social phenomena; (2) develop causal explanations for the operation of American politics in a manner that facilitates the understanding of other political systems.
3. Identify the appropriate venues and strategies for pressing claims in the

political system. *Especially*: predict and explain the behavior of political actors with reference to their interests and environment.

## **COURSE TEXT**

Available at the campus bookstore and online booksellers:

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2020. *Congress and Its Members*. 18th ed. Washington, DC: CQ Press. ISBN 978-1071836859  
You may prefer to purchase a used copy of a recent edition—this will likely suffice for the purposes of the course, but you are responsible for any and all deviations from the 18th edition.

There are also additional readings, which will be made available in pdf on webcourses.

## **GRADED ASSIGNMENTS**

The following will make up your course grade:

- Syllabus quiz (2%)
- Three short assignments (30% total)
- Two midterm exams (30% total)
- Final exam (25%)
- Class attendance and participation (13%)

*Attendance and participation*: Students are responsible for generating a record of thoughtful participation. Showing up and talking will raise your grade. Habitual non-attendance or spending every class looking at a phone will lower it.

For at least the first few weeks, I will make available a Zoom link for students who are unable to attend class due to coronavirus or a suspected case thereof. The Zoom accommodation is intended *only* for COVID and certain other medical and University-excused absences that may occur. I reserve the right to disallow access to persons without a valid excuse, and to discontinue the Zooms altogether should health conditions permit.

Written Assignments will be submitted via a Turnitin submission tool on webcourses. Late assignments will be deducted one third of a letter grade for each day late or portion thereof.

The midterms and final will consist of short answer and/or essay questions. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam. This deduction may be raised to 50 percent if a student fails to reply promptly to emails about an exam delinquency, or otherwise obstructs scheduling of the makeup.

## **COURSE POLICIES**

If you wish to have an assignment re-assessed due to a possible grading error, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only upon evidence of extenuating circumstances, religious holidays, or participation in approved university activities.

#### 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.

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- 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/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) 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.

#### **A SAMPLE OF ONLINE RESOURCES**

U.S. House of Representatives <http://www.house.gov>

U.S. Senate <http://www.senate.gov>

Library of Congress <http://www.loc.gov>

THOMAS – Legislative Information <http://thomas.loc.gov>

<http://thomas.loc.gov/home/legbranch/legbranch.html>

Congressional Research Service reports:

[http://www.rules.house.gov/archives/crs\\_reports.htm](http://www.rules.house.gov/archives/crs_reports.htm)

Federal Election Commission <http://www.fec.gov>

C-SPAN <http://www.cspan.org>

<http://www.c-span.org/resources/congress.asp>

*CQ Weekly Report* <http://library.cqpress.com/cqweekly/> (through UCF library)

**News Coverage:**

*New York Times*: <http://www.nytimes.com>

*Washington Post*: <http://www.washingtonpost.com>

**Party Organizations:**

DSCC: <http://www.dsc.org/>

NRSC: <http://www.nrsc.org/>

DCCC: <http://www.democraticaction.org/>

NRCC: <http://nrcc.org/>

**Campaign Finance:**

FEC: <http://www.fec.gov/>

Open Secrets: <http://www.opensecrets.org/>

Campaign Finance Institute: <http://www.cfinst.org/>

Political Money Line: <http://politicalmoneyline.com/>

Brookings Institution: [http://www.brookings.edu/gs/cf/cf\\_hp.htm](http://www.brookings.edu/gs/cf/cf_hp.htm)

## **I. Organizational Meeting and Constitutional Background**

January 10: Course introduction

- Complete the exercise at <http://www.crfb.org/debtfixer/>
- Weisman, Jonathan. "Congress Ends 'Horrible Year' With Divisions as Bitter as Ever." *New York Times*, December 18, 2021.  
<https://www.nytimes.com/2021/12/18/us/politics/congress-gridlock-democracy.html>
- Hounshell, Blake, and Leah Askarinam. "A Frazzled America Staggers Into 2022." *New York Times*, January 3, 2022.  
<https://www.nytimes.com/2022/01/03/us/politics/midterm-elections-coronavirus.html>

January 12-14: The Constitution and Representation

- Herbert J. Storing, ed. *The Anti-Federalist*. Letter from the Federal Farmer to the Republican, #7; and Melancton Smith address, pp. 338-47. [P]
- Federalist papers 10, 35, 57 [P]
- Davidson et al., Chapter 1.

Monday 1/17 – NO CLASS – Martin Luther King, Jr., Day

1/19-21: The Constitution and Separation of Powers

- Constitution of the United States (Article 1; Article 2, sec. 1-3) [P]
- Davidson et al., Chapter 2

- Federalist papers 47 and 51. [P]

## II. Congressional Elections and Representation

1/21-1/26: Representation and The Logic(s) of Congressional Elections

- Charles Stewart, *Analyzing Congress*, New York: Norton, 2001, pp. 3-14. [P]
- Richard Fenno. *Home Style: Members in Their Districts*, pp. 136-169.
- David Mayhew, *The Electoral Connection* (excerpts published in *The American Congress Reader*, edited by Steven Smith and Jason Roberts). [P]

1/28-2/2: Recruitment, Incumbency, and Campaign Finance

- Davidson et al., Chapter 3, pp. 57-66.
- Ryan Grim and Sabrina Siddiqui, “Call Time For Congress Shows How Fundraising Dominates Bleak Work Life,” *Huffington Post*, January 8, 2013. [P]
- Dan Merica, “‘We have got a problem here’: Low morale and redistricting hand Democrats a growing retirement issue.” *CNN*, December 21, 2021.  
<https://www.cnn.com/2021/12/20/politics/house-democrats-retirements-2022/index.html>

### SHORT ASSIGNMENT 1 DUE 2/4 at 11:59pm

2/4-2/11: Reapportionment and Redistricting

- Davidson et al., pp. 39-57.
- Alan Abramowitz, et. al., “Don’t Blame Redistricting for Uncompetitive Elections,” *PS: Political Science and Politics*, 2006: 87-90. [P]
- *Washington Post* redistricting tracker:  
[https://www.washingtonpost.com/politics/interactive/redistricting-tracker-map/?itid=sf\\_politics\\_subnav](https://www.washingtonpost.com/politics/interactive/redistricting-tracker-map/?itid=sf_politics_subnav)

2/14-16: Representation: Race, Class, and Gender

- Michele Swers. 2002. *The Difference Women Make: The Policy Impact of Women in Congress*. Chicago: University of Chicago Press. Pp. 32-56. [P]
- Jane Mansbridge. “Should Blacks Represent Blacks and Women Represent Women?” *Journal of Politics*, 1999, pp. 628-657. [P]

### FIRST MIDTERM 2/18

2/21-23: Interpreting Congressional Elections

- Davidson et al., Chapter 4.
- Gary Jacobson, “Referendum: The 2006 Midterm Congressional Elections,” *Political Science Quarterly*, Spring 2007, pp. 1-24. [P]

## III. Congressional Organization: Parties and Committees

2/25-28: The Spatial Theory of Voting and Polarization

- Charles Stewart, *Analyzing Congress*, New York: Norton, 2001, REVIEW: pp. 3-14 and READ: 257-67. [P]
- Nolan McCarty, Keith Poole, and Howard Rosenthal, *Polarized America: The Dance of Ideology and Unequal Riches*. MIT Press, 2006, pp. 15-34. [P]

3/2-4: Party Leadership in Congress

- Davidson et al., Chapter 6.

**SPRING BREAK MARCH 7-11**

3/14: The Revival of Party Government

- John H. Aldrich and David W. Rohde, “The Logic of Conditional Party Government: Revisiting the Electoral Connection,” *Congress Reconsidered*, 7th edition, 2001, pp. 269-92. [P]
- Tim Alberta, “John Boehner Unchained” *Politico*, October 27, 2017 [P]

3/16-3/18: Polarization and the “Dysfunctional” Senate

- Davidson et al., Chapter 8.
- Barbara Sinclair. “Senate Parties and Party Leadership, 1960-2010,” in *The U.S. Senate: From Deliberation to Dysfunction*, ed. By Burdett A. Loomis, pp. 85-109. [P]
- Sarah Binder. “Through the Looking Glass, Darkly: What Has Become of the Senate?” *Forum*, December 2011. [P]
- Huder, Joshua. 2017. “The Housification of the Upper Chamber.” *Legbranch.com*. <http://www.legbranch.com/theblog/2017/12/21/the-housification-of-the-upper-chamber-the-115th-senate-is-basically-unrecognizable>

**SHORT ASSIGNMENT 2 DUE 3/18 at 11:59pm**

3/21-3/23: The Committee System

- Davidson et al., chapter 7.
- John H. Aldrich and David W. Rohde, “Congressional Committees in a Continuing Partisan Era,” in Dodd and Oppenheimer, *Congress Reconsidered*, 9th ed., pp. 217-40. [P]
- Don Wolfensberger. “Weak Committees Empower the Partisans.” *Roll Call*, November 8, 2011. [P]

**IV. Congress and Policy-making**

3/25: The Budget Process and Domestic Policy-Making

- Davidson et al., Chapter 14.
- Jackie Calmes and Jennifer Steinhauer, “As Sides Dig In, Panel on Deficit Has an Uphill Fight,” *New York Times*, September 25, 2011. [P]
- Michael Tanner, “Aren’t Republicans Supposed to Care About the Deficit?” *National Review*, November 1, 2017. [P]

## 3/28 MIDTERM #2

3/30-4/1: Legislating Together (and Apart): Congress and the President

- Davidson et al., chapter 10.
- Sarah A. Binder. "Elections and Congress's Governing Capacity," *Extensions*, Fall 2005. [P]

4/4-4/8: Congress and Foreign Policy

- Louis Fisher, *The Politics of Shared Power*, Texas A&M Press, 1998, chapter 6. [P]
- William G. Howell and Jon C. Pevehouse, "When Congress Stops Wars," *Foreign Affairs*, September / October 2007. [P]
- Louis Fisher and Ryan Hendrickson, "Congress at War," *Foreign Affairs*, May-June 2008 (Letter to editor in response to Howell and Pevehouse). [P]

4/11-4/13: Congress and the Bureaucracy

- Davidson et al., Chapter 11.
- Thomas E. Mann and Norman J. Ornstein, *The Broken Branch: How Congress is Failing America and How to Get it Back on Track*. Oxford University Press, 2006, Ch. 5, pp. 141-162. [P]

4/15-4/18: The Role of Organized Interests

- Davidson et al., Chapter 13.
- Richard L. Hall and Frank W. Wayman, "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees," in *The American Congress Reader*, Steven S. Smith, Jason M. Roberts, and Ryan J. Vander Wielen, eds., pp. 401-13. [P]

## SHORT ASSIGNMENT #3 DUE 4/15 at 11:59pm

4/20: The State of Congress: Evaluations and Reflections

- Davidson et al., Chapter 16.
- John R. Hibbing and Christopher Larimer, "The American Public's View of Congress," *The Forum*, vol. 6, July 2008. [P]
- David Mayhew, "Actions in the Public Sphere," in Sarah Binder and Paul Quirk, eds., *The Legislative Branch*, Oxford: Oxford University Press, 2005. [P]

4/22: To Be Announced

4/25: Exam review

Exam

Friday, April 29, from 10am-12:50pm

**Political Science 4603.0W60: Con Law I**  
**University of Central Florida**  
**Spring 2022**  
**Instructor: John Hanley**  
v. 1.0

**Logistics**

Class Meetings: online

Office Hours: (Zoom until further notice) M 1:30-3:30 W 1:30-4:30 F 1:30-2:30; or appt.

Email via webcourses

**Overview**

America's system of government arises mainly from a set of institutional negotiations concluded at Philadelphia in the summer and early fall of 1787. Just as it did not slowly take shape over hundreds of years, neither was it the product of ethnic or linguistic nationalism, nor an invention of legal scholars, international organizations, or a foreign conqueror. As a result, Americans seek political guidance and national meaning from an 18th century document whose text has been lightly revised in the succeeding 226 years. To a greater extent than in probably any other country, the American constitution *matters* and its interpretation is the subject of vigorous debate. But the Constitution of 1787 failed, and it is not the Constitution we live under today. How do we balance the meanings and purposes of the Constitution of yore against those of the amendments and current-day society? How can we determine what the Constitution's answer is to a specific question, or even whether the Constitution provides an answer in the first place? Who gets to make these determinations? Who must follow them?

**Equipment**

David M. O'Brien and Gordon Silverstein, *Constitutional Law and Politics, vol. I: Struggles for Power and Governmental Accountability*, 11th ed. (W.W. Norton, 2020). ISBN: 978-0393696721. *CLaP* has a big sticker price (\$105 retail on Amazon), but it is the only text you need to buy. When it arrives, take the text in your hands and welcome it into your life. This is the beginning of a beautiful friendship.

**Learning Outcomes**

Students shall:

- (1) Analyze and assess judicial opinions and case outcomes, judicial philosophies and political and socio-economic theories more generally. Critical thinking will be engaged both *deductively*--identifying shortcomings in stated theories as well as *inductively*--organizing perspectives into coherent systems of belief.

*To be more analytically rigorous, and become citizens who understand and recognize institutional and philosophical constraints on the Court.*

- (2) Increase their substantive understanding of American politics and political history, consistent with the centrality of the Constitution to American political culture and institutions.

*To facilitate careers in government as well as further study in political science and law.*

- (3) Practice written communication skills.

*To advocate for ourselves and others, and to effectively present information.*

## **Validation**

Grades will be based on weekly quizzes, review exercises, discussion posts, and a final exam. These will be weighted as follows:

• Module quizzes	50
• Review Exercises	15
• Group Discussions	15
• Final Exam	<u>20</u>
	100 %

Grades will be awarded as follows:

A $\geq 93\frac{1}{3}\%$	C+ $\geq 76\frac{2}{3}$
A- $\geq 90$	C $\geq 73\frac{1}{3}$
B+ $\geq 86\frac{2}{3}$	C- $\geq 70$
B $\geq 83\frac{1}{3}$	D $\geq 60$
B- $\geq 80$	F $< 60$

### *Quizzes (50%)*

Each module will include a quiz. The quiz will require you to understand and be familiar with the cases in the module as well as how they fit together and illustrate political debates and solutions.

*Review Exercises (15%)* Each numbered module contains two graded review exercises, such as crossword puzzles, matching games, etc. Your lowest two module review exercise scores will be dropped.

*Group Discussions (15%)* - Each numbered module includes a small group discussion of a constitutional problem or issue. Each student will be assigned to a small group of 6-7 students. Your lowest small group discussion score will be dropped.

### *Final Exam (20%)*

The final examination will be composed of multiple choice, true/false, and short answer questions. It will be cumulative.

## **Late Work**

Completing all your work by the specified due dates is important to your success in this class. Late work will be penalized. Your score on late work will be reduced 10% per day late.

## **Course Policies**

If you wish to have an assignment re-assessed due to a possible **grading error**, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

## 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://academicintegrity.org/>

*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 come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have 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/zgrade>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

## Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## Unauthorized Use of Class Notes

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 notetaking 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 notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.



### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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.

### 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.

### Schedule of Material

Week/ Module	Completion Date	Topic
1	1/24	Introduction & Judicial Review
2	1/31	How the federal judiciary works
3	2/7	Methods of constitutional interpretation
4	2/14	Congress & Commerce I
5	2/21	Commerce II
6	2/28	Regulating States and Taxation
7	3/14	The President in Foreign Policy
Spring Break – No Class		
8	3/21	Emergency Powers
9	3/28	Appointment, Privilege, and Immunity
10	4/4	Appointment and Removal
11	4/11	Representation & Voting Rights
12	4/18	Campaigns & Elections
13	4/25	States – commerce and contracts
Final Due 4/30 at 6pm		

**Political Science 6427.0001: Congress and the Legislative Process (Graduate)**  
**University of Central Florida**  
**Spring 2022**  
**Instructor: John Hanley**  
**Syllabus v. 1.0**

Class Meetings: MWF, 12:30-1:20 PM, Room 305G, Howard Phillips Hall.  
Office Hours: (Zoom until further notice) M 1:30-3:30 W 1:30-4:30 F 1:30-2:30; or appt.  
Email via webcourses

### **COURSE OVERVIEW**

Examination of Congress as a dynamic institution with emphasis on general legislative procedures, legislator recruitment, institutional rules, legislative norms, and the committee system. (*UCF Course Catalog*)

This course is a comprehensive survey of the contemporary U.S. Congress. We begin by analyzing the design of Congress, congressional elections, the connections between elections and governance, and how members of Congress represent their states and districts. We then turn to the organization of Congress, focusing on the interplay between political parties and congressional committees. We will take stock of the changes in the operation of the House and Senate, especially problems associated with extended debate in the Senate. We will then analyze the legislative process, congressional budgeting, interest group influence, and the interaction between the Congress and the White House. The place of Congress in the U.S. separation of powers system will be a theme throughout the course.

Class sessions will include both lecture and discussion. It is important that you keep up with the assigned reading in order to understand the lectures and participate in class discussions. Political science scholarship will help us to interpret and explain current congressional politics, so you should follow current events involving Congress. We will often begin class with a discussion of “what’s happening in Congress.” I recommend reading a good daily news source such as *The New York Times* or *Washington Post* and subscribing to a daily newsletter such as *Roll Call*’s “Latest Headlines” or *Politico*’s “Huddle.”

### Prerequisites, Co-requisites, other enrollment requirements

Graduate standing or consent of the instructor.

### Student Learning Outcomes

1. Understand and become conversant in the concepts, theories, institutions, programs that comprise and describe Congress.
2. Critically assess alternatives in institutional and policy design through thoughtful use of empirical data. *Especially*: (1) conceptualize and develop measurement strategies to describe and test hypotheses about social phenomena; (2) develop causal explanations for the operation of American politics in a manner that facilitates the understanding of other political systems.
3. Identify the appropriate venues and strategies for pressing claims in the political system. *Especially*: predict and explain the behavior of political actors with reference to their

interests and environment.

### **COURSE TEXT**

Available at the campus bookstore and online booksellers:

Jacobson, Gary C. and Jamie L. Carson. *The Politics of Congressional Elections*. 10<sup>th</sup> Ed. Lanham, Maryland: Rowman & Littlefield, 2019. ISBN 978-1538123416

Mayhew, David R. 2004. *Congress: The Electoral Connection*. 2<sup>nd</sup> Ed. New Haven: Yale University Press. ISBN 9780300105872

Oleszek, Walter J., et al. *Congressional Procedures and the Policy Process*. 11<sup>th</sup> Ed. Washington: CQ Press. ISBN 9781506367491

You may prefer to substitute a used copy of another edition.

There are also additional readings, which will be made available in pdf on webcourses.

### **GRADED ASSIGNMENTS**

*Discussion:* Class discussions are very important to the course. They provide us the opportunity to ask questions, make comparisons, examine assumptions, talk about ideas, evaluate methods, question evidence, make and defend arguments, and, most importantly, learn from each other. Students are responsible for generating a record of thoughtful participation. Showing up and talking will raise your grade. Habitual non-attendance or spending every class looking at a phone will lower it.

*Short Essays.* To facilitate the discussions and help you engage the material, you will write 6 short thought papers on an issue raised by that week's readings. These should be submitted via Webcourses 24 hours before the scheduled class. You can choose which weeks to write these, but you must write 2 by February 23. The essays should take one of the following forms:

- Identify some empirical limitation or shortcoming of a study and perhaps make some practical suggestion(s) for how it could be improved.
- Develop a counter-argument to a theoretical claim made by one or more authors in that week's readings.
- Identify an important, researchable issue or question that is not addressed in that week's readings; discuss the issue's importance; and speculate briefly about how it might be studied.
- Critically examine an important concept used by one or more authors in that week's readings.

*Final Paper.* As the final requirement of the course, students must complete one of following two options by 11:59pm on April 22. This paper should be 15-20 pages.

- A review of how the study and operations of one sector of the American political system has changed since publication of the "foundational" works read for class. How should our teaching and study of this sector change in wake of these changes?
- Pose a research question and set out a framework for answering it, including a review of the pertinent literature and a scheme for conducting the research.

Your grade will be calculated 1/4 discussion, 1/4 essays, 1/2 final paper. I will use plus and minus grades on the standard 4.0 scale, and each +/- will count as 1/3 of a grade-point.

For at least the first few weeks, I will make available a Zoom link for students who are unable to attend class due to coronavirus or a suspected case thereof. The Zoom accommodation is intended *only* for COVID and certain other medical and University-excused absences that may occur. I reserve the right to disallow access to persons without a valid excuse, and to discontinue the Zooms altogether should health conditions permit.

The midterms and final will consist of short answer and/or essay questions. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam. This deduction may be raised to 50 percent if a student fails to reply promptly to emails about an exam delinquency, or otherwise obstructs scheduling of the makeup.

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### Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) 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.

### A SAMPLE OF ONLINE RESOURCES

U.S. House of Representatives <http://www.house.gov>

U.S. Senate <http://www.senate.gov>

Library of Congress <http://www.loc.gov>

THOMAS – Legislative Information <http://thomas.loc.gov>

<http://thomas.loc.gov/home/legbranch/legbranch.html>

Congressional Research Service reports: [http://www.rules.house.gov/archives/crs\\_reports.htm](http://www.rules.house.gov/archives/crs_reports.htm)

Federal Election Commission <http://www.fec.gov>

C-SPAN <http://www.cspan.org>

<http://www.c-span.org/resources/congress.asp>

*CQ Weekly Report* <http://library.cqpress.com/cqweekly/> (through UCF library)

#### News Coverage:

*New York Times*: <http://www.nytimes.com>

*Washington Post*: <http://www.washingtonpost.com>

#### Party Organizations:

DSCC: <http://www.dsc.org/>

NRSC: <http://www.nrsc.org/>

DCCC: <http://www.democraticaction.org/>

NRCC: <http://nrcc.org/>

#### Campaign Finance:

FEC: <http://www.fec.gov/>

Open Secrets: <http://www.opensecrets.org/>

Campaign Finance Institute: <http://www.cfinst.org/>

Political Money Line: <http://politicalmoneyline.com/>

Brookings Institution: [http://www.brookings.edu/gs/cf/cf\\_hp.htm](http://www.brookings.edu/gs/cf/cf_hp.htm)

### 1/13/22      **Week 1: Intro**

Fiorina, Morris P. 2011. "Reflections on the Study of Congress 1969-2009." in *The Oxford Handbook of the American Congress*, eds. George C. Edwards et al.

### 1/20      **Week 2: Origins**

Herbert J. Storing, ed. *The Anti-Federalist*. Letter from the Federal Farmer to the Republican, #7; and Melancton Smith address, pp. 338-47. [P]

*The Federalist*. 10, 35, 57 [P]

Young, James Sterling. 1966. *The Washington Community: 1800-1828*. New York: Columbia University Press. (pp. 41-64)

**1/27                    Week 3: Representation**

Fenno, Richard. 1978. *Home Style: House Members in their Districts*. New York: Scott, Foresman, and Co. (excerpts)

Miller, Warren E. and Donald E. Stokes. 1963. "Constituency Influence in Congress," *APSR* 57 (1): 45-56.

Fox, Richard. L. and Jennifer Lawless, "To Run or Not to Run for Office: Explaining Nascent Political Ambition," *American Journal of Political Science* (July 2005): 642-659.

**2/2                    Week 4: The Member and Incumbency**

Mayhew, *Congress: the Electoral Connection* (pp. 1-77).

Kingdon, John. 1977. "Models of Legislative Voting," *Journal of Politics* 39:563-595.

Canes-Wrone, Brandice, et al. 2002. "Out of Step, Out of Office: Electoral Accountability and House Members' Voting." *APSR* 96(1): 127-140

**2/9                    Week 5: Elections**

Jacobson and Carson, *The Politics of Congressional Elections*.

**2/16                    Week 6: Studying Member Voting**

Oleszek et al., Chapters 5 (House Floor Procedure) and 7 (Senate Floor Procedure)

Charles Stewart, *Analyzing Congress*, New York: Norton, 2001, pp. 3-14 and 257-67. [P]

Nolan McCarty, Keith Poole, and Howard Rosenthal, *Polarized America: The Dance of Ideology and Unequal Riches*. MIT Press, 2006, pp. 15-34. [P]

**2/23                    Week 7: Leadership**

Oleszek et al., Chapters 4 (Scheduling Legislation in the House) and 6 (Scheduling Legislation in the Senate)

Cooper, Joseph, and David W. Brady, "Institutional context and leadership style: The House from Cannon to Rayburn," *American Political Science Review* 75 (2, 1981): 411-425.

Polsby, Nelson W. 2004. *How Congress Evolves*. (selections)

**3/2                    Week 8: The Committee System**

Mayhew, *Congress: the Electoral Connection*, pp. 78-end.

Krehbiel, Keith. 1992. *Information and Legislative Organization*. Michigan UP. Chapter 1 – Introduction (22 pages)

David Rohde, “Parties and Committees in the House,” in Shepsle and Weingast, eds. *Positive Theories of Congressional Institutions*. Ann Arbor: University of Michigan Press. 1995.

Oleszek et al, Chapter 3.

**3/9                    NO CLASS, SPRING BREAK**

**3/16                  Week 9: The Party System**

Krehbiel, Keith. 1993. “Where’s the Party,” *British Journal of Political Science* 23:235-66.

Cox, Gary W., and Mathew D. McCubbins. 2005. *Setting the Agenda: Responsible Party Government in the U.S. House of Representatives*. Cambridge University Press. (selections)

Lee, Frances E. “Legislative Parties in an Era of Alternating Majorities,” in *Governing in a Polarized Age: Elections, Parties and Political Representation in America*, Alan S. Gerber and Eric Schickler, eds (New York: Cambridge University Press, 2016), 115-142.

**3/23                  Week 10: Policy-making**

Oleszek et al., Chapters 1, 2 and 8.

Kingdon, John W. 1993. *Agendas, Alternatives, and Public Policies*. (excerpts)

Downs, Anthony. Up and down with Environmentalism.

**3/30                  Week 11: Interest Groups**

Bauer, Raymond A., Ithiel de Sola Pool, and Lewis A. Dexter. 1963. *American Business and Public Policy: the Politics of Foreign Trade*. (selections)

Wright, John R. 1990. “Contributions, Lobbying, and Committee Voting in the U.S. House of Representatives.” *American Political Science Review*.

Hall, Richard L. and Alan V. Deardorff. 2006. “Lobbying as Legislative Subsidy.” *American Political Science Review*.

**4/7                    Week 12: Discussion of student papers**



**4/14            Week 13: The President and Divided Government**

Mayhew, David R.. 1990. *Divided We Govern*. (selections)

Binder, Sarah. "The Dynamics of Legislative Gridlock, 1947-96." *APSR*, 93: 519-533.

Brady, David W. and Craig Volden. *Revolving Gridlock*. (selections)

Wildavsky, Aaron, "The Two Presidencies," *Transaction* 4 (December 1966): 7-14.

**4/21            Week 14: Congress and the Bureaucracy**

Oleszek et al., Chapter 9.

McCubbins, Mathew D., and Thomas Schwartz. 1984. Congressional Oversight Overlooked: Police Patrol Versus Fire Alarm. *AJPS* 28 (1):165-77.

Aberbach, Joel. 2002. "What Happened to the Watchful Eye?" *Congress and the Presidency* 29(1): 3-23.

Kernell, Samuel and Michael McDonald. 1999. "Congress and America's Political Development: The Transformation of the Post Office from Patronage to Service." *AJPS* 43:792-811.

**Syllabus**  
**POS 3424: Congress and the Legislative Process**  
**Spring 2022**

**Instructor Contact**

<b>Instructor</b>	Nathan Ilderton
<b>Office</b>	305A Howard Philips Hall
<b>Office Hours</b>	1:00pm-4:00pm Monday; 10:00am-1:00pm Wednesday During office hours I will be available in the course chat room. Face to face walk-ins in my office are welcome during these times. No appointment necessary during office hours. Zoom meetings are available upon request.
<b>Phone</b>	407-823-2608
<b>E-mail</b>	Please contact me via the email function within webcourses for all class related emails. Click my profile under people and select send message. If webcourses is down you can reach me via my University email: <a href="mailto:Nathan.Ilderton@ucf.edu">Nathan.Ilderton@ucf.edu</a> .

**Course Information**

<b>Course Name</b>	Congress and the Legislative Process
<b>Course ID &amp; Section</b>	POS 3424 Section W60
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Location</b>	Online

**Course Description**

This course is an examination of the politics of the United States Congress. During the semester we will examine the election of members of Congress, the legislative process, and the place of Congress in the broader context of the American government and democracy. This will mean exploring the rules, norms, individuals, and historical events that have shaped the Congress. We will also discuss the development of the modern Congress and where it is heading in future.

Prerequisite: POS 2041 or consent of the instructor.

## **Course Objectives**

This course will equip you not only to describe how Congress operates, but analyze why it operates in the manner it does. Students will become familiar with the theories posited by political scientists to explain congressional process and evaluate the rigor of these theories. At the end of the course, students will be better able to understand and analyze political outcomes within Congress and in the American political system in general.

## **Required Text**

- Roger H. Davidson, Walter J. Oleszek, Francis E. Lee, and Eric Schickler. *Congress and Its Members*, 17<sup>th</sup> edition (Sage/CQ Press)

## **Course Requirements**

The course is divided into three, four-week segments. During these periods, five modules will be available. You will be required in each period to complete four quizzes, participate in one discussion, and complete one writing assignment. These assignments will be due the fourth week of each period. During the week following each section an exam will open for you to complete. The second section of the course will be five weeks. Modules will generally open on the Tuesday of the first week. Assignments must be completed by 11:59pm the Monday after the week they are due.

## **Missed Assignments/Make-Ups/Extra Credit**

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will be unable to complete a module on time please inform me prior to the closing time. If you cannot inform me ahead of time, please inform me within one business day of the closing of the module either via phone or email. Date and time of makeup modules will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup modules at my discretion.

## **Evaluation and Grading**

Each module will consist of reading and lecture materials you will be required to read or watch. Four of five modules in each segment of the class has a quiz associated with it. Quizzes consist of true/false and multiple choice questions. True/false and multiple choice questions will be worth one point each. Your quiz grade will be computed by dividing the total points earned during the semester by the total points available. Quizzes are listed under the quizzes tab on the course menu. Quizzes are due the Sunday of the second week of each segment.

Each two week segment of the class will include one discussion question in which you will be asked to interact with your classmates. Each discussion contribution will be graded on a 10 point scale based on the accuracy of the answer to the question posed and the quality of the interaction with fellow students. These are listed under the discussions tab of the course menu. Discussions are due the Sunday of the second week of each segment.

Each two week segment of the class will include a 500 word writing assignment. These will be assignments that require you to find or examine materials related to Congress on the web and respond to them. These assignments will be graded on a 100 point scale. These will be listed under the

assignments tab on the course menu. These assignments substitute for quizzes in Modules 4, 8, and 11, and will be due after the second week of each segment.

During the week following each segment of the class, an exam will be available which you are required to complete. Exams consist of five short answer questions from the material covered in the segment. The second and third exams are **not** cumulative. Exam questions should be answered in one or two paragraphs each. Answers should be original (i.e. **not** cut and pasted from course modules or the text). Exams will open at midnight on the Tuesday of the week after each segment and close on the following Monday at 11:59 pm (see course schedule). The third exam will close at 11:59pm on the last day of the semester (Tuesday, May 3rd). Exams will be listed under the quizzes tab.

Once you begin a quiz, discussion, or writing assignment there is no time limit for it to be completed. **There is a 60 minute time limit for the completion of exams. Also, be aware that you only get one attempt to complete a quiz or exam, i.e. once you start a quiz or exam you must complete it.**

Assignments will be weighted in the following manner for calculating the final grade.

Assignment	Percentage of Grade
Quizzes	20
Writing Assignments	10
Discussions	10
Exam 1	20
Exam 2	20
Exam 3	20
Total	100

Final grades will be awarded according to the following scale.

Letter Grade	Points
A	93.5 - 100
A-	89.5 - 93.4
B+	86.5 - 89.4
B	83.5 - 86.4
B-	79.5 - 83.4

C+	76.5 - 79.4
C	73.5 - 76.4
C-	69.5 - 73.4
D+	66.5 - 69.4
D	63.5 - 66.4
D-	59.5 - 63.4
F	59.4 or below

Final grades are just that, final. I will not reconsider them except in a case where I made a computational error in calculating them (I have taught for many years and have yet to miscalculate a final grade).

**Please do not email or call me asking for a grade change for another reason (including requesting extra credit), it will not happen.**

### **Student Engagement and Financial Aid**

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [syllabus quiz](#) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

The syllabus quiz is a five question multiple choice quiz and can be found under the "Quizzes" tab. The only purpose of the syllabus quiz is to satisfy the financial aid requirement for this class. It will not be included in the calculation of your final grade.

### **UCF Creed**

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

#### **Integrity**

I will practice and defend academic and personal honesty.

#### **Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

#### **Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

#### **Creativity**

I will use my talents to enrich the human experience.

## **Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

## **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site.>](https://scai.sdes.ucf.edu/student-rules-of-conduct/Links%20to%20an%20external%20site.>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* [https://goldenrule.sdes.ucf.edu/Links to an external site.>](https://goldenrule.sdes.ucf.edu/Links%20to%20an%20external%20site.>). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student

organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/Links to an external site.>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus Safety Statement**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu/Links to an external site.>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Make-up Assignments for Authorized University Events**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more

information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>Links to an external site.>

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance.

For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>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**

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

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal



reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links 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/AEDlocations-UCF>[Links 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.edu](http://my.ucf.edu)[Links 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 about how to manage an active shooter situation on campus or elsewhere. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an external](#)



[site.](#)

### **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.

### **COVID-19 Statement**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I

will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings.

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Course Schedule

Weeks	Topic	Readings	Assignments	Open Date	Due Date
Part I*	Module 1: Introduction, Origins and Development of Congress	Congress and Its Members Ch. 1-2	Module 1 Quiz	January 10th	February 7th
	Module 2: The Electoral Connection		Module 2 Quiz Electoral Connection Discussion	January 10th	February 7th
	Module 3: Congressional Elections: Context and Candidates	C&M Ch. 3	Module 3 Quiz	January 10th	February 7th
	Module 4: Congressional Elections: Campaigns	C&M Ch. 4, pgs. 69-85	Campaign Ads Writing Assignment	January 10th	February 7th
	Module 5: Congressional Elections: Voters and National Politics	C&M Ch. 4, pgs. 85-104	Module 5 Quiz	January 10th	February 7th
	<b>Exam 1</b>			February 8th	February 14th
Part II	Module 6: Representation and an Introduction to Lawmaking	C&M Ch. 5	Module 6 Quiz	February 15th	March 21st
	Module 7: Parties	C&M Ch. 6	Module 7 Quiz	February 15th	March 21st
	Module 8: Committees	C&M Ch.7	Committees Writing Assignment	February 15th	March 21st
	Module 9: Rules, Norms, and Procedures	C&M Ch.8	Module 9 Quiz House and Senate Procedures Discussion	February 15th	March 21st
	Module 10: Roll Call Voting	C&M Ch.9	Module 10 Quiz	February 15th	March 21st
	<b>Exam 2</b>			March 22nd	March 28th
Part III	Module 11: Congress and the President	C&M Ch. 10	Presidential Rhetoric Writing Assignment	March 29th	April 25th
	Module 12: Congress and the Bureaucracy	C&M Ch. 11	Module 12 Quiz	March 29th	April 25th
	Module 13: Congress and the Judiciary	C&M Ch. 12	Module 13 Quiz	March 29th	April 25th
	Module 14: Congress and Organized Interests	C&M Ch. 13	Module 14 Quiz	March 29th	April 25th

			Congress and Organized Interests Discussion		
	Module 15: Congress and the Policy Process	C&M Ch. 14, 15	Module 15 Quiz	March 29th	April 25th
	<b>Exam 3</b>			April 26th	April 3rd

**Schedule**

Modules assignments and exams open at midnight on the open date and close at 11:59pm on the close date.

**Note:** All dates and times are subject to change by Dr. Ilderton. Be informed and routinely check the Schedule and Class Email or Announcements for any changes or updates.

\*Syllabus quiz for financial aid purposes due by end of 1st week of class or as soon as possible after adding the class.

**Syllabus**  
**POS 3703: Scope and Methods of Political Science**  
**Spring 2022**

**Instructor Contact**

<b>Instructor</b>	Nathan Ilderton
<b>Office</b>	305A Howard Philips Hall
<b>Office Hours</b>	1:00pm-4:00pm Monday; 10:00am-1:00pm Wednesday  During office hours I will be available in the course chat room. Face to face walk-ins in my office are welcome during these times. No appointment necessary during office hours. Zoom meetings are available upon request.
<b>Phone</b>	407-823-2608
<b>E-mail</b>	Please contact me via the email function within webcourses for all class related emails. Click my profile under people and select send message. If webcourses is down you can reach me via my University email: <a href="mailto:Nathan.Ilderton@ucf.edu">Nathan.Ilderton@ucf.edu</a> .

**Course Information**

<b>Course Name</b>	Scope and Methods of Political Science
<b>Course ID &amp; Section</b>	POS 3703 Section W60
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Location</b>	Online

**Course Description**

This course is an introduction to research methods used in political science. We will examine the use of the scientific method in the study of politics. This includes examining the measurement of concepts, research design, and hypothesis formation. We will also several techniques used to test hypotheses in political science. This will include a study of comparisons, significance tests, and an introduction to the OLS regression models.

Prerequisite: POS 2041 or consent of the instructor.

### **Course Objectives**

The objective of this course is to teach students to apply objective scientific analysis to political problems. Students will also learn to understand and critically evaluate statistical analyses they will encounter in their future course work, research, and everyday consumption of political information.

### **Required Text**

- Phillip H. Pollock III and Barry Edwards, *The Essentials of Political Analysis*, 6th edition. (Sage/CQ Press).
- Phillip H. Pollock III and Barry Edwards, *An IBM SPSS Companion to Political Analysis*, 6th edition. (Sage/CQ Press).

It is critical that you purchase the correct editions. Part of your grade will be to complete exercises found in these books, and the exercises change between editions.

### **Course Requirements**

The course is divided into six two week segments. During these periods a module with two lectures will be available.\* You will be required in each period to complete two exercises, typically a SPSS assignment. Between modules three and four a midterm exam will be available for a week. After module six you will be given one week to complete the paper assignment and a week in which you must complete the final exam. Modules will typically open on Tuesdays and close on Mondays at 11:59 pm. Module 4 is open during Spring Break and will therefore be available for three weeks. The final exam will close on the final day of the semester (Tuesday, May 3rd).

\*Module 6 will contain one lecture and one assignment.

### **Missed Assignments/Make-Ups/Extra Credit**

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will be unable to complete a module on time please inform me prior to the closing time. If you cannot inform me ahead of time, please inform me within one business day of the closing of the module either via phone or email. Date and time of makeup modules will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup modules at my discretion.

### **Evaluation and Grading**

Each module will consist of two lectures with reading and lecture materials you will be required to read or watch. Accompanying each module will be two exercises, each corresponding to one of the lectures. There will be a total of 10 of these exercises (the syllabus quiz attached to lecture one does not count

toward the final grade). Most of the exercises will utilize the *SPSS Companion* book and the IBM SPSS statistical program. Instructions on accessing this program and the datasets can be found on the ["Getting Started with SPSS"](#) page. These exercises will be submitted via the quizzes link where portions of assigned exercises will be replicated for ease of submission. You will be limited to 30 minutes to submit these assignments. You should complete the exercise assigned in the workbook before opening the assignment online and submitting the necessary information. A few assignments will use the questions at the end of a chapter of the *Essentials of Political Analysis* book. These questions will be replicated in the quiz function as well. Exercises will be worth twenty points each. Your two exercises with the lowest percentage grade will be dropped.

A Note on Assignments: The computer will automatically grade most of the questions you submit. However, each assignment includes open ended questions that must be graded manually. Therefore, if you receive a grade immediately after submitting an assignment, it is only a partial grade (and is typically lower than your final grade for the assignment). I will make every effort to grade assignments within one week of the submission deadline.

Following module six you will have one week free of other assignments to finish the course paper. This will be a critique of a political science research article. The details of the paper assignment are available [here](#). I encourage you to choose an article and begin work on the paper early in the course.

There will be a midterm exam and a final exam. The midterm will be available for a week following module three, the final will be available for a week following the submission deadline for the paper. Exams will consist of multiple choice and short answer questions. Because of the nature of the material in this course, the final will include concepts covered by the midterm exam, though its focus will be on material from the second half of the course. The midterm exam is due February 28th. The final exam is due May 3rd (the last day of the semester).

**There is a two hour time limit for the completion of exams. Also, be aware that you only get one attempt to complete an exercise or exam, i.e. once you start an exercise or exam you must complete it.**

Assignments will be weighted in the following manner for calculating the final grade.

Assignment	Percentage of Grade
Exercises	25
Paper	25
Exam 1	25
Exam 2	25
Total	100

Final grades will be awarded according to the following scale.

Letter Grade	Points
A	93.5 - 100
A-	89.5 - 93.4
B+	86.5 - 89.4
B	83.5 - 86.4
B-	79.5 - 83.4
C+	76.5 - 79.4
C	73.5 - 76.4
C-	69.5 - 73.4
D+	66.5 - 69.4
D	63.5 - 66.4
D-	59.5 - 63.4
F	59.4 or below

Final grades are just that, final. I will not reconsider them except in a case where I made a computational error in calculating them (I have taught for many years and have yet to miscalculate a final grade).

**Please do not email or call me asking for a grade change for another reason (including requesting extra credit), it will not happen.**

### **Student Engagement and Financial Aid**

Faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [syllabus quiz](#) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

The syllabus quiz is a five question multiple choice quiz and can be found under the "Quizzes" tab. The only purpose of the syllabus quiz is to satisfy the financial aid requirement for this class. It will not be included in the calculation of your final grade.

### **UCF Creed**

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

### **Integrity**

I will practice and defend academic and personal honesty.



**Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**

I will use my talents to enrich the human experience.

**Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

**Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site](https://scai.sdes.ucf.edu/student-rules-of-conduct/Links%20to%20an%20external%20site). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* [https://goldenrule.sdes.ucf.edu/Links to an external site](https://goldenrule.sdes.ucf.edu/Links%20to%20an%20external%20site). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for

violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/Links to an external site.>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus Safety Statement**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu/Links to an external site.>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Make-up Assignments for Authorized University Events**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>Links to an external site.>

### **Religious Observances**

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

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the

written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)Links 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/AEDlocations-UCF>Links 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.edu](http://my.ucf.edu)Links 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 about how to manage an active shooter situation on campus or elsewhere. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an external](#)



[site.](#)

### **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.

### **COVID-19 Statement**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#). Masks are required in approved clinical or health care settings.

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Schedule

Modules assignments and exams open at midnight on the open date and close at 11:59pm on the close date.

Module	Lecture	Topic	Reading	Exercise	Open Date	Due Date
Module 1	Lecture 1	Thinking About Politics Scientifically	Essentials, Introduction	Syllabus Quiz*	January 10th	January 24th
Module 1	Lecture 2	Measuring Variables	Essentials, Ch. 1 and 2	Exercise 1: Companion Chapter 1, pg 19-20 Exercises 1, 2 Chapter 2, pg.39-43 Exercises 3, 5, 6	January 10th	January 24th
Module 2	Lecture 3	Theories and Hypotheses	Essentials, Ch. 3, pg. 72-85	Exercise 2: Companion, Chapter 3, pg 67-9 Exercises 1, 2, 3, 4	January 25th	February 7th
Module 2	Lecture 4	Making Comparisons	Essentials, Ch. 3, pg. 85-98	Exercise 3: Companion, Chapter 4, pg. 87-91 Exercises 2, 4, 5	January 25th	February 7th
Module 3	Lecture 5	Research Design	Essentials, Ch. 4	Exercise 4: Essentials, Chapter 4, pg 128-9 Exercises 2, 4, 7	February 8th	February 21st
Module 3	Lecture 6	Control Variables	Essentials, Ch. 5	Exercise 5: Companion, Chapter 5, pg 115-21. Exercises 1 and 5	February 8th	February 21st
		<b>Midterm Exam</b>			<b>February 22nd</b>	<b>February 28th</b>
Module 4	Lecture 7	Statistical Inference	Essentials, Ch. 6	Exercise 6: Essentials, Chapter 6, pg. 196-7 Exercises 1, 4, 7	March 1st	March 21st

Module 4	Lecture 8	Tests of Significance	Essentials, Ch 7	Exercise 7: Companion, Chapter 6, pg. 141-2 Exercises 2, 3	March 1st	March 21st
Module 5	Lecture 9	Measures of Association and Correlation	Essentials Ch. 7 and Ch. 8, pg. 240-4	Exercise 8: Companion, Chapter 7, pg. 163-6 Exercises 1, 3	March 22nd	April 4th
Module 5	Lecture 10	Bivariate Regression	Essentials Ch. 8, pg. 245-57	Exercise 9: Companion, Chapter 8, pg. 185-6 Exercises 1, 2	March 22nd	April 4th
Module 6	Lecture 11	Multiple Regression	Essentials Ch. 8, pg. 257-72	Exercise 10: Companion, Chapter 8, pg. 187-8 Exercise 5 Chapter 9, pg. 208-10 Exercises 2, 3	April 5th	April 18th
		<b>Paper</b>			<b>April 19th</b>	<b>April 25th</b>
		<b>Exam 2</b>			<b>April 26th</b>	<b>May 3rd</b>

**Note:** All dates and times are subject to change by Dr. Ilderton. Be informed and routinely check the Schedule and Class Email or Announcements for any changes or updates.

\*Syllabus quiz for financial aid purposes due by end of 1st week of class or as soon as possible after adding the class. Syllabus quiz will not count toward assignment grade or final course grade.

## Syllabus

### POS 4961: Exit Course

#### Instructor Contact

- Instructor: Nathan Ilderton
- Office: Howard Phillips Hall 305A ([Where's This?Links to an external site.](#))
- Office Hours: 1:00-4:00 Mondays and 10:00-1:00 Wednesdays
- Virtual appointments available by appointment.
- Phone: 407-823-2608
- E-mail: nathan.ilderton@ucf.edu

#### Course Information

- Course Name: Exit Course
- Course ID & Section: POS 4961-001
- Zero Hour Credit Webcourse
- Semester/Year: Spring 2022
- Web Only Course

#### Course Description

This is a class for students graduating with degrees in Political Science and International & Global Studies. This webcourse helps students complete the Exit Exam and also provides students resources related to graduation.

The Department of Political Science requires all Political Science and International and Global Studies majors to take an Exit Exam during the semester they graduate. The Exit Exam is a standardized test that measures substantive knowledge. The Department uses data from the exit exam to assess its majors and continuously improve the services it provides UCF students.

This is not meant to be a difficult or time-consuming class. It is graded pass-fail. We have compiled material to address topic particularly useful to graduating seniors so it should be very useful to you. The course is organized in a series of modules. You must complete all modules and certify your webcourse completion in the final module to pass this class. You are also required to complete the SPSIA Field Exam to pass this class.

- Module 1. [Start Here](#)
- Module 2. Graduating from UCF
- Module 3. Resume Basics
- Module 4. Job Search Resources
- Module 5. Applying to Law School
- Module 6. Applying to Graduate School



- Module 7. Departmental Exit Surveys
- Module 8. SPSIA Exit Exam
- Certification of Webcourse Completion

You will unlock Modules 2-8 once you complete the "Start Here" Module. You can complete the numbered modules in any order you want, but must complete all of them to complete this webcourse. You can complete most modules by viewing their contents, but Modules 7 and 8 require you to submit a survey and exit exam, respectively. After you complete all numbered modules, you should certify your course completion.

### [START HERE MODULE](#)

#### **Course Objectives**

- Identify resources for successful post-graduation plans,
- Fulfill exit exam requirements, and
- Collect data for program assessment purposes.

#### **Required Texts and Supplemental Readings**

- None (all resources are available as webcourse pages or external links)

#### **Course Requirements**

Your final grade is based on following component:

- **Completion of the SPSIA Political Science Field Exam or SPSIA International and Global Studies Field Exam** (depending on your major).
- **Certification of Course Completion** (you cannot certify your course completion until you've completed prerequisite assignments)

#### **Missed Assignments/Make-Ups/Extra Credit**

None.

#### **Late Work**

None.

#### **Grading Scale**

Satisfactory / Unsatisfactory

Any missing assignments are treated as 0 scores for the purposes of calculating final course grades.

#### **Grades of "Incomplete"**

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### **Group Work Policy**

There are no group projects in this class. You are welcome to discuss course material with other students, but you are responsible for your own work.

### **Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#)[Links to an external site.](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Professionalism Policy**

Follow university policy and basic rules of etiquette. You must behave appropriately in all your class interactions.

### **University Writing Center**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, [visit the UWC website](#)[Links to an external site.](#), stop by MOD 608, or call 407.823.2197.

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing Center. You can [schedule an online consultation](#)[Links to an external site.](#) with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

### **Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be

registered with [Student Accessibility Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **Emergency Procedures and Campus Safety**

Students are encouraged to be aware of their surroundings and familiar with actions to take in various types of emergencies. For more information, [see Faculty Center for Teaching and Learning Statement on Emergency Procedures and Campus Safety](#)[Links to an external site.](#).

### **Accommodations for 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 the instructor to discuss your circumstances.

### **Religious Observances**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). See [current schedule of major religious holidays](#)[Links to an external site.](#). For additional information, contact the [Office of Diversity Initiatives](#)[Links to an external site.](#) at 407-823-6479.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Financial Aid Requirement**

As of Fall, 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please **complete the Evidence of Academic Engagement Quiz by the end of the first week of classes or as soon as possible after adding the course**. Failure to do so may result in a delay in the disbursement of your financial aid.

### **COVID-19 Statement**

#### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>[Links to an external site.](#)

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#)[Links to an external site.](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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> ([Links to an external site.](#)))

Students should contact their instructor(s) as soon as possible if they miss class 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### Assignments

Fri Jan 14, 2022      [Evidence of Academic Engagement Quiz](#)      due by 11:59pm

Tue May 3, 2022      [Certify Your Webcourse Completion](#)      due by 11:59pm

[Graduating IGS Majors Exit Survey](#)      due by 11:59pm

[Graduating Political Science Majors Exit Survey](#)      due by 11:59pm

[SPSIA International and Global Studies Exit Exam](#)      due by 11:59pm

[SPSIA Political Science Exit Exam](#)      due by 11:59pm

# INR 4912 Directed Independent Research

## Spring 2022 Syllabus-Kayla Stanley

### Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III
Office	102A Howard Philips Hall
Office Hours	by appointment
E-mail	<a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a>

### Course Information

Course Name	Directed Independent Research
Course ID & Section	INR 4912
Credit Hours	1 credit hour
Semester/Year	Spring 2022
Class meeting time & location	By appointment via Zoom or phone

### Course Description

The student will work to summarize and review a book relating to the partisan politics and American foreign policy during the Cold War.

### Course Objectives

- Objective One: gain competency in the relevant literature and concepts,
- Objective Two: develop research skills pertaining to summarizing material, and
- Objective Three: develop communication writing skills via submitted two written summaries.

## Course Materials

Colin Dueck. 2010. *Hard Line: The Republican Party and U.S. foreign policy since World War II*. Princeton: Princeton University Press.

## Course Requirements and Grade Table

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Assignments</b>	<b>% of Final Grade</b>	<b>Assignment Scores*</b>	<b>Component Score = column B x column C</b>	<b>Due Date</b>
Syllabus Quiz	0			First week of the semester
Written Summary 1 (Introduction-Chapter 5)	50			March 21, 2022 at 11:59 PM
Written Summary 2 (Chapter 6-Conclusion)	50			April 25, 2022 at 11:59 PM
Total	100%		<b>Add each of your component scores to get your anticipated final grade</b>	

\* Add grades for each type of assignment and divide by the number of grades for this task, except for discussion post grades which should be added.

## Grading Scale

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points

B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Academic Assignments

**Research summaries:** The student will read the assigned book and write two summaries of at least 7 pages each covering the first and second half of the book with respect to the guidance offered by the course instructor. Fundamentally important to this assignment is historical understanding, attention to detail and careful notetaking, including notation with regards to page numbers on which material was included in the original text, and the ability to adequately summarize scholarly material.

Please use the Chicago citation style and 1-inch margins, double-spacing with 12-point font. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment. This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing (grammar, punctuation, syntax, etc.)	30%
Clarity and historical accuracy	15%
Discussion of central research concepts regarding periods when either Republican or Democratic politicians were 1) more supportive than the other of firm militarized action toward other countries or 2) more likely to be supported by nationalist, hyper-pro-American supporters.	20%
Proper documentation and citation	20%
Organization of paper	15%
	<hr/> 100%

Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. For example, I deduct one point for missing words or marks of punctuation, two points for sentence fragments or run-on sentences and five



points for each failure to appropriately cite sources. Thus, you should take steps to minimize those kinds of flaws in your writing, including becoming familiar with Chicago style. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities.

## Academic Honesty

**Do not cheat** as this clearly violates the [UCF Golden Rule Student Handbook](#) and violates several aspects of the UCF Creed. Unless otherwise specified by the instructor (such as on team quizzes), your work must be your own. Cheating can come in different forms, including plagiarism. Plagiarism in its most blatant form is when writers use other people's words or ideas and do not give them credit. Do not copy or use papers or sections of papers from the web or other sources without proper attribution.

Please use Chicago's style for your bibliographies. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. Particular assignments on which unambiguous cheating occurs will be penalized with an F (0 points).

## Academic Support Services

[Student Academic Resource Center \(SARC\)](#) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

[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.

**Disability Statement:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), Student Resource Center Room 132, phone (407)

823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**University Writing Center:** 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 dates 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. The main location is in Colbourn 105 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>. 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.

### Course Schedule

Assignments	Due
Course Participation Quiz	As soon as possible.
Meetings	We will meet 4 times during the semester to discuss the student's progress.
Annotated Bibliography	March 21 and April 25 at 11:59 PM

**Important Note:** 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 during the first week of classes. Failure to do so could result in a zero for the assignment and a delay in the disbursement of any financial aid (this is a new UCF policy and beyond my control). To do this task, go to the myUCF portal (<https://my.ucf.edu>)

**Missed or late assignment policy or religious holidays:** Missed assignments will be penalized 5% per day unless a valid and compelling explanation is offered. The student should inform me about the need to reschedule meetings due to religious observances within 2 weeks so such accommodations can be made.

**Other important Dates:**

<b>Event</b>	<b>Dates</b>
Drop/ Add deadline	January 14, at 11:59 P.M.
Withdrawal deadline	Wednesday, March 25 at 11:59 P.M.

PUP 3204H Sustainability

Instructor: Professor Peter Jacques, Ph.D. (Links to an external site.)

Office Hours: M/W 2-3:30 pm via zoom (email me for a appointment in office hours)

HPH 302

407-823-2608

Peter.Jacques@ucf.edu (urgent issues)

Coursemail for all normal issues

I normally will try to respond to email within 24 hours during the work week; I may not check email on the weekend.

I try to have assignments graded within a week of submission, but sometimes it simply takes longer, so please be patient.

The kind of feedback you will receive will be through rubrics, text comments, and sometimes I will mark up you document with comments so be sure to look at the original document.

Course Information

Course number

Prerequisite(s) or Corequisite(s): ENC 1102or Junior standing.

#19930

Course Description

Environmental politics through the lens of “sustainability.” Attention devoted to the relationships of culture, economics, and ecology.

Course Objectives

Students will compare historical and theoretical social causes of environmental problems and threats to global civilization. Students will sharpen reflexive cognitive abilities, as well as practice public speaking and writing skills.

Required Reading

Limits To Growth, the 30 year update, Donella Meadows et al

Oryx and Crake, Margaret Atwood

Subscription to The New York Times. Call via 800-369-2834, ask for a student rate for the semester or get them free on campus or read them at any library.

Recommended:

Not required but it may help: Sustainability: The Basics (2nd Ed). I wrote this book in relation to how I teach this class, so much of the material we work on in the modules are also explained in this primer.

### Course Rationale

General approach: We will approach the concerns of sustainability through case study and comparison. You be asked to read a lot, write, and present cases you research on your own.

Case Development: 40% of course grade. Each case will be developed the same way to allow comparison. The case studies will be built on several assignments and you will choose one case of a sustainability problem or solution. 1) an annotated bibliography, 2) an outline, 3) a 2500-3000 word paper (the case), 4) class presentation. The case also must have at least one kind of data from original sources, such as newspaper articles systematically collected and analyzed or data from government organizations like the EPA. If you submit the essay to Pegasus Review: UCF Undergraduate Research Journal, you will receive 25 EC points (max 50 for the whole term).

Each case must have the following (100 points):

Intro and explanation of the problem and the question you are raising.

Brief explanation of past research on the case.

Explanation of methodology.

Geography and history—explain the ecological context of the actual place and the historical changes over a limited time span.

Political economy—this requires an explanation of how the economy is structured along with political conditions that allow/permit the economic structure.

What are the rules? Explain the regulatory environment of the case.

Discussion and conclusion of the social causes of the problem/solution investigated

### Annotated Bibliography (200 points)

An annotated bibliography is a listing of sources with their full citation and an explanation of the source's contribution and relevance. The purpose of annotated bibliographies is to help you organize your thoughts about what your sources are telling you and how you can use these thoughts into your own narrative as reasoned support. You may not use this course's textbooks or articles for credit in this assignment; though, using them as sources in your final paper is acceptable so long as they are in addition to these minimum requirements below.

You are required to 15 sources, 5 of which need to be peer reviewed journal articles and 2 of which need to be articles or chapters that explain how to do case studies.

Use the exact format below in your bibliography:

Entry #1: Peer Reviewed Journal Article? Yes

Goodland, Robert. 1995. "The Concept of Sustainability," *Annual Review of Ecology and Systematics*, 26, 1-24.

Main point: Goodland distinguishes various kinds of sustainability, provides a history of sustainability, draws out the conceptual differences between growth and development, placed sustainability within political development, provides the systematic requirements for ecological sustainability, and lays out causes of un-sustainability. Goodland's discussion restricts the expansive meaning of the term "sustainability" in order to bring more specific meaning to discussion and thinking about sustainability. Goodland specifically focuses environmental sustainability, and follows much of Daly's work on this point regarding equilibrium economics, where expansive and exponential growth cannot occur infinitely in a finite ecological biosphere.

Relates to my research because: Goodland provides a framework for understanding sustainability, which allows me to compare concepts, rationality, and assumptions of competing notions of sustainability. Goodland's framework assumes that sustainability is not essentially contested, but concrete; if humans violate the basic demands of his framework, collapse is the result. Unlike other authors, Goodland specifically focuses on environmental, not economic or other social concerns, in his framework. Thus, Goodland provides an example of a thinker who believes sustainability provides hard limits that have some Malthusian implications.

This means that: I will be able to define and frame the terms and limits of sustainability using Goodland's work on the matter, and will be able to counter the idea that the term "sustainability" is without meaning or is too vague to have importance or serve as a guiding principle. I will also be able to counter-pose this position to social constructivist schools and compare the ways in which the assumptions and theoretical approaches result in different normative demands for human-led ecological systems.

Outline (50 points)

Your outline should explain your case and the sections of the paper. You need to describe data you will use and why, and it should have a methodology section that explains your process for the case study that cites papers that explain how to do case studies.

## Presentation (50 points)

You will present your research to the class, taking a maximum of 10 minutes. You should treat this as a professional presentation, though you do not need to use PowerPoint. Your presentation should include the data you found and your interpretation.

Exams: (total 400 points) Exams 1 and 2 are open until midterm; exams 3 and 4 are open until finals, and you may take the exam anytime during this period, but the structure of the course is designed to let you think about the material, turn in your final draft paper on Friday, then take the exam afterward. These are 75 minute exams, 50 questions, 100 points available each, all based on course material of the specific module and are found in the "Quizzes" section of Canvas. You can only take the exam once, you have 75 minutes, and typically the answers are "all or nothing" - that is they won't register partial credit for partially correct answers. Likewise-- when choosing the answer "all answers listed" do not tick the remaining options, the exam will count them as incorrect, so if you want to choose "all of the answers listed", only choose that answer.

NOTE FROM UCF ADMINISTRATION: All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus quiz by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Evaluation and Grading

### Letter Grade Points

A	900-1000 points
B	800 – 899 points
C	700 – 799 points
D	600 – 699 points
F	599 and below

Assignment    Percent/points

Exams 40/400

Case Research and Presentations    40/400

Participation 20/200

Schedule

Spring Break March 6-13

Withdrawal deadline March 25

See assignments for directions and due dates of assignments

“Course reserve” means the document is available on webcourses. Other sources, like articles, you need to retrieve from the library or are textbook assignments.

“Supplemental” are neither required nor on the exams, they are merely suggested further readings.

Module 1: Introducing the Main Issues

Dates: 1/11- 2/5

Week 1: Introduction— Defining the Terms

Malthus, T. R. (1998). An Essay on the Principle of Population, as It Affects the Future Improvement of Society with Remarks on the Speculations of Mr. Godwin, M. Condorcet, and Other Writers. In R. Robbins (Ed.). Lawrence, Kansas, USA: Electronic Scholarly Publishing Project (<http://www.esp.org/>).

Global Economic Forum, The Global Risks Report 2021, 16th Edition (Executive Summary)

Orr, D. (2002). Four Challenges for Sustainability. *Conservation Biology*, 16(6), 1456-1460.

Princen, T. (2003). Principles for Sustainability: From Cooperation and Efficiency to Sufficiency. *Global Environmental Politics*, 3(1), 33–50.

Supplemental (not required or on the exams)



Jacques, Sustainability: The Basics--Chapter 1

Goodland, R. (1995). The Concept of Sustainability. *Annual Review of Ecology and Systematics*, 26, 1–24.

Week 2 and 3: Principle Issues

Preface and Chpt 1-4, 6,7 in Limits to Growth

Supplemental

Jacques, Sustainability: The Basics, Chapter 2 and 3

Bradshaw, C. J. A., & Brook, B. W. (2014). Human population reduction is not a quick fix for environmental problems. *Proceedings of the National Academy of Sciences*, 111(46), 16610-16615. doi: 10.1073/pnas.1410465111

Arrow, K., Partha Dasgupta, Goulder, L., Daily, G., Ehrlich, P., Heal, G., . . . Walker, B. (2004). Are We Consuming Too Much? *Journal of Economic Perspectives*, 18(3), 147–172.

Daly, H., Czech, B., Trauger, D. L., Rees, W. E., Grover, M., Dobson, T., & Trombulak, S. C. (2006). Are We Consuming Too Much—for What? *Conservation Biology*, 21(5), 1359–1362.

Week 4: Measuring Sustainability

Fanning, A. L., O’Neill, D. W., Hickel, J., & Roux, N. (2021). The social shortfall and ecological overshoot of nations. *Nature Sustainability*. <https://doi.org/10.1038/s41893-021-00799-z>

Wackernagel, M., Schulz, N. B., Deumling, D., Linares, A. C., Jenkins, M., Kapos, V., . . . Randers, J. (2002). Tracking the ecological overshoot of the human economy. *Proceedings of the National Academy of Science(PNAS)*, 99(14), 9266–9271

van den Bergh, J. C. J. M., & Grazi, F. (2015). Reply to the first systematic response by the Global Footprint Network to criticism: A real debate finally? *Ecological Indicators*, 58, 458-463. doi:

Supplemental

Turner, G. M. (2008). A comparison of The Limits to Growth with 30 years of reality. *Global Environmental Change*, 18(3), 397-411.

van den Bergh, J. C. J. M., & Grazi, F. (2014). Ecological Footprint Policy? Land Use as an Environmental Indicator. *Journal of Industrial Ecology*, 18(1), 10-19. doi: 10.1111/jiec.12045

Lin, D., Wackernagel, M., Galli, A., & Kelly, R. (2015). Ecological Footprint: Informative and evolving – A response to van den Bergh and Grazi (2014). *Ecological Indicators*, 58, 464-468. doi: <http://dx.doi.org/10.1016/j.ecolind.2015.05.001>

Hawkins, R. (2009). Extending Plumwood's Critique of Rationalism Through Imagery and Metaphor. *Ethics & the Environment*, 14(2), 99-113.

Jacques, Sustainability: The Basics, Chapter 4.

Module 2: Science and Sustainability

Dates: 2/7-2/26

Assignments:

Exam 2

Week 5; Knowledge, Science, and Environmental Skepticism

Begin reading Atwood's *Oryx and Crake*

Lomborg, B. (2001). *The Skeptical Environmentalist: Measuring the Real State of the World*. New York, NY: Cambridge University Press. Read "Predicament or Progress?" Course reserve.

Oreskes, N. (2004). What's Proof Got to Do with It? *Environmental Science and Policy*, 7, 369–385.

Jacques, P. J. (2006). The Rearguard of Modernity: Environmental Skepticism as a Struggle of Citizenship. *Global Environmental Politics*, 6(1), 76-101.

Week 6 and 7:

Finish *Oryx and Crake* in time for essay.

McCright, A. M., & Dunlap, R. E. (2012). Bridging ideology: the conservative white male effect on worry about environmental problems in the USA. *Journal of Risk Research*, 16(2), 211-226. doi: 10.1080/13669877.2012.726242

Orr, D. W., & Ehrenfeld, D. (1995). None So Blind: The Problem of Ecological Denial. *Conservation Biology*, 9(5), 985-987.

Module 3: Sustainability and Development

Dates: 2/28-3/26

Assignments:

Peer-reviews for Draft Essay 3

Final Essay 3

Exam3

Week 8: Modern Theories of Development

Bhagwati, J. N. (1993). The case for free trade. *Scientific American*, 269(5), 42-47.

Temper, L., Demaria, F., Scheidel, A., Del Bene, D., & Martinez-Alier, J. (2018). The Global Environmental Justice Atlas (Ejatlas): Ecological Distribution Conflicts as Forces for Sustainability. *Sustainability Science*, 13(3), 573-584. doi:10.1007/s11625-018-0563-4

Explore the Environmental Justice Atlas

Ehrnström-Fuentes, M., & Kröger, M. (2018). Birthing Extractivism: The Role of the State in Forestry Politics and Development in Uruguay. *Journal of Rural Studies*, 57, 197-208. doi:<https://doi.org/10.1016/j.jrurstud.2017.12.022>

Supplemental:

Jacques, Sustainability: The Basics, Chapter 6

York, R., Rosa, E. A., & Dietz, T. (2003). Footprints on the Earth: The Environmental Consequences of Modernity. *American Sociological Review*, 68(2), 279-300. doi: 10.2307/1519769

Evans, P. B. (1995). Embedded autonomy: states and industrial transformation. Cambridge University Press. Chapter 3, found here: <http://hum.ttu.ee/failid/oppematerjalid/Policy%20Skills/evans%20embedded%20autonomy%20ch%203.pdf>

Week 9 The Subsistence Perspective

Mies, M., & Bennholdt-Thomsen, V. (1999). *The Subsistence Perspective: Beyond the Globalised Economy*. New York: Zed Books Ltd. Introduction and Chapter 1. Course reserve.

Mushita, A., & Thompson, C. (2007). *Biopiracy of Biodiversity: Global Exchange as Enclosure*. Trenton, NJ: Africa World Press, Inc., Read chapter four: "Sustaining Farmers, Sustaining Harvests." Course reserve

Brohman, J. (1995). Universalism, Eurocentrism, and the Ideological Bias in Development Studies: From Modernisation to Neoliberalism. *Third World Quarterly*, 16(1), 121–140.

Supplemental:

Ridgeway, S. (2007). Globalization from the Subsistence Perspective. *Peace Review*, 19(3), 297-304. doi: 10.1080/10402650701524659

Jacques, Sustainability: The Basics, Chapter 5

Week 10, 11 Indigenous Knowledge Systems

The Book of Hopi, all of part posted in the Course Reserve.

Module 4: Democracy, Ecology, and the Collapse of Civilizations

3/28-4/25

Graded Assignments:

Final Exam

Week 12 Dark Ages and World Systems

Chew, S. (2002). Globalisation, Ecological Crisis, and Dark Ages. *Global Society*, 16(4), 333-356.

Week 13 and 14 Collapse of Civilizations

Supplemental:

Jameson, J. A. (1884). Is Our Civilization Perishable? *The North American Review*, 138(328), 205-215.

Dunning, N. P., Beach, T. P., & Luzzadder-Beach, S. (2012). Kax and Kol: Collapse and Resilience in Lowland Maya Civilization. *Proceedings of the National Academy of Sciences*, 109(10), 3652-3657. doi:10.1073/pnas.1114838109

Jacques, Sustainability: The Basics, Chapter 7

## Week 15 Precautionary Principle, Resilience and Sustainability Science

Kriebel, D., Tickner, J., Epstein, P., Lemons, J., Levins, R., Loechler, E. L., . . . Stoto, M. (2001). The precautionary principle in environmental science. *Environmental Health Perspectives*, 109(9), 871.

Folke, C. (2006). Resilience: The emergence of a perspective for social–ecological systems analyses. *Global Environmental Change*, 16, 253-267.

Turner, B. L. I. (2003). A Framework of Analysis for Vulnerability Analysis in Sustainability Science. *Proceedings of the National Academy of Science*, 100(14), 8074-807

### Core Policy Statements

#### Missed Assignments/Make-Ups/Extra Credit

If you miss a deadline, talk to me about what happened.

#### Attendance Policy

Attendance is not graded, but participation is graded. Participation will be through varied in-class exercises. If you miss class, let me know so I can assign you a make up exercise if there was a participation assignment.

#### Other Policies

When the following rules are violated, they can result in a grade deduction:

All communication must observe conventions of courtesy and professionalism:

Emails about questioning your grade are not allowed in this class. To further inquire about assigned grades you must come to office hours to see me to go over the assignment.

When you email me, please be polite. For example, use a polite greeting and avoid issuing demands. If there is a problem, come talk to me.

I do not accept work when you send it to me by email or late work unless you arrange it with me, so please don't send me work you missed without talking to me about it. Likewise, if you submit an assignment late, I won't grade it unless you talk to me about it.

General operating rules of the course:

If you want me to regrade an assignment, I might agree but it will be a total reconsideration of your assignment, not just one looking for good things I missed.

I do not use the +/- system, except when I round up a final semester grade and this only happens when the student is within 5 points of the higher grade and has not missed any assignments. Thus, if I round a grade up from a C because the student fulfills these criteria, the grade assigned will be a B-.

I allow extra credit up until the day of withdraw in the semester. There is a maximum of one half of a letter grade available for EC over the whole semester grade for any class. If the course has an available 1000 points, then the most EC allowed is 50 points.

Up to 50 points may be earned by doing an outside book review. This book must be one you have not read, and which is NOT assigned for another course. I will consider this academic dishonesty; but, the reason is that the goal here is to widen your horizons.

Books must be approved by me and have some relevance to the course

Are 800-1000 words containing solid writing, explanations of the text, evaluation of the text, and connections to other literature.

You may also attend a public talk, which are often given by experts that come to UCF, and write a 2-page reaction paper. These papers are worth up to 25 points. I do not find the lectures for you, that is up to you, but you should get them approved by me first.

I cannot take care of technical problems--- contact [online@ucf.edu](mailto:online@ucf.edu) for this: 407-823- 3808

Encyclopedias and dictionaries, such as Wikipedia are not good authoritative sources, and should only be used to orient yourself to a topic, so if you use these as citations for course assignments, you lower the quality of the essay and that will be reflected in the grade.

Likewise, do not cite my written lessons in webcourses as sources, these are essentially my lectures and not really citable; you want to stick to published sources, especially peer-reviewed articles.

When pasting an essay into a textbox online, it helps if you go through the pasted essay and put paragraph breaks in manually to separate out the different paragraphs, since the text box will not use the formatting in from Word perfectly. Organization of the words matters because it reflects the organization of your thinking, so help me see this organization and you will score So, for example, the use of subheadings in your essays shows a plan and thought about how your essay is meant to build up and come together.

When doing any research, you will not involve human subjects unless we agree and an IRB approval is granted. Normally, this approach requires working on the project for multiple semesters. See here: <http://www.research.ucf.edu/Compliance/IRB/Investigators/index.html> if you are curious about what this is about.

## Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. 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, [click here](#).

For Dr. Jacques' courses specifically:

All essays need to correctly use APA citations in the text, e.g. (Smith, 2004), and then have a “Work Cited” list at the end with full citations (not abbreviations) unless expressly noted otherwise in assignment directions. You must do this properly, so if you don’t know, come to me to learn (see below for a full model of APA).

Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Using anything more than three words in a row from someone else without proper attribution will be considered plagiarism and misuse of academic sources (both are violations of UCF’s codes for academic integrity). Violations of academic integrity will be reported to the Office of Student Conduct.

It is MUCH better to fail an assignment honestly than to be caught cheating and fail the course with the Z mark on your transcript.

Anytime you are using another person’s ideas, in any way (so even if you are not quoting them), you must professionally cite the material you use while observing the above rule. If you do not properly identify sources you have used you risk plagiarizing and misuse of sources. This is how you avoid this problem and correctly cite and note sources:

Using APA: An Example for citing in text and for work cited at the end

If I write: “Early on, H.S. Gordon established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries.” there should be a citation in the text like below:

Early on, H.S. Gordon (1954) established the classic collective action problem for fisheries, and even today we continue to erode the potential rent in almost all fisheries.” And, if you are using a quote from the source, you must also pinpoint the page number of the text it is taken from like:

“Xyz....,” (Gordon, 1954, page 123). 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, which is a portion out of early draft of our article “Hurricanes and Hegemony,” I wrote with a Dr. Claire Knox in public administration. Note how each assertion is supported with a citation and the different conditions, like the use of “Ibid” and the bracketed word “can” that indicates it is not part of the quote but an addition from us to make it make sense in context:

Introduction



Richard Berman, CEO of the Washington DC Berman & Company consulting firm, gave a talk at a conventional energy industry meeting, which was subsequently recorded and leaked to the New York Times (Lipton, 2014) revealing counter-revolutionary efforts of the climate change countermovement (Brulle, 2013) that attacks environmental groups, unions, and animal rights organizations:

People always ask me...: 'How do I know that I won't be found out as a supporter of what you're doing?' ...We run all of this stuff through nonprofit organizations that are insulated from having to disclose donors. There is total anonymity. People don't know who supports us (Berman quoted in Lipton, 2014, online).

At this meeting, Berman collected "six figure contributions from some of the executives in the room – and then [can] hide their role in funding his campaigns" (Ibid, online) to attack environmental regulation as an attack on consumer freedom, but it was clear that the real interests at stake were those of the bourgeoisie class in the room. These are counter-revolutionary efforts, or efforts to suppress social change and protect capitalist class structures and interests (Marcuse, 1972).

Then, at the end of your document (no separate pages needed) there must be a list of sources cited in the text:

## References

Brulle, R. (2013). Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations. *Climatic Change*, 681-694. doi: 10.1007/s10584-013-1018-7

Gordon, H. S. (1954). The Economic Theory of a Common-Property Resource: The Fishery. *Journal of Political Economy*, 62(2), 124-142. doi: 10.2307/1825571

Lipton, E. (2014, October 31). Hard-Nosed Advice From Veteran Lobbyist: 'Win Ugly or Lose Pretty': Richard Berman Energy Industry Talk Secretly Taped. *The New York Times*, p. A19. Retrieved from <http://www.nytimes.com/2014/10/31/us/politics/pr-executives-western-energy-alliance>

Marcuse, H. (1972). *Counterrevolution & Revolt*. New York: Beacon Press.

Finally, ...

In order to deter plagiarism, some assignments may use <http://www.turnitin.com..> (Links to an external site.)Links to an external site. an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

## Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services (Links to an external site.)Links to an external site., Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## Campus and Online Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

Online:

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

### Active Duty Military

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.



**Syllabus**  
**Florida Politics**  
**POS 3182 0W60**  
**Spring 2022**

Additional Information from Official Schedule of Classes

**Credit Hours:** 3 (3, 0)

**Prerequisites:** POS 2041 or C.I.

**Class Meeting Days and Time:** Jan 10 to May 3 2022, with the course website normally available 24 hours a day

**Class Location:** The course website can be found at [www.webcourses.ucf.edu](http://www.webcourses.ucf.edu).

**Modality:** This is a “W” course that is done completely online with no face-to-face meetings.

Contact Information

**Instructor / Email:** Dr. Aubrey Jewett [aubrey.jewett@ucf.edu](mailto:aubrey.jewett@ucf.edu)

**Office:** Howard Phillips Hall (HPH) 302 E

**Office Hours:** Online by e-mail or via Zoom T & R from 9 to 11 am (to set up a Zoom conference please email me, and I will send you a link)

**Phone:** Political Science Main Office 407-823-2608; Direct Office Line 407-823-6030

**Graduate Teaching Assistant / Email:** Barry Smith [Barry.Smith@ucf.edu](mailto:Barry.Smith@ucf.edu)

Public Description of Course

**Information Published in the UCF Undergraduate Catalog:** Examines the foundations of Florida government and political behavior, political institutions, and public policy.

**Course Scope and Purpose:** Florida Politics examines politics in the Sunshine State focusing on foundations, institutions, processes and policy. We look at the changing demographic and economic environment of Florida, the state constitution, political culture and public opinion. We examine participation in state and local politics, the role of interest groups and political parties and the conduct of state and local elections. We explore Florida’s governmental institutions including the legislature, executive branch, bureaucracy, and courts. We also investigate the structure, function, governance and challenges facing local government in Florida. Finally, we analyze and evaluate state and local policy in the including criminal justice, land use, economic

development, transportation, growth management, environment, civil rights, education, health, welfare and taxing and spending. The purpose of the course is to teach students about Florida politics and prepare students to follow, analyze and participate in Florida politics.

### Course Goals (Student Learning Outcomes)

Students who successfully complete Florida Politics should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the political foundations, institutions, processes, and public policy of Florida.
2. Compare Florida political institutions and behaviors to identify and explain similarities and differences with other states and over time.
3. Describe Florida political geography (state, regions, markets, districts, and counties) and its effect on politics, policy, and political culture.
4. Explore how diversity impacts Florida politics and policy focusing on contemporary minority American culture as defined by race, ethnicity, gender, social and economic class, age, sexual orientation, gender identity, and physical ability.
5. Browse websites related to Florida politics and policy and analyze, synthesize, and evaluate information that extend beyond the class text.
6. Find, summarize, analyze, and express thoughtful opinions about current political and policy events in Florida.
7. Discuss Florida political and policy issues in a professional academic manner and show respect for people who may hold different views.

### Course Materials/Resources

1. MacManus, Susan A., Aubrey Jewett, David J. Bonanza, and Thomas R. Dye. 2019. *Politics in Florida*, 5<sup>th</sup> ed. Tallahassee: John Scott Daily Florida Institute of Government at Florida State University. ISBN-13: 9780964922785

This 5<sup>th</sup> edition is available at the Barnes and Noble campus bookstore or for direct purchase as an inexpensive (\$14.99) electronic PDF version <http://www.lulu.com/shop/thomas-dye-and-susan-macmanus-and-aubrey-jewett-and-david-bonanza/politics-in-florida/ebook/product-24217050.html> or as a traditional print paperback (much more expensive) <http://www.lulu.com/shop/thomas-dye-and-susan-macmanus-and-aubrey-jewett-and-david-bonanza/politics-in-florida-5th-edition/paperback/product-24216886.html>.

2. MacManus, Susan A., *Florida's Minority Trailblazers: The Men and Women Who Changed the Face of Florida Government*, 2017. Gainesville: University Press of Florida. ISBN-13: 9780813062938

You can purchase this book from many locations including Barnes and Noble (the campus bookstore), Amazon, and many other college booksellers including the publisher who offers a print version and several different e-versions <https://upf.com/book.asp?id=9780813062938>.

## Assessment, Grading Procedures, Expectations and Support

### **Assignments and Grading Weights:**

6 Modules – 85% of your total grade. Each module consists of 2 graded activities: Chapter Quiz and Extend, Update & Discuss. Each module will usually cover 2 chapters from the Politics in Florida text. You will have about two weeks to do each module.

Chapter Quiz – 40% of total grade. Each quiz will usually have 50 questions covering material from the texts and the module. You will normally have 90 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2<sup>nd</sup> attempt, most will be different. You should read the chapters and study before starting the quiz as you will not have time to look up every answer. All 6 quizzes count towards your final grade and except for extraordinary circumstances I will not reopen a quiz after it closes.

Extend, Update & Discuss – 45% of total grade. Extend, Update & Discuss will include several steps. First browse several assigned websites that provide more information about Florida politics. Second, choose one of the listed topics and write your Extension paper (900-1200 words) using information primarily from those websites that goes beyond what is found in the textbook. Third, update information from that Module by finding a current event article and writing a 350-500-word Update. Fourth, put your Extension and your Update into one MS Word document and copy and paste it into the appropriate discussion as a single post. Fifth, engage in scholarly, professional, and substantive discussion with your fellow classmates by responding to their Extension and Update and replying to students who post about your work (minimum two additional posts with 8 or more quality posts required for the highest score). PLEASE READ EACH MODULE FOR THE SPECIFIC DETAILS OF EACH EXTENSION, UPDATE AND DISCUSSION.

To grade Extend, Update & Discuss, I have developed a simple rubric (scoring guideline). Each extend, update and discuss is worth up to 100 points: 50 points are possible for the extension, 30 points for the update, and 20 points for discussion with classmates.

Florida Election Analysis - 15% of your total grade. You will write a research paper on the 2020 presidential race in Florida. Your analysis should be 2500 to 3500 words long, double-spaced with Times New Roman font with strongest papers being close to the maximum. More details will be available on the course website as the semester progresses. You may start the paper while we are working on the modules but will also have about two weeks to work on the paper after the modules are over.

**Grades and Grading Scale:** Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding, superior work)  
89-80 B (Excellent, above average work)  
79-70 C (Good, average work)  
69-60 D (Below average or incomplete work)  
59-0 F (Poor work or missed assignment)

### **Missed Quizzes, Missed or Late Assignments, and Make-Up Policy:**

- **Make-up Assignments for Authorized University Events or Co-curricular Activities** – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.
- **Religious Observances** – A student who desires to observe a religious holy day of his or her religious faith must notify all his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed.
- **Quizzes** – I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you one make up in a reasonable amount of time (usually within one week) if you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the late quiz score in fairness to classmates who completed the quiz on time.
- **Extend, Update & Discuss** – I will drop your one lowest Extend, Update & Discuss score when I compute your final grade. Thus, this part of your grade is based on your five highest scores. This will provide you a measure of protection should something happen that prevents you from writing a paper (computer glitch, illness, work, vacation etc.) or should you do poorly on a paper and want to improve. Because I drop the one lowest Extend, Update & Discuss score, once the module closes you will not be able to post a late paper or post further comments in the discussion. If you have an extraordinary situation which causes you to miss more than one Extend, Update & Discuss you may email me with the pertinent information, and I will decide based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your Extend and Update paper up to two days late after the initial deadline, but there will



be a 10 point penalty for each day the initial posting is late. So, 10 points off for one day late and 20 points off for two days late. Discussion with others is available until the module closes and will not be reopened.

- Florida Election Analysis – The Florida Election Analysis will be accepted up to two days late but will incur a 10 point per day late penalty. So, 10 points off for one day late and 20 points off for two days late. If you have a verifiable extraordinary circumstance that interferes with completing the paper before the end of the late deadline you may email me with the pertinent information, and I will decide based on being fair to you but also to all the other students in the class that are meeting the deadlines.

**Workload and Deadlines:** Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will usually be reading 2 chapters from the main text and multiple sections from the auxiliary text each module. You can also expect that you will write 2500 words or more (counting initial postings and discussions with others) for each module if you want to do well. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time. After that, I start assessing the late penalty on the initial Extend and Update posting.

**Professional Communication & Online Etiquette:** I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

**Questions for Professor Jewett:** If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course, if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

**Instructor Response Time:** Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded, and you will receive immediate

feedback on your score. I seek to provide substantive feedback in the discussion to your initial Extend and Update post within 24 hours of the due date. Once a module closes, I typically have Extend, Update & Discuss graded and provide suggestions to improve within 48 hours.

**Seeking Help from Other Students:** If you would like to seek the help of fellow students go to Discussions and select the topic “Students Seeking Help from Students” and post your question as above. This can be a technical question about computer problems or a subject matter question.

**Students Needing Technical Support:** If you need technical support with Webcourses you can go to <https://cdl.ucf.edu/support/>. Phone support is available at 407-823-0407. Email support is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu).

## UCF Core Syllabus Statements

### **Academic Integrity:**

I expect ethical academic behavior from all my students. Students should familiarize themselves with UCF’s Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

- a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
- c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- d) Falsifying or misrepresenting the student’s own academic work.
- e) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- g) Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<http://www.academicintegrity.org/icai/assets/FVProject.pdf>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

## **Responses to Academic Dishonesty, Plagiarism, or Cheating:**

I uphold and enforce academic standards. Students should also 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>>.

## **Course Accessibility:**

The University of Central Florida and I are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

## **Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Military Status:**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

## UCF Suggested Syllabus Statement Regarding COVID-19

### **General Statement**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **Statement Regarding Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

### **Notifications in Case of Changes to Course Modality**

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Assignment Due Dates (Due Times are 11:59 EST pm unless otherwise noted)

I try to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

**Pretest due by Friday 1/14 at 5:00 pm EST.**

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday Jan 14 at 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

Go to Quizzes and click on “Pretest” and then “Take the Quiz.” You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how much you know about the course material before we get started (so please do not just take 5 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit “Submit Quiz.” The pretest quiz does not count towards your final grade.

**Martin Luther King Jr. Day Holiday Monday 1/17 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 1 Florida’s Political Culture and Constitution: Quiz due by Monday 1/24; Initial discussion posting due by Tuesday 1/25; additional postings due by, and module closes on, Thursday 1/27**

For Module 1 please read:

Politics in Florida chapters 1 Political Culture and 2 Constitution

Florida's Minority Trailblazers chapters 1, 2 and 7 (pages 1-30 and 524-544)

**Module 2 Public Opinion, Parties and Elections: Quiz due by Monday 2/7; Initial discussion posting due by Tuesday 2/8; additional postings due by, and module closes on, Thursday 2/10**

For Module 2 please read:

Politics in Florida chapters 3 Public Opinion and 4 Parties and Elections

Florida's Minority Trailblazers pages 32-107 (12 Trailblazers from the Florida House)

**Module 3 Interest Groups and the Legislature: Quiz due by Monday 2/21; Initial discussion posting due by Tuesday 2/22; additional postings due by, and module closes on, Thursday 2/24**

For Module 3 please read:

Politics in Florida chapters 5 Interest Groups and 6 Legislature

Florida's Minority Trailblazers pages 108-202 (13 Trailblazers from the Florida House)

**Module 4 Executive Branch and Courts and Crime: Quiz due by Monday 2/28; Initial discussion posting due by Tuesday 3/1; additional postings due by, and module closes on, Thursday 3/3**

For Module 4 please read:

Politics in Florida chapters 7 Executive Branch and 8 Courts and Crimes

Florida's Minority Trailblazers pages 203-279 (12 Trailblazers - 10 from the Florida Senate and from 2 legislative leadership)

**Spring Break Sunday 3/6 to Sunday 3/13**

**Module 5 Taxing, Spending and Local Government: Quiz due by Monday 3/21; Initial discussion posting due by Tuesday 3/22; additional postings due by, and module closes on, Thursday 3/24**

For Module 5 please read:

Politics in Florida chapters 9 Taxing and Spending and 10 Local Government

Florida's Minority Trailblazers pages 280-406 and (14 Trailblazers - 6 from the Executive and 8 from the Judiciary)

**Withdrawal Deadline: Friday 3/25 11:59 p.m.**

**Module 6 Education, Welfare and Health and Environment and Growth Management: Quiz due by Monday 4/4; Initial discussion posting due by Tuesday 4/5; additional postings due by, and module closes on, Thursday 4/7**

For Module 6 please read:

Politics in Florida chapters 11 Education, Social Welfare and Health Care and 12 Environment, Growth Management, Economic Development and Transportation

Florida's Minority Trailblazers Chapter 6 (pages 407-523: 11 trailblazers from the Florida congressional delegation)

**Florida Election Analysis: Due by Friday 4/29 (Sunday 5/1 is the last date to turn in a late Election Analysis)**

**Term Ends: Tuesday May 3**

### Getting Started

Go to the home page, go to Quizzes and click on "Pretest" and then "Take the Quiz" (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Florida's Political Culture and Constitution.

**Syllabus**  
**American Public Policy**  
**PUP 4003 DW60**  
**Spring 2022**

Additional Information from Official Schedule of Classes

**Credit Hours:** 3 (3, 0)

**Prerequisites:** POS 2041 or C.I.

**Class Meeting Days and Time:** Jan 10 to May 3 2022, with the course website normally available 24 hours a day.

**Class Location:** The course website can be found at [www.webcourses.ucf.edu](http://www.webcourses.ucf.edu).

**Modality:** This is a “W” course that is done completely online with no face to face meetings.

Contact Information

**Instructor / Email:** Dr. Aubrey Jewett [aubrey.jewett@ucf.edu](mailto:aubrey.jewett@ucf.edu)

**Office:** Howard Phillips Hall (HPH) 302 E

**Office Hours:** Online by e-mail or via Zoom T & R from 9 to 11 am (to set up a Zoom conference please email me, and I will send you a link)

**Phone:** Political Science Main Office 407-823-2608; Direct Office Line 407-823-6030

**Graduate Teaching Assistant / Email:** Gus Larmin [t.augustine.larmin@ucf.edu](mailto:t.augustine.larmin@ucf.edu)

Public Description of Course

**Information Published in the UCF Undergraduate Catalog:** Policy formation, implementation and evaluation, with a focus upon contemporary American problems, including the malapportionment of societal power and social conflict.

**Course Scope and Purpose:** Public policy is whatever government chooses to do or not to do. In American Public Policy we look at policy and policymaking in the United States. We will focus on how policy is made, how it can be studied and the substantive issues that policy makers are debating today. We will examine eight models of policymaking: institutional, process, rational, incremental, group, elite, public choice and game theory. Policy areas to be studied include criminal justice, health and welfare, education, economic, tax, trade and immigration, environmental and energy, civil rights, defense and homeland security. The purpose of the course



is to teach students about policy models and issues and prepare students to follow, analyze and participate in U.S. policy making as part of the political process.

### Course Goals (Student Learning Outcomes)

Students who successfully complete American Public Policy should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to public policy, policy analysis and policy evaluation.
2. Describe and apply eight models of policy analysis.
3. Trace and analyze the major steps in the formal policy making process.
4. Evaluate how diversity impacts American public policy.
5. Explain the background, current situation, and outlook regarding a variety of substantive public policy areas.
6. Compare and contrast opposing views concerning issues for debate in American public policy.
7. Assess current policy problems and formulate their own views on critical issues.
8. Discuss controversial policy issues in a professional scholarly manner and show respect for other people who may hold different views.

### Course Materials/Required Text

1. Dye, Thomas R. 2017. *Understanding Public Policy*, 15<sup>th</sup> ed. New York: Pearson. ISBN-13: 9780134169972

You can purchase the book from many locations including Barnes and Noble (the campus bookstore), Amazon, Chegg and many other college booksellers. You may also purchase directly from Pearson (the publisher). The book is available for sale or rent and as a new or used edition.

2. You do not need to buy a 2<sup>nd</sup> text. However, we will be reading a number of reports from the CQ Researcher website/database. From the course homepage click on UCF Library Tools from the menu on the left of the screen. Then click on Articles and Databases. Then do a database search for “CQ Researcher Plus Archive” and then click on the results “CQ Researcher Plus Archive (1923+)”. Once at the CQ Researcher website you can then Browse Reports (By Date) to find the assigned report (these are listed in the course outline and in the modules).

### Assessment, Grading Procedures, Expectations and Support

#### **Assignments and Grading Weights:**

8 Modules – 100% of your total grade. Each module consists of 2 graded activities: Chapter Quiz and CQ Policy Analysis & Discussion. Each module will usually cover 2 chapters from the Dye text and 2 articles from the CQ reader. You will usually have about one week to do each module.

Chapter Quiz – 40% of total grade. Each quiz will usually have 50 questions worth 2 points each covering material from the text and the CQ researcher articles. You will normally have 90 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2<sup>nd</sup> attempt, most will be different. You should read the chapters and articles before starting the quiz as you will not have time to look up every answer. All 8 quizzes count towards your final grade.

CQ Policy Analysis & Discussion – 60% of total grade. CQ Policy Analysis & Discussion will include several steps. First you will read two articles from the CQ Research database. Then using a template I provide for each article you will give opposing positions on a number of current policy questions, update information from the readings and explain how it relates to one of the questions, and give your opinion and explain why you believe the way you do for each of the policy questions. Your answer for each article each module will be between 900 and 1200 words (thus you will write 1800-2400 words each module analyzing the two articles). You will put the two CQ Policy Analyses into one MS Word document and then copy and paste it into the appropriate discussion as a single post. Finally, you will engage in scholarly, professional, and substantive discussion with your classmates by responding to their Policy Analyses and replying to students who post about your work (minimum two additional posts with 8 or more quality posts required for the highest score). PLEASE READ EACH MODULE FOR THE SPECIFIC DETAILS OF EACH ANALYSIS AND DISCUSSION.

To grade CQ Policy Analysis & Discussion I have developed a rubric. Each CQ Policy Analysis & Discussion is worth up to 100 points: 40 points for writing on the first article, 40 points for writing on the 2<sup>nd</sup> article, and 20 points for discussing things with your classmates.

**Grades and Grading Scale:** Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding or excellent work)  
89-80 B (Solid, above average work)  
79-70 C (Good, average work)  
69-60 D (Below average or incomplete work)  
59-0 F (Poor work or missed assignment)

**Missed Quizzes, Missed or Late Assignments, and Make-Up Policy:**

- Make-up Assignments for Authorized University Events or Co-curricular Activities – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of

the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.

- Religious Observances – A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed.
- Quizzes – I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you one make up in a reasonable amount of time (usually within one week) as long as you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the late quiz score in fairness to classmates who completed the quiz on time.
- Policy Analysis & Discussion – I will drop your two lowest CQ Policy Analysis & Discussion scores when I compute your final grade. This will provide you a measure of protection should something happen that prevents you from writing a paper (computer glitch, illness, work, vacation etc.) or should you do poorly on a paper and want to improve. Because I drop the two lowest Policy Analysis & Discussion scores, once the module closes you will not be able to post a late policy analysis or post further comments in the discussion. If you have an extraordinary situation which causes you to miss more than two Policy Analysis and Discussions you may email me with the pertinent information, and I will decide based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your policy analyses up to two days late after the initial deadline, but there will be a 10 point penalty for each day the initial posting is late. So 10 points off for one day late and 20 points off for two days late. Discussion with others is available until the module closes and will not be reopened.

**Workload and Deadlines:** Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will be reading 2 chapters from the main text and 2 articles from the reader each module. You can also expect that you will write 2500 words or more (counting initial postings and discussions with others) for each module if you want to do well. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time. After that, I start assessing the late penalty on the initial Policy Analysis posting.

**Professional Communication & Online Etiquette:** I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

**Questions for Professor Jewett:** If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course, if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

**Instructor Response Time:** Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded and you will receive immediate feedback on your score. I seek to provide substantive feedback in the discussion to your initial Policy Analysis within 24 hours of the due date. Once a module closes I typically have Policy Analysis and Discussion graded and provide suggestions to improve within 48 hours.

**Seeking Help from Other Students:** If you would like to seek the help of fellow students go to Discussions and select the topic “Students Seeking Help from Students” and post your question as above. This can be a technical question about computer problems or a subject matter question.

**Students Needing Technical Support:** If you need technical support with Webcourses you can go to <https://cdl.ucf.edu/support/>. Phone support is available at 407-823-0407. Email support is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu).

## UCF Core Syllabus Statements

### **Academic Integrity:**

I expect ethical academic behavior from all my students. Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

- a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- d) Falsifying or misrepresenting the student's own academic work.
- e) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- g) Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<http://www.academicintegrity.org/icai/assets/FVProject.pdf>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating:**

I uphold and enforce academic standards. Students should also 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>>.

### **Course Accessibility:**

The University of Central Florida and I are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

### **Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Military Status:**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

### **UCF Suggested Syllabus Statement Regarding COVID-19**

#### **General Statement**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

#### **Statement Regarding Masks in Classrooms**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

### **Notifications in Case of Changes to Course Modality**

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Assignment Due Dates (Due Times are 11:59 pm EST unless otherwise noted)**

I make an effort to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

### **Pretest due by Friday 1/14 at 5:00 pm EST.**

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday Jan 14 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

Go to Quizzes and click on “Pretest” and then “Take the Quiz.” You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how much you know about the course material before we get started (so please do not just take 5 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit “Submit Quiz.” The pretest quiz does not count towards your final grade.

**Martin Luther King Jr. Day Holiday Monday 1/17 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 1 Policy Analysis and Evaluation: Quiz due by Monday 1/17; Initial discussion posting due by Tuesday 1/18; additional postings due by, and module closes on, Thursday 1/20**

For Module 1 please read:

Dye chapters 1 Policy Analysis and 4 Policy Evaluation

CQ articles Privatizing Government Services (December 8, 2017) and Domestic Violence (November 15, 2013)

**Module 2 Policy Models and Process: Quiz due by Monday 1/31; Initial discussion posting due by Tuesday 2/1; additional postings due by, and module closes on, Thursday 2/3**

For Module 2 please read:

Dye chapters 2 Models of Politics and 3 The Policymaking Process

CQ articles The News Media (September 18, 2020) and The Senate Filibuster (October 15, 2021)

**Module 3 Criminal Justice and Civil Rights Policy: Quiz due by Monday 2/14; Initial discussion posting due by Tuesday 2/15; additional postings due by, and module closes on, Thursday 2/17**

For Module 3 please read:

Dye chapters 6 Criminal Justice and 14 Civil Rights

CQ articles Reparations for Slavery (August 23, 2019) and Police Under Scrutiny (October 9, 2020)

**Module 4 Health and Welfare Policy: Quiz due by Monday 2/28; Initial discussion posting due by Tuesday 3/1; additional postings due by, and module closes on, Thursday 3/3**

For Module 4 please read:

Dye chapters 7 Welfare and 8 Health Care

CQ articles Veterans' Struggles (October 4 2019) and Health Care Debates (October 18, 2019)

**Spring Break Sunday 3/6 to Sunday 3/13**



**Module 5 Federalism and Education Policy: Quiz due by Monday 3/14; Initial discussion posting due by Tuesday 3/15; additional postings due by, and module closes on, Thursday 3/17**

For Module 5 please read:

Dye chapters 5 American Federalism and 9 Education

CQ articles Federal State Relations (April 27, 2018) and Special Education (June 11, 2021)

**Withdrawal Deadline: Friday 3/25 11:59 p.m.**

**Module 6 Economic and Tax Policy: Quiz due by Monday 3/28; Initial discussion posting due by Tuesday 3/29; additional postings due by, and module closes on, Thursday 3/31**

For Module 6 please read:

Dye chapters 10 Economic Policy and 11 Tax Policy

CQ articles Universal Basic Income (March 6, 2020) and The Federal Reserve (July 30, 2021)

**Module 7 Trade, Immigration, Energy and Environmental Policy: Quiz due by Monday 4/11; Initial discussion posting due by Tuesday 4/12; additional postings due by, and module closes on, Thursday 4/14**

For Module 7 please read:

Dye chapters 12 International Trade and Immigration and 13 Energy and Environment

CQ articles U.S. Trade Policy (July 16, 2021) and Renewable Energy Debate (March 15, 2019)

**Module 8 Foreign, Defense and Homeland Security Policy: Quiz due by Monday 4/25; Initial discussion posting due by Tuesday 4/26; additional postings due by, and module closes on, Thursday 4/28**

For Module 8 please read:

Dye chapters 15 Defense Policy and 16 Homeland Security

CQ Articles China Rising (July 24, 2020) and U.S. – Iran Relations (November 15, 2019)

**Term Ends: Tuesday May 3**

Getting Started

Go to the home page, go to Quizzes and click on “Pretest” and then “Take the Quiz” (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Policy Analysis and Evaluation.

# CPO3034.0W60: Politics of Developing Areas

School of Politics, Security, and International Affairs

3 Credit Hours

## Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: Online MW 1:45pm-4:00pm, You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

## Teaching Assistants

- GTA(s): TBA
- Email: Webcourses@UCF messaging

## Course Information

- Term: Spring 2022
- Course Number & Section: CPO3034-0W60
- Course Name: Politics of Developing Areas
- Credit Hours: 3
- Course Modality: W
- Prerequisites: INR2002 or CI

## Course Description

Comparative analysis of theories, problems and politics of development in Developing World nations.

## Required Textbook

- Green, December, and Laura Luehrmann. *Comparative Politics of the Global South: Linking Concepts and Cases*. 4th Edition. Boulder, CO: Lynne Rienner, 2017 (9781626376502).
- Payne, Richard J., and Jamal R. Nassar. *Politics and Culture in the Developing World: The Impact of Globalization*. 5<sup>th</sup> Edition. New York: Routledge, 2012 (9780205075911).

- Kesselman, Mark, and Joel Krieger. eds. *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Boston, MA: Houghton Mifflin Company, 2006. Pp. 1-40 (copies are available at UCF main library circulation desk as course reserve, Three chapters, pp. 10-40, are available in the corresponding module).

## Student Learning Outcomes

Comparative Politics 3034 explores the theories of political development and the determinants of democratic transitions with a focus on Less Developed Countries (LDCs) in Africa, Asia, Central and Eastern Europe, Middle East, and Latin America. In addition, we apply the theories of political development in real world situations. The course will investigate changes of political systems by analyzing four aspects:

- political structures, political parties, governments, and their performance
- historical-culture about the impact of colonial experiences on the societies and social group formation
- behavior, particularly mass participation and the role of political leaders as well as military
- global impact on the political and economic transition in developing countries.

## Course Activities

- Two assignments (5% each)
- Twelve quizzes (5% each) and one final exam (30%)
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours' worth of homework outside of class each week.

## Quiz Review

After you finish each quiz, you have one chance to see which one you answered wrong. Accordingly, after each quiz, make sure you review those questions.

## Make-up Exams and Assignments

**Do not miss quizzes and exams. Without instructor's prior permission to a specific student and without official documents, there will be no make-up examinations.**

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

### **Extra Credit**

No extra credit assignments will be permitted.

## **Assessment and Grading Procedures**

<b>Assignment</b>	<b>Percentage of Grade</b>
Assignments 1, 2, 3	5% (each) = 15%
Quizzes 1-12	5% (each) = 60%
Final exam	25%
Total	100%

<b>Letter Grade</b>	<b>Points</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## **Course Schedule**

The success of online courses depends on your discipline. You need to follow this schedule your own: You have to follow the reading schedule, quiz, and assignment. If you have any question, contact me ahead. Do not wait until the last minute.

<b>Topic</b>	<b>Assignments</b>	<b>Open</b>	<b>Close</b>
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Getting started	Two truths and one lie introduction (financial aid requirement)	Jan. 10, 8am	Jan. 14, 11:59pm
Module 1: Research design, Comparative politics	Kesselman and Krieger, pp. 1-9 Quiz 1	Jan. 10, 8am Jan.20, 8am	Jan. 21, 8:00am
Module 2: Concept of (under)development, Third World	Payne and Nassar, pp.100-104; Green and Luehrmann, pp. 1-17 Quiz 2	Jan. 21, 8am Jan. 27, 8am	Jan.28, 8:00am
Module 3: Outcome of interdependence	Payne and Nassar, pp.100-104; Green and Luehrmann, pp. 1-17 Quiz 3 Reaction paper 1	Jan. 28, 8am Feb. 3, 8am Jan. 28, 8am	Feb. 4, 8:00am Feb. 11, 11:59pm
Module 4: Theories of political development I	Payne and Nassar, pp. 104-123; Fukuyama, pp. 10-17 Quiz 4	Feb. 4, 8am Feb. 10, 8am	Feb. 11, 8:00am
Module 5: Theories of political development II	Payne and Nassar, pp. 104-123; Fukuyama, pp. 10-17 Quiz 5	Feb. 11, 8am Feb. 17, 8am	Feb. 18, 8:00am
Module 6: Domestic economy, Inequality	Payne and Nassar, pp. 79-97, 125-131 Quiz 6	Feb. 18, 8am Feb. 24, 8am	Feb. 25, 8:00am
Module 7: International economy	Green and Luehrmann, pp. 109-178; Barber, "Jihad vs. McWorld," pp. 32-40 Quiz 7 Reaction paper 2	Feb. 25, 8am Mar. 3, 8am Feb. 25, 8am	Mar. 4, 8:00am Mar. 11, 11:59pm
Module 8: Colonialism	Payne and Nassar, pp. 61-77; Green and Luehrmann, pp. 31-72 Quiz 8	Mar. 4, 8am Mar.17, 8am	Mar. 18, 8:00am

Module 9: Social groups	Payne and Nassar, pp. 147-167, pp. 247-261	Mar.18, 8am	
	Quiz 9	Mar. 24, 8am	Mar. 25, 8:00am
Module 10: Religion	Payne and Nassar, pp. 41-59; Huntington, pp. 18-32.	Mar. 24, 8am	
	Quiz 10	Mar. 31, 8am	Apr. 1, 8:00am
Module 11: Religion -- Application	Payne and Nassar, pp. 41-59; Huntington, pp. 18-32.	Apr. 1, 8am	
	Quiz 11	Apr. 7, 8am	Apr. 8, 8:00am
	Reaction paper 3	Apr.1, 8am	Apr. 15, 11:59pm
Module 12: Social groups (class, gender, ethnic groups)	Payne and Nassar, pp. 147-167, pp. 247-261	Apr. 8, 8am	
	Quiz 12	Apr. 14, 8am	Apr. 15, 8:00am
Final exam	University schedule	Apr. 29, 8am	Apr.30, 8am

\* Modules themselves open earlier and close later than quizzes. See module schedules.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

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- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

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### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

## **Campus Safety Statement**

### **Fully online course sections (W, V)**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

### **Religious Observances**

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

## **Regarding COVID-19**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

**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 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.

**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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**The instructor reserves the right to adjust the syllabus in the course of the semester/session.**

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

# **CPO3103.0W62: Comparative Politics**

School of Politics, Security, and International Affairs

3 Credit Hours

## **Professor Information**

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: Online (MW 1:45-4:00pm), You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

## **Teaching Assistants**

- GTA(s): TBA
- Email: Webcourses@UCF messaging

## **Course Information**

- Term: Spring 2022
- Course Number & Section: CPO3103-0W62
- Course Name: Comparative Politics
- Credit Hours: 3
- Course Modality: W
- Prerequisites: ENC1102 or POS2041 or CI

## **Course Description**

Government and politics in selected nations, with emphasis upon comparative analysis of contemporary problems, politics, political culture, behavior, and institutions.

## **Required Textbook**

- O'Neil, Patrick H. *Essentials of Comparative Politics*. 7th Edition. New York: W. W. Norton, 2021 (ISBN: 9780393532777).

## **Optional Materials (Must choose one)**

- Hoover, Kenneth, and Todd Donovan. *The Elements of Social Scientific Thinking*. 11<sup>th</sup> Edition. Boston: Wadsworth/Cengage Learning, 2013 (Ch. 2 “The Elements of Science,” pp. 12-39).  
[http://www.wadsworthmedia.com/marketing/sample\\_chapters/9781133607670\\_ch02.pdf](http://www.wadsworthmedia.com/marketing/sample_chapters/9781133607670_ch02.pdf)
- King, Gary, Robert R. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Ch. 1 “The Science in Social Science” (pp. 3-33). Available via library website as an e-book.  
[https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata_info_tab_contents)

## Student Learning Outcomes

CPO 3103 introduces comparative politics as a subfield of political science. This course is designed to develop the understandings and skills to major or minor in political science by examining the world’s different political systems. Two main objectives are: Some features of effective student learning outcomes include:

- understandings of fundamental concepts in major four aspects of political science – structural, historical-cultural, behavioral, and global aspects
- comparisons of the major aspects of liberal democratic and non-democratic ideologies, political economic features of democratic and authoritarian regimes, key institutions, political parties, interest groups, political issues, and cleavages.

## Course Activities

- Two assignments (5% each)
- Ten quizzes (6% each) and one final exam (30%)
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours’ worth of homework outside of class each week.

## Quiz Review

After you finish each quiz, you have one chance to see which one you answered wrong. Accordingly, after each quiz, make sure you review those questions.

## Make-up Exams and Assignments

**Do not miss quizzes and exams. Without instructor’s prior permission to a specific student and without official documents, there will be no make-up quizzes and examinations.**

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

## Extra Credit

No extra credit assignments will be permitted.

## Assessment and Grading Procedures

Assignment	Percentage of Grade
Assignments 1 & 2	5% (each) = 10%
Quizzes 1-10	6% (each) = 60%
Final exam	30%
Total	100%

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## Course Schedule

The success of online courses depends on your discipline. You need to follow this schedule your own: You have to follow the reading schedule, quiz, and assignment. If you have any question, contact me ahead. Do NOT wait until the last minute.

Topic	Assignments	Open	Close
Getting started	Two truths and one lie introduction (financial aid requirement)	Jan. 10, 8am	Jan. 14, 11:59pm
Module 1: Introduction	Quiz 1	Jan. 20, 8am	Jan. 21, 8:00am
Module 2: States	Quiz 2	Jan. 31, 8am	Feb. 1, 8:00am
Module 3: Nations and Society	Quiz 3	Feb. 9, 8am	Feb. 10, 8:00am
Module 4: Political Economy	Quiz 4	Feb. 17, 8am	Feb. 18, 8:00am
Assignment 1	Writing research proposal	Feb. 9, 8am	Due: Feb. 25, 11:59 pm Close: Mar. 4, 11:59 pm
Module 5: Democratic Regime	Quiz 5	Mar. 1, 8am	Mar. 2, 8:00am
Module 6: Nondemocratic Regime	Quiz 6	Mar. 16, 8am	Mar. 17, 8:00am
Module 7: Political Violence	Quiz 7	Mar. 23, 8am	Mar. 24, 8:00am
Assignment 2	Personal statement	Mar. 1, 12am	Due: Mar. 18, 11:59pm Close: Mar. 25, 11:59pm
Module 8: Communism and Postcommunism	Quiz 8	Mar.30, 8am	Mar. 31, 8:00am
Module 9: Developing Countries	Quiz 9	Apr.7, 8am	Apr.8, 8:00am
Module 10: Globalization and the Future of Comparative Politics	Quiz 10	Apr. 18, 8am	Apr. 19, 8:00am
Final exam	University schedule	Apr. 27, 8am	Apr. 28, 8am

\* Each module will open the day your quiz from the previous module is scheduled.

## University Services and Resources

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- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**The instructor reserves the right to adjust the syllabus in the course of the semester/session.**

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

# CPO4754.0W60: Comparative Political Institutions

School of Politics, Security, and International Affairs

3 Credit Hours

## Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: Online (MW 1:45pm-4:00pm)
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

## Teaching Assistants

- GTA(s): TBA
- Email: Webcourses@UCF messaging

## Course Information

- Term: Spring 2022
- Course Number & Section: CPO4754-0W60
- Course Name: Comparative Political Institutions
- Credit Hours: 3
- Course Modality: W
- Prerequisites: ENC 1102 or POS 2041 or CI

## Course Description

The course analyzes major types of political institutions from a comparative perspective including electoral laws, division of power, types of democracy, federalism, and the judiciary.

## Required Textbook

- Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. 2<sup>nd</sup> Edition. New Haven, CT: Yale University Press, 2012 (ISBN: 9780300172027).
- King, Gary, Robert R. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Ch.

1 “The *Science* in Social Science” (pp. 3-33). Available via library website as an e-book. [https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata_info_tab_contents)

- March, James, and Johan Olsen. “Institutional Perspectives on Political Institutions.” *Governance* 9, 3 (1996): 247-64 (Pdf file is available in the corresponding module).
- Shepsle, Kenneth A., and Mark S. Bonchek. *Analyzing Politics: Rationality, Behavior, and Institutions*. New York: W. W. Norton, 1997. Ch. 11 “Institutions: General Remarks” (pp. 299-311) (Pdf file is available in the corresponding module).

## Student Learning Outcomes

Comparative Politics 4754, Comparative Political Institutions, analyzes major types of political institutions from a comparative perspective. Political institutions include, but not limited to, electoral laws, division of power, types of democracy, and federalism. Three main objectives are:

- understandings of fundamental concepts in comparative politics as well as institutional designs
- comparisons of the major aspects of democratic institutions and institutional changes
- institutional performance and interaction with private sectors as well as the public, i.e., responsiveness and collective representation.

## Course Activities

- Two assignments (5% each)
- Twelve quizzes (5% each) and one final exam (30%)
- No extra credit assignments will be permitted.
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours’ worth of homework outside of class each week.

## Quiz Review Policy

After each quiz, you have one opportunity to see which one you missed. Make sure you are aware about those missing questions, and be diligent to find the correct answer.

## Make-up Exams and Assignments

**Do not miss quizzes and exams. Without instructor’s prior permission to a specific student and without official documents, there will be no make-up examinations.**

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

### **Extra Credit**

No extra credit assignments will be permitted.

## **Assessment and Grading Procedures**

<b>Assignment</b>	<b>Percentage of Grade</b>
Assignments 1 & 2	5% (each) = 10%
Quizzes 1-12	5% (each) = 60%
Final exam	30%
Total	100%

<b>Letter Grade</b>	<b>Points</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## **Course Schedule**

The success of online courses depends on your discipline. You need to follow this schedule your own: You have to follow the reading schedule, quiz, and assignment. If you have any question, contact me ahead. Do NOT wait until the last minute.

Theme	Assignments	Open	Close
Getting started	Two truths and one lie introduction (financial aid requirement)	Jan. 10, 8am	Jan. 14, 11:59pm
Module 1: Analyzing Politics	King, Keohane, and Verba, pp. 3-33 Quiz 1	Jan. 10, 8am Jan. 19, 8am	Jan. 20, 8am
Module 2: What are Political Institutions?	March and Olsen, pp.247-264 Shepsle and Boncheck, pp. 299-311 Lijphart, Ch1, pp. 1-8 Quiz 2	Jan. 20, 8am Jan. 26, 8am	Jan. 27, 8am
Module 3: Two Models of Democracy: Westminster Model	Lijphart, Ch. 2, pp. 9-29 Quiz 3	Jan. 27, 8am Feb. 2, 8am	Feb. 3, 8am
Module 4: Two Models of Democracy: Consensus Model, 36 Democracies	Lijphart, Ch. 3, pp. 30-45 Lijphart, Ch. 4, pp. 46-59 Quiz 4 Reaction paper 1	Feb. 3, 8am Feb. 9, 8am Feb. 3, 8am	Feb. 10, 8am Feb. 10, 11:59pm
Module 5: Electoral Systems	Lijphart, Ch. 8, pp. 130-157 Quiz 5 Reaction paper 2	Feb. 10, 8am Feb. 16, 8am Feb. 10, 8am	Feb. 17, 8am Feb. 17, 11:59pm
Module 6: Party Systems	Lijphart, Ch. 5, pp. 60-78 Quiz 6	Feb. 17, 8am Feb 23, 8am	Feb. 24, 8am
Module 7: Interest Groups	Lijphart, Ch. 9, pp. 158-173 Quiz 7	Feb. 24, 8am Mar. 2, 8am	Mar. 3, 8am
Module 8: Cabinets	Lijphart, Ch. 6, pp. 79-104 Quiz 8	Mar.3, 8am Mar. 16, 8am	Mar. 17, 8am
Module 9: Balance of Power	Lijphart, Ch. 7, pp. 105-129 Quiz 9	Mar.10, 8am Mar.23, 8am	Mar. 24, 8am
Module 10: Concentration of Power	Lijphart, Ch. 10, pp. 174-186 Lijphart, Ch. 11, pp. 187-203	Mar. 17, 8am	

	Quiz 10	Mar.30, 8am	Mar. 31, 8am
Module 11: Judicial Review	Lijphart, Ch. 12, pp. 204-225	Mar. 24, 8am	
	Quiz 11	Apr. 6, 8am	Apr. 7, 8am
Module 12: Performance of Democracy, Quality of Democracy	Lijphart, Ch. 15, pp. 255-273	Mar. 31, 8am	
	Lijphart, Ch. 16, pp. 274-294		
	Quiz 12	Apr.13, 8am	Apr. 14, 8am
Final Examination	Good Luck!	May 2, 8am	May 3, 8am

\* Modules themselves open earlier and close later than quizzes. See module schedules.

## University Services and Resources

### Academic Services and Resources

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- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Course Accessibility Statement**

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### **Campus Safety Statement**

#### **Fully online course sections (W, V)**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must

provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

## **Religious Observances**

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## **Regarding COVID-19**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**The instructor reserves the right to adjust the syllabus in the course of the semester/session.**

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

**UNIVERSITY OF CENTRAL FLORIDA  
CPO 4912-0001: DIRECTED INDEPENDENT RESEARCH  
SPRING 2022**

<b>Faculty Mentor</b>	Myunghee Kim
<b>Department</b>	School of Politics, Security and International Affairs
<b>Office</b>	PH311f
<b>Phone</b>	407-823-2608
<b>Email</b>	Myunghee.kim@ucf.edu

<b>Credit hours</b>	1 hours
<b>Course Description</b>	The student will work to refine her research paper by extending her literature review and beginning to do some data analysis work.
<b>Learning Outcomes</b>	Over the semester, the student will develop critical thinking skills, strengthen her ability to formulate appropriate research questions, evaluate primary and secondary literature sources, find appropriate data sources, and improve knowledge of academic writing conventions of the discipline.
<b>Meeting Location</b>	Zoom
<b>Meeting Frequency</b>	Weekly (Meeting: every Wednesday 3pm, submission: every Monday noon)
<b>Requirements</b>	Research proposal, research paper
<b>Grade</b>	S/U

**Schedule**

Week	Due
1	Introduction
2	Literature review 1
3	Literature review 2, Research proposal due
4	Literature review 3, Revise proposal
5	Literature review 4, Tentative bibliography due
6	Literature review 5
7	Literature review 6, data collection

8	Literature review 7, data collection
9	Literature review 8, data collection
10	Data collection
11	Research paper draft due
12	Revision
13	Final paper due
14	
15	Presentation

## Campus Resources

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### Library Resources

Since conducting research requires literature searches and reviews, you are expected to know how to use the library's resources. 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>).

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2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained

through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
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- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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**UNIVERSITY OF CENTRAL FLORIDA  
 INR4971H-0201: HONORS UNDERGRADUATE THESIS II  
 SPRING 2022**

<b>Faculty Mentor</b>	Myunghee Kim
<b>Department</b>	School of Politics, Security and International Affairs
<b>Office</b>	PH311f
<b>Phone</b>	407-823-2608
<b>Email</b>	Myunghee.kim@ucf.edu

<b>Credit hours</b>	3
<b>Course Description</b>	The student will work to refine her Honors in the Major Course thesis by refining her literature review and data analysis work in preparation for her thesis defense toward the end of the semester.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Objective One: more fully master the relevant literature for her project.</li> <li>• Objective Two: finish data analysis.</li> <li>• Objective Three: refine elements in her written thesis draft.</li> <li>• Objective Four: learn how to summarize her proposal for an oral proposal defense.</li> </ul>
<b>Meeting Location</b>	Online (Zoom)
<b>Meeting Frequency</b>	Upon the student's request
<b>Requirements</b>	Final thesis, Defense
<b>Grade</b>	S/U

**Schedule**

<b>Week</b>	<b>Due</b>
Mar. 14 – Apr. 1	Thesis format
Apr. 2 – Apr. 14	Thesis defense
Apr. 15	Thesis approval form
Apr. 11 – Apr. 22	Final thesis submission to UCF library
May 3	HUT exit survey

## Campus Resources

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**CPO 3104.0W60 Politics of Western Europe (17988)  
Spring 2022**

## **Instructor and GTA Contact Information**

Instructor	Dr. Barbara Sgouraki Kinsey
SPSIA Office	Phillips Hall 302
Office Hours	Tuesday 1:00-3:00 PM & Wednesday 2:00-3:00 PM or by appointment; office hours will be held via email/phone/Zoom
Phone	(407) 823-2608
E-mail	<a href="mailto:Barbara.kinsey@ucf.edu">Barbara.kinsey@ucf.edu</a>
GTA	TBD
GTA Email	TBD

## **Course Information**

Course Name & Number	Politics of Western Europe (17988)
Course ID & Section	CPO 3104 – 0W60
Credit Hours	3
Semester/Year	Spring 2022
Location	Web
Prerequisites	POS 2041

## **Course Description:**

This course provides an introduction to European politics. We examine the evolution, structures and operation of representative institutions across European countries and focus on particular *themes*, such as political parties, elections, government formation, policy making, social movements and so on across European countries rather than focusing on particular countries. We discuss the implications of different political institutions for different political, policy, and social outcomes.

## Course Objectives:

By the end of the course you will:

- Have good knowledge of the structure and operation of European representative institutions
- Have good knowledge of the implications of European institutions for political and policy outcomes
- Use your knowledge on European institutions and their implications to think analytically on current European politics
- Use your knowledge of European institutions and their implications to think critically on political and policy issues in European democracies

## Required textbooks:

Markus M.L. Crepaz. 2017. *European Democracies*. 9<sup>th</sup> Edition. Routledge

## Weekly Assignments

The assignments are weekly and include quizzes, discussions, and writing assignments; they are designed to test your knowledge and understanding of the module material. **The content of each module including description of assignments will be available on Friday of each week; you will have a week to submit your assignments (assignments are due by 11:00 PM on the following Friday).** After a discussion or writing assignment closes, comments on your assignment, a class announcement with general grading comments, an assignment grade, and a total grade for the module will be released on Mondays, ten days following the assignment's due date. More details to follow in the weekly module overviews.

## Missed Assignments/Make-Ups/Extra Credit

**To submit late work the student will have to obtain the instructor's permission first;** permission will be granted depending on the *circumstances* that resulted in late submission. The student will have **at most one week** from the assignment's deadline to submit the work. There will be a penalty of one letter grade for all late work (except for cases involving overriding and well documented circumstances).

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up; no penalty will be applied. Other overriding circumstances include own or family medical emergencies, religious holidays, severe weather conditions, military obligations, or legal obligations (i.e. jury duty). Pertinent, official documentation, will be required if you plan on requesting to make up a quiz or assignment due to such circumstances.



There is an extra-credit assignment for this course.

## Evaluation and Grading

<u>Grade Categories</u>	<u>Requirement</u>	<u>Grade Weight</u>
<b>Module One</b>		5%
<b>Modules 2-6</b>	Five Modules (2, 3, 4, 5, 6)	50%
<b>Quizzes</b>	Six Quizzes (5, 6, 8, 9, 11, 12)	25%
<b>Research Paper</b>	See Module 7	20%

- Grading information on the specific assignment will be provided in the assignment itself.
- To complete the course you ought to complete all assignments.
- The following plus/minus grading system will apply in this course.  
A = 93+, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79,  
C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62,  
F= 59 or below.

## Attendance Policy

This course is web-based, fully online and considered a "W" course. Students are expected to fully participate in all online activities and to complete all assignments by the due dates.

## Federal Financial Aid Requirement: Recording Academic Activity Policy

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the assignments for Module One** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, January 14. Failure to do so will result in a delay in the disbursement of your financial aid.**

## Required Statement Regarding COVID-19

### University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### COVID-19 and Illness Notification

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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 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.

### 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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

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This course may use Zoom for class meetings and meetings during office hours (or by appointment).

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Please contact [Webcourses@UCF Support](mailto:Webcourses@UCF Support) at [<https://cdl.ucf.edu/support/webcourses/>](https://cdl.ucf.edu/support/webcourses/) if you have any technical issues accessing Zoom.

## Professionalism and Student Conduct

Students are expected to conduct themselves in a civil and professional manner. Profanity, or any other offensive behavior will not be tolerated. Repeated violations of professionalism will result in a reduction in course grade.

**If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student's responsibility to be informed of any class announcements posted in class Announcements or distributed via webmail.

## Academic Honesty

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without

authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)."

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. 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, click [here](#).

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Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected

by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

## Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (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.

## E-mail Protocols

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don’t expect an immediate response when you send a message. Generally, 48 hours is considered a reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the “Subject” heading include the course number and your last name.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Technical Assistance

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Learning Online This site provides information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment –  
<http://www.cstore.ucf.edu/>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal

reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## **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 me to discuss your circumstances.

## **Make-up Assignments For Authorized Events or Co-Curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

## **Religious Observances**

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

## Class Schedule Spring 2022

Week	Topic	Assignments
January 10	Getting Started	"Learning online"  <b>See Module 1</b>  <b>Due: January 14, 11 PM</b>
January 17	Political Parties	<i>European Democracies:</i> Chapter 2  <b>See Module 2:</b> <ul style="list-style-type: none"> <li>• Quiz 2 (Chapter 2)</li> <li>• One-page assignment</li> </ul> <b>Due: January 21, 11 PM</b>
January 24	Parliaments: How They are Elected and How They Work	<i>European Democracies:</i> Chapter 3  <b>See Module 3:</b> <ul style="list-style-type: none"> <li>• Quiz 3 (Chapter 3)</li> <li>• On-line discussion</li> </ul> <b>Due: January 28, 11 PM</b>
January 31	Cabinet Formation and Heads of State	<i>European Democracies:</i> Chapter 4  <b>See Module 4:</b> <ul style="list-style-type: none"> <li>• Quiz 4 (Chapter 4)</li> <li>• One-page Assignment</li> </ul> <b>Due: February 4, 11 PM</b>



February 7	Courts, Referenda & Federalism	<i>European Democracies:</i> Chapters 5, 6  <b><u>Quiz 5:</u> Chapters 5, 6</b>  <b>Due: February 11, 11 PM</b>
February 14	Social Movements	European Democracies, Chapter 7  <b><u>Quiz 6:</u> Chapter 7</b>  <b>Due: February 18, 11 PM</b>
February 21	The State and Economic Interest Groups  Policy Outcomes	<i>European Democracies:</i> Chapters 11, 12  <b>See Module 5:</b> <ul style="list-style-type: none"> <li>• Quiz 7 (Chapters 11 &amp; 12)</li> <li>• On-line discussion</li> </ul> <b>Due: February 25, 11 PM</b>
February 28	Immigration and the Welfare State	<i>European Democracies:</i> Chapter 8  <b><u>Quiz 8</u></b> (Chapter 8)  <b>Due: March 4, 11 PM</b>
March 14	Political Culture	<i>European Democracies:</i> Chapter 9  <b><u>Quiz 9</u></b> (Chapter 9)  <b>Due: March 18, 11 PM</b>

March 21	Nationalism and Ethnicity Deeply Divided Societies	<i>European Democracies:</i> Chapters 13, 14  <b>See Module 6:</b>  <ul style="list-style-type: none"> <li>• Quiz 10 (Chapters 13 &amp; 14)</li> <li>• On-line discussion</li> </ul> <b>Due: March 25, 11 PM</b>
March 28	The European Union	<i>European Democracies:</i> Chapter 10  <b><u>Quiz 11</u></b> (Chapter 10)  <b>Due: April 1, 11 PM</b>
April 4	Globalization and European Democracies	European Democracies: Chapter 15  <b><u>Quiz 12</u></b> (Chapter 15)  <b>Due: April 8, 11 PM</b>
April 11 April 18	<b>Research Paper</b>  <b>[Library Assignment for X-Credit Due: April 11, 11 PM]</b>	<b>See Module 7</b> <ul style="list-style-type: none"> <li>• 5-6 page research paper</li> </ul> <b>Due: April 22, 11 PM</b>

**Note:** All dates and times are subject to change by Dr. Kinsey. Be informed and routinely check the Schedule and class Announcements for any changes or updates.

# POT 4305 Democracy, Capitalism, and the Individual (18580) Spring 2022

## Instructor and GTA Contact

Instructor	Dr. Barbara Sgouraki Kinsey
SPSIA Office	Phillips Hall 302
Office Hours	Tuesday 1:00-3:00 PM & Wednesday 2:00-3:00 PM or by appointment; office hours will be held via email/phone/Zoom
Phone	(407) 823-2608
E-mail	<a href="mailto:Barbara.kinsey@ucf.edu">Barbara.kinsey@ucf.edu</a>
GTA	TBD
GTA Email	TBD

## Course Information

Course Name	Democracy, Capitalism, and the Individual (18580)
Course ID & Section	POT 4305 – 0W60
Credit Hours	3
Semester/Year	Spring 2022
Location	Web
Prerequisites	POS 2041

## Course Description

This course addresses the question of how people can develop political and economic institutions that best serve their interests. The focus of the course is an examination of the institutions of **capitalism** and **democracy** as the means of organizing, respectively, an economy and a polity. We will look at arguments in favor of these institutions, as well as arguments on their limitations. Primary emphasis is on works of the 19<sup>th</sup> and 20<sup>th</sup> centuries that have had a major impact on the way we think about the individual and society.

## Course Objectives and Student Learning Outcomes

The course objectives and learning outcomes of *Democracy, Capitalism, and the Individual* (POT 4305) aim at meeting criteria outlined by the Department of Political Science Academic Learning Compacts:

[https://oeas.ucf.edu/doc/cos/alc\\_cos\\_political\\_science\\_ba.pdf](https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf)

By the end of the course you will:

- Be familiar with contributions the authors we cover in this course make to democratic and economic theory
- Develop a better understanding of the relationship between democracy and capitalism
- Develop a better understanding of the principles and mechanism of democracy and capitalism
- Develop a better understanding of the implications of the institutions of democracy and capitalism for the individual
- Develop a better understanding of the role of the individual in a democratic society and capitalist economy
- Analyze critically certain aspects of democratic and economic theory
- Analyze critically current social issues

## Required Texts & Additional Course Readings

- R.L. Heilbroner, *The Worldly Philosophers*, Touchstone (9780684862149)
- J.S. Mill, *On Liberty*, Hackett Publishing Company Inc. (9780915144433)
- Herbert Marcuse, *An Essay on Liberation*, Beacon Press (9780807005958)
- Ellie Wiesel, *Night*, Random House Publishing Group (9780553272536)
- M. Olson, *The Logic of Collective Action*, Harvard University Press (9780674537514)
- R. Axelrod, *The Evolution of Cooperation*, Basic Books (9780465005642)

The remaining readings will be found either on the web (see Links in Course Content) or/and in the Modules. Additional course materials pertaining to course assignments may be distributed to class via the modules.

**Weekly Assignments** The assignments are weekly and include quizzes, discussions, and writing assignments; they are designed to test your knowledge and understanding of the module material. The content of each module including description of assignments will be available on Friday of each week; you will have a week to submit your assignments (assignments are due by 11:00 PM on the following Friday). After a

discussion or writing assignment closes, comments on your assignment, a class announcement with general grading comments, an assignment grade, and a total grade for the module will be released on Mondays, ten days following the assignment's due date. More details to follow in the weekly module overviews.

## Missed Assignments/Make-Ups/Extra Credit

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There is **no extra credit** for this course.

## Evaluation and Grading

Assignments	Percentage of Grade
Module 1	5%
Modules 2, 3, 4, 5, 6, 7, 8, & 10	65%
Modules 9, 11	15%
Module 12	15%
Total	100%

The grading system is as follows:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points

B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
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## E-mail Protocols

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don't expect an immediate response when you send a message. Generally, 48 hours is considered a reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the “Subject” heading include the course number and your last name.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Technical Assistance

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Learning Online This site provides information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment –  
<http://www.cstore.ucf.edu/>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## **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 me to discuss your circumstances.

## **Make-up Assignments For Authorized Events or Co-Curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

## **Religious Observances**

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

## Class Schedule Spring 2022

	Topic & Reading	Assignments	Due Dates
Week 1 Jan 10	Module 1: Getting Started  Gabriel A. Almond, "Capitalism and Democracy"	<b>Module 1</b> Quiz & Writing assignment & Discussion	Jan 14, 11 PM
Week 2 Jan 17	Module 2: Adam Smith  <i>The Wealth of Nations</i> , Book 1: chapters 1,2,4,8; Book 5: chapter 1, part 3, article II  R.L. Heilbroner, "The Wonderful World of Adam Smith"	<b>Module 2</b> Quiz & Discussion	Jan 21, 11 PM
Week 3 Jan 24	Module 3: John Stuart Mill <i>On Liberty</i>  <i>R.L Heilbroner, pp. 127-135</i>	<b>Module 3</b> Quiz & Discussion	Jan 28, 11 PM
Week 4 Jan 31	Module 4: Alexis de Tocqueville  <i>Democracy in America</i> , VOLUME 1: Part I, Chapter 5; Part II, Chapters 7 & 8. VOLUME 2, Part I: Chapters 2,5,10; Part 2: Chapters 2,5,7-11,20; Part 3: Chapter 1; Part 4: Chapter 6	<b>Module 4</b> Quiz & One-page assignment	Feb 4, 11 PM
Week 5 Feb 7	Module 5: Karl Marx  "Estranged Labour" in Economic and Philosophical Manuscripts of 1844: Selections.  R.L Heilbroner, "The Inexorable System of Karl Marx"	<b>Module 5</b> Quiz & Discussion	Feb 11, 11 PM

Week 6 Feb 14	Module 6: J.M. Keynes  "The General Theory of Employment" in Collected Works, volume 14, pp. 109-123.  R.L. Heilbroner, "The Heresies of John Maynard Keynes"	<b>Module 6</b> Quiz & Two-page assignment	Feb 18, 11 PM
Week 7 Feb 21	Module 7: Elie Wiesel <i>Night</i>	<b>Module 7</b> Discussion	Feb 25, 11 PM
Week 8 Feb 28	Module 8: H. Marcuse <i>An Essay on Liberation</i> , Introduction, chapters 1,3,4	<b>Module 8</b> Quiz & Discussion	March 4, 11 PM
Week 9 March 14	Module 9: Arrow's Impossibility Theorem	<b>Module 9</b> Quiz	March 18, 11 PM
Week 10 March 21	Module 9 (cont.): Arrow's Impossibility Theorem	<b>Module 9</b> <b>(cont.)</b> Discussion	March 25, 11 PM
Week 11 March 28	Module 10: M. Olson <i>The Logic of Collective Action</i> , Chapters 1-5	<b>Module 10</b> Quiz & Discussion	April 1, 11 PM
Week 12 April 4	Module 11: R. Axelrod <i>The Evolution of Cooperation</i>	<b>Module 11</b> Quiz	April 8, 11 PM
Week 13 April 11	Module 11 (cont.): R. Axelrod <i>The Evolution of Cooperation</i>	<b>Module 11</b> <b>(cont.)</b> Two-page assignment	April 15, 11 PM

Week 14 April 18	Module 12: Final Assignment	<b>Module 12</b> One-page assignment/	April 22, 11 PM
Exam Week April 25	Module 12 (cont.)	<b>Module 12</b> Discussion	April 29, 11 PM

Note: Be informed and routinely check class announcements.

**CPO 3103**

**Comparative Politics**

**Spring 2022**

*Instructor: Jonathan Knuckey*





## Course Overview

***"Although I very rarely spoke of France in my book, I did not write one page of it without having her, so to speak, before my eyes...Without comparisons to make, the mind does not know how to proceed"***

- Alexis de Tocqueville, *Democracy in America*

Welcome to Comparative Politics!

This course is an introduction to the study of comparative politics and is intended to help students compare and contrast the wide variety of political systems, institutions and behavior around the world. Comparative politics is a subfield of political science that can help us make arguments about cause and effect by drawing evidence from across nations and over time that enable us to then make generalizations about political phenomena.

This course will provide you with an overview of the major theoretical approaches and debates to the study of comparative politics. While the comparative approach seeks to make generalization across nations, we will also utilize a case study approach to focus on the history, political system, political institutions, political cultures and political behavior of the following nations:

- China
- France
- India
- Iran
- Japan
- Mexico
- Nigeria
- Russia
- South Africa
- United Kingdom

These nations will help illustrate many of the broader concepts and ideas we will encounter this semester. They will also provide a solid background and introduction for any future courses you may take on one or more of these nation's political system, or for doing independent research such as an Honors Undergraduate Thesis.

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from you!

### Office Hours & Contact Information.

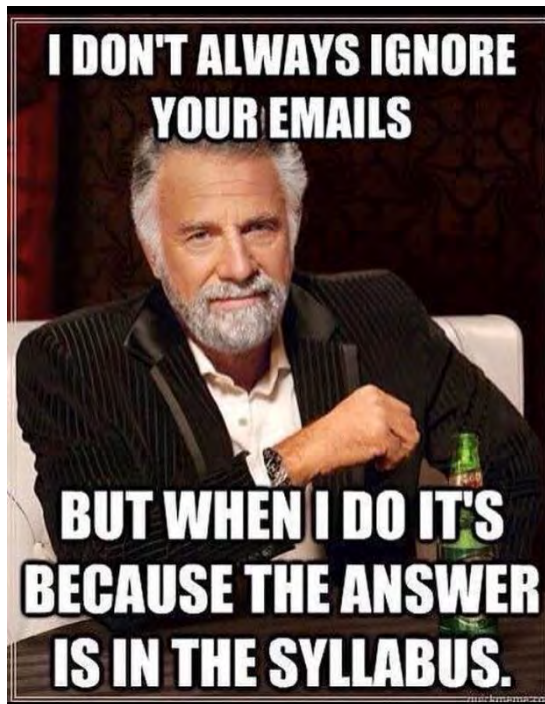
**Office hours:** Via Zoom, Tuesday & Thursday, 10.30am-12.30pm

**Email:** Use email in Webcourses. If you write me M-F, I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!

***Please don't use the comments box on assignments to message me. I receive no notification of messages sent here (why it is set up that way, I have no idea!). So always use the email in Webcourses if you wish to follow up on any assignment.***

I will try and answer any message within 24 hours during the work week. Remember to allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide help you out. Assume a message sent after 5.00pm will not be read until following day.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").



## Textbook

We will use the following textbook, and you will need to buy it (and of course read it) to do well in this class:

- Patrick H. O'Neil, Karl Fields, and Don Share, *Cases and Concepts in Comparative Politics* 2nd edition



Please make sure this is purchased no later than the end of the first week of the semester. Take this into account if ordering from a third party vendor (like Amazon). And make sure you buy the **2nd Edition** of the book, shown above.

Used copies of the textbook are fine -- and less likely to blow a hole in your budget.

Used copies of the textbook is fine -- and less likely to blow a hole in your budget. Ebooks are also fine, and probably a lot more convenient.

## Modules

Requirements for the class will be detailed in modules that are accessed in Webcourses. A new module detailing quizzes and written assignments will open each week. Requirements for a module must first be completed prior to moving on to a new module

## Student Conduct

All students are expected to adhere to the UCF Golden Rule, which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

### *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.**

### *Group Chats*

Group chats -- via GroupMe, Whats App, etc -- are increasingly common and can be used positively for collaboration and connection with your peers. They can also be used for nefarious purposes such as sharing answers and other forms of cheating. Recently I've had to deal with instances where students are reporting other students for sharing information via the class group chat. **Any students on a group chat where cheating is occurring will all be included in any disciplinary action that results from content shared on the chat.** How can this be avoided, you ask? Just do your own work and don't cut corners. It's pretty easy to avoid.

## Grades



My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A.... and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve.

Your final grade will be weighted as follows:

- Written assignments: 34%
- Quizzes on conceptual chapters of textbook (i.e., chapters 1, 2, 3, 6, 7, 8, 9 & 10): 33%
- Quizzes on country cases study chapters: 33%

As there are ample grading opportunities in this course **there will be no extra credit given.**

Grade boundaries are as follows:

A, 92%+

A-, 89-91.9%

B+, 86-88.9%

B, 82-85.9%

B-, 80-81.9%

C+, 76-79.9%

C, 72-75.9%

C-, 70-71.9%

D, 62-69.9%

D- 60-61.9%

F, 59% and below.

A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that, prior grades will not be reviewed.

When grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, etc., etc.), I'll take the overall performance of a student throughout the semester into account when deciding whether to round up, i.e., whether all work been submitted throughout the semester, and has there been an attempt to answer all questions on a quiz or assignment.

***All work in this course will be graded by me, not a Graduate Teaching Assistant. If you have any questions about grades, please don't hesitate to touch base with me directly.***

Grade grievance policies are outlined under the UCF Golden Rule.

### Make-up Policy



The time and dates for all assignments are fixed in krypton-coated granite encased in a hydrogen bomb-proof vault! These dates are know well ahead of time (see Course Schedule). As noted above you

always get a grace period on any assignment. An extension on any assignment beyond the grace period will only be given in the most exceptional circumstances that are beyond the control of a student and will require documentation.

***Please note that requests for an assignment extension after an assignment deadline will not be granted, unless a student was unable to make such a request prior to the deadline.***

Here are some unacceptable excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer was destroyed...."*
- *"I accidentally deleted the file...."*
- *"My computer magically deleted my homework from my computer's hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the quiz but forgot to submit it...."*
- *"I was on a cruise...."*
- *"It was my birthday, so I never got around to the assignment...."*

The above are all **actual excuses** I have received. Many, as you can see, are computer-related, which are the "dog ate my homework" excuses of the technology age and will not fly. So secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead. Completing an assignment the day before it is due is always a wise move as that provides a cushion for anything that might come up that is unexpected.

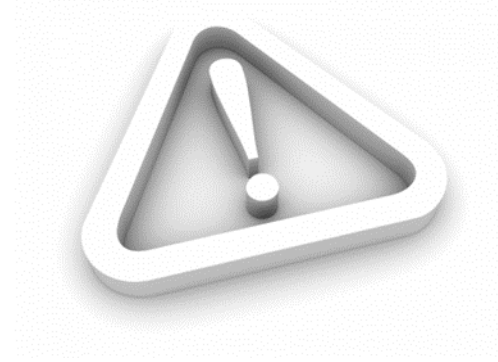
## **Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

## 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 me at the start of the semester to discuss your circumstances.

## Disclaimer



I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

## Course Schedule

**All due dates are midnight on the date noted. However, a grace period is allowed so that work submitted by 5pm the following day will still receive full credit.**


### ***Module 1: Studying Comparative Politics***

- **Quiz:** Syllabus Quiz (1/12) *(This quiz will be used to demonstrate student academic engagement during the first week of the semester)*
- **Quiz:** *Cases and Concepts of Comparative Politics, ch.1* (1/16)

### ***Module 2: Comparing States, Identities & Ideology***

- **Quiz:** *Cases and Concepts in Comparative Politics, "States", ch.2* (1/19)
- **Written assignment:** *Measuring the Power of the State* (1/23)




- **Quiz:** *Cases and Concepts in Comparative Politics, "Nations & Society", ch.3 (1/26)*
- **Quiz:**  *Case Study of Politics in India (1/30)*
- **Written assignment:** *Comparing Ethnic Conflict and Political Institutions in India and Nepal (2/2)*

### **Module 3: Comparing Democratic Political Systems**

- **Quiz:** *Cases and Concepts in Comparative Politics, "Democratic Regimes," ch.6 (2/6)*
- **Written assignment:** *What is Undermining Democracy? (2/9)*
- **Quiz:** *Cases and Concepts in Comparative Politics, "Developed Democracies," ch.7 (2/13)*
- **Quiz:**  *Case Study of Politics in the United Kingdom (2/16)*
- **Quiz:**  *Case Study of Politics in France (2/20)*
- **Written assignment:** *Multiculturalism versus Assimilation and Anti-Immigrant sentiment in French Politics (2/23)*
- **Quiz:**  *Case Study of Politics in Japan (2/27)*
- **Written Assignment:** *Explaining the Rise of Authoritarian Values in Developed Democracies (2/2)*



*Spring Break, March 5th-March13th*

### **Module 4: Comparing Non-Democratic Political Systems**

- **Quiz:** *Cases and Concepts in Comparative Politics, "Non-Democratic Regimes," ch.8 (3/16)*
- **Written assignment:** *The Resource Curse - Do Resources Hinder Democracy? (3/20)*
- **Quiz:**  *Case Study of Politics in Iran (3/23)*

### **Module 5: Comparing Communist and Post-Communist Countries**

- **Quiz:** *Cases and Concepts in Comparative Politics, "Communism and Post-Communism," ch. 9 (3/27)*

- **Quiz:**  *Case Study of Politics in Russia (3/30)*
- **Quiz:**  *Case Study of Politics in China (4/3)*
- **Written assignment:** *Explaining Variations in the Success of Post-Communist Countries (4/6)*

### **Module 6: Comparing Developing Countries; Comparing Transitions to Democracy**

- **Quiz:** *Cases and Concepts in Comparative Politics, "Developing Countries," ch.10 (4/10)*
- **Quiz:**  *Case Study of Politics in Mexico (4/13)*
- **Quiz:**  *Case Study of Politics in Nigeria (4/17)*
- **Quiz:**  *Case Study of Politics in South Africa (4/20)*
- **Written assignment:** *Comparing the Transition to Democracy in South Africa and Zimbabwe (4/24)*

POS 3173

Southern Politics

Spring 2022

*Instructor: Jonathan Knuckey*



## Course Overview

Welcome to Southern Politics!

This class is designed to provide you with a comprehensive overview of politics in the American South. For a political scientist the South is the most interesting region in the United States to study. Why study and be concerned about southern politics?

- **First, the South continues to be the most distinctive region in the United States.** Although the South and the rest of the nation have converged in a number of important ways that we will study this semester, there is still much that sets the South apart from other regions. This continuing distinctiveness is demonstrated by the fact that the South is the only region of the United States to have developed its own subfield of study within political science.
- **Second, the post-World War II period in the South has been characterized by momentous changes with respect to race relations and economic development.** Thus, the South provides a compelling case study of the effects and consequences of these changes on political structures, attitudes and behavior. With respect to race, racial attitudes and civil rights, it also illustrates the need for further progress.
- **Third, anyone interested in developments in the American party system needs to comprehend the partisan changes that have taken place in the South.** The class is organized around the unifying theme of partisan transformation from the once Democratic "Solid South" to a region characterized by two-party competition, and increasingly Republican dominance. This is a fascinating and important story in its own right. However, it also has enormous implications for national party and electoral politics in the battle for the White House and control of Congress.

Although our focus will be primarily on southern politics since the mid-twentieth century we will spend some time at the start of the class talking about the history of the South, and some of the key events that shaped the "traditional" or "Old" South and the nature of politics in the one-party **Democratic "Solid South."**

We will then turn to an examination of the forces that began to transform the South with particular attention given to the **Civil Rights movement era (1954-1965) in the South.**

This leads to the next part of the course which focuses on the **rise of southern Republicans and the onset of two-party competition, and increasingly Republican dominance.**

We will end the course by addressing the question of **whether the South is still a distinctive region** and where the South might be heading - socially, economically and politically - over the next few decades.

Hopefully your study of southern politics this semester will not just serve an academic interest but help in shedding some light on recent party politics in the South and, indeed, the nation, especially as our class coincides with the 2020 election. Furthermore, the type of knowledge that you will acquire is exactly what campaign consultants across the South might be looking for. Maybe in the not too distant future you will be running a campaign where you can put into practice some of the material you learned about this semester.

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from you!

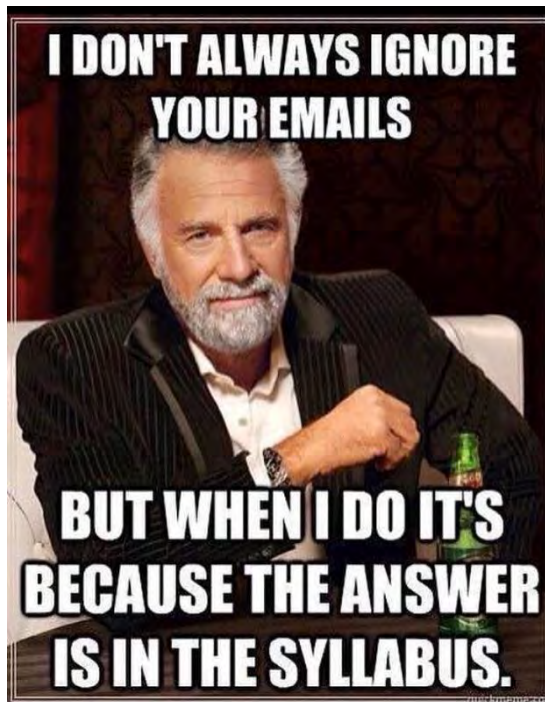
### **Office Hours & Contact Information.**

**Office hours:** Via Zoom, Tuesday & Thursday, 10.30am-12.30pm

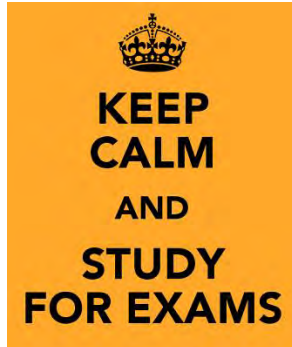
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## Exams



Three exams will be given during the semester, scheduled as follows:

Three exams will be given during the semester, scheduled as follows:

- First midterm exam, **Thursday, February 10th**
- Second midterm, **Thursday, March 24th**
- Final exam, **Thursday, April 28th 7.00am-9.00am)**

*All exams will be taken on-line in Canvas*

### Midterm Exams Format

Both midterm exams are non-cumulative and will consist of:

- 20 multiple-choice questions with 4 choices per question (2 points per question = 40 points)
- 10 true/false questions (2 points per question = 20 points)
- 10 fill-in-the-blank questions (1 points per question = 10 points)
- 1 essay (30 points). Essay questions will be posted in Webcourses. On the day of the exam I will randomly choose **one** of these essay questions from this list on which you will write. An essay question consists of three parts, so you will be writing the equivalent of three solid paragraphs in answering the essay.
- You will have 75 minutes to complete each midterm exam.

### Final Exam Format

- 20 multiple-choice questions with 4 choices per question (2 points per question = 40 points)
- 10 true/false questions (2 points per question = 20 points)
- 10 fill-in-the-blank questions (1 point per question = 10 points)

- 1 essay (40 points). The essay section will consist of four parts rather than three. However, there will only be a single essay topic, so you'll know for sure what the essay questions are going to be on the final exam!
- Time allowed is 2 hours and 50 minutes to complete the final exam

### Exam Policies

- Midterm and final exam questions will come assigned readings, and the Power Point lectures; in other words, just about anything we discuss or read is fair game for testing. The exams are not cumulative, although the essay on the final exam will integrate material from throughout the course;
- You must take each exam in order to receive a passing grade in this class.

Refer to "Exam Guidelines" on "Modules" tab on the left for further exam details as well as the essay questions from which I will choose for each exam (Note: At the start of the semester only the essay questions for the first exam will be displayed).

### Student Conduct

All students are expected to adhere to the UCF Golden Rule, which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

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## **Attendance**

This is fairly straightforward. Arrive on time and stay for the duration of the class. Some quick points on attendance:

- I will pass the attendance roll around a few minutes after our class start time. On the very rare occasion you are late to class, please enter the classroom as quietly and with as minimal disruption as possible.
- Constant tardiness will quickly get my attention and a written warning. I reserve the right to reduce an overall grade by one letter grade and not apply the exceptional attendance bonus (see below) when tardiness continues to be evident after this warning
- Attendance Bonus. This will be the only extra credit grading opportunity. If you have no more than **two** absences during the semester you will be eligible for **3 points** added to your overall grade, e.g., an overall grade of 87% becomes 90% if you have no more than two absences during the semester.

## **Start of Semester Meetings with Students**

I would like to meet with each of you for a brief meeting in via Zoom during the first few weeks of the semester. Please make your appointment using the "Schedule" function using the Calendar in Webcourses.

Hopefully these meetings will give you a chance to ask me any questions you may have about the course. Likewise it will help me put names to faces, especially in a large class.



## Grades



My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

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our final grade will be weighted as follows:

- Assignments: 25%
- Two Midterm Exams, 35% (each exam is weighted equally)
- Final Exam, 40%

Grade boundaries are as follows:

A, 90%+

A-, 89-89.9%

B+, 86-88.9%

B, 82-85.9%

B-, 80-81.9%

C+, 76-79.9%

C, 72-75.9%

C-, 70-71.9%

D, 62-69.9%

D- 60-61.9%

F, 59% and below.

You will be able to access your grades in Webcourses. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

When grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, etc., etc.), I'll take the overall performance of a student throughout the semester into account when deciding whether to round up, i.e., has all work been submitted throughout the semester, and has there been an attempt to answer all questions on a quiz or assignment.

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- *"I was on holiday..."*
- *"It was my birthday so I never got around to the assignment..."*

The above are all **actual excuses** I have received. Many, as you can see, are computer-related, which are the "dog ate my homework" excuses of the technology age and will not fly. So secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead. Completing an assignment the day before it is due is always a wise move as that provides a cushion for anything that might come up that is unexpected.

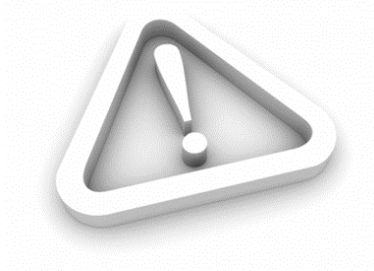
### **Accessibility Statement**

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### **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 me at the start of the semester to discuss your circumstances.

## Disclaimer



I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

## Course Schedule

*Please note that you will not be required to purchase a textbook. Instead, chapters from several different books on southern politics will be assigned. You can find the link to each chapter under "Assigned Readings," which is accessed from the Modules tab.*

### ***Part 1: An Introduction to the South and Studying Southern Politics (January 11th-January 18th)***

#### **Readings for Part 1**

- Jeanette Keith. "Did Liberty Grow From Slavery?"
- John Shelton Reed "Southerners as an American Ethnic Group"

#### **Assignments for Part 1**

- Identifying Famous Southerners (due 1/14) *(Note: this quiz will be used to document student engagement in the course during the first week of class)*
- *In the Heat of the Night* (Quiz is based on watching the movie, due 1/23)
- Written Assignment Defining the South (due 1/23)

***Part 2: Slavery, Secession and the Road to War (January 20th-January 25th)***

**Reading for Part 2**

- Jeanette Keith, "Defending 'Our Way of Life': Southern Politics to 1860."

***Part 3: Reconstruction; The Democratic "Solid South" (January 27th-February 8th)***

**Readings for Part 3**

- Jeanette Keith, "Reconstruction, 1862-1876"
- Richard Scher, "Race, Democrats and the One-Party System."

**Assignment for Part 3**

- Written Assignment: Reconstructing the Reconstruction of the South (due 2/6)

***First Exam, Tuesday, February 10th (Exam will be taken in Canvas)***

The exam will cover the Power Point lectures and assigned readings for **Parts 1, 2 and 3**. Look at the "First Exam Guidelines" link on the "Modules" page for further details. Essay questions will be available here too.

You will have **75 minutes** to complete the exam.

***Part 4: The South's Economic Development; The Civil Rights Movement; The Emergence of Southern Republicans (September 23rd-November 4th)***

**Required Readings for Part 4**

- Jeanette Keith, "The South & the Nation: 1930-1946"
- Earl Black and Merle Black, "White Revolt in the Deep South"
- Earl Black and Merle Black, "The Republican Breakthrough in the Peripheral South."
- Richard K. Scher, "Toward the Civil Rights Movement"
- Richard K. Scher "The Politics of the Civil Rights Movement"

We will also watch "Eyes on the Prize," which is probably the single best documentary made on the America's Civil Rights years.

#### **Assignments for Part 4**

- *Eyes on the Prize* - "Awakenings" (due 2/22)
- *Eyes on the Prize* - "Fighting Back" (due 2/27)
- *Eyes on the Prize* - "A'int Scared of Your Jails" (due 3/1)
- *Eyes on the Prize* - "No Easy Walk" (due 3/3)
- *Eyes on the Prize* - "Mississippi: Is this America?" (due 3/16)
- *Eyes on the Prize* - "Bridge to Freedom" (due 3/20)

***Spring Break, March 6th-March 13th***

#### ***Second Exam, Thursday, March 24th (Exam will be taken in Canvas)***

The exam will cover the Power Point lectures and assigned readings for **part 4** Look at the "Second Exam Guidelines" link on the "Modules" page for further details. Essay questions will be available here too.

You will have **75 minutes** to complete the exam.

#### ***Part 5: From a Republican South to a Competitive South (March 29th-April 7th)***

##### **Required Readings for Part 5**

- Earl Black and Merle Black, "Republican Dominance After the Great Society"
- Seth McKee, "The Republican Present."
- Jonathan Knuckey & Aubrey Jewett, "Florida: Kingmaker No More?"

##### **Assignment for Part 5**

- Written Assignment: Battleground Florida (due 4/10)

***Part 6: Southern Politics in the 21st Century; Is the South Still Distinctive? (November 30th-December 2nd)***

**Required Readings for Part 6:**

- Bullock, et al. "The Changing Demographics of the South and Its Impact on National Politics."
- Bullock, et al. "New York Sybarite Conquers the South: Trump, Race and the Southernization of American Politics."
- H. Gibbs Knotts, "Five Southern States That Could Change American Politics"

**Assignment for Part 6**

- Written Assignment: The Ghost of Jim Crow? Voting Rights in the Contemporary South (4/14)

***Final Exam - Thursday, April 28th (Exam will be taken in Canvas)***

The exam will cover the Power Point lectures and assigned readings for **Parts 5 & 6**. Look at the "Final Exam Guidelines" link on the "Modules" page for further details. The essay question will be available here too.

You will have **2 hours** to complete the exam.





This course will certainly help you understand the reading materials in many upper-level classes and equip you with the skills to research topics for term papers, to participate in the internship program and to design an honors thesis. Specifically the course will help you hone your skills in the following areas:

- How the scientific method is applied to the social sciences;
- How social science research is designed;
- How data are collected;
- How data are analyzed;
- How presentations of research findings are interpreted.

Thus, by the time you complete this course you will have developed critical thinking and analytic skills that you can also apply in a variety of career settings, and which are prized by many employers in both the public and private sectors.

I know this will seem like an entirely different kind of course that you are used to. In this course, we are not focused on the content knowledge of subfield in political science, but are more interested in understanding the **methods** that most political scientists use to understand and build knowledge about political phenomena. Thus, you will be learning how to "do" political science yourself, and critically how to become a producer - not just a consumer - of research on politics.

### [About Me and How to Contact Me.](#)

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the [University of Liverpool](#), my MA in U.S. History and Politics from the [University of Keele](#) and my Ph.D. in Political Science from the [University of New Orleans](#).

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of my day job I am a huge football (soccer!) fan and an avid supporter of [Liverpool](#) and, of course, [Orlando City F.C.](#)

#### **Office hours:**

**Office hours:** Just let me know the best day/time and we can chat via Zoom. For Zoom meetings just let me know the best day and time and then click on this link to my personal meeting room: <https://ucf.zoom.us/j/6720872288>

**Email:** Use email in Webcourses. If you write me Monday through Friday I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!



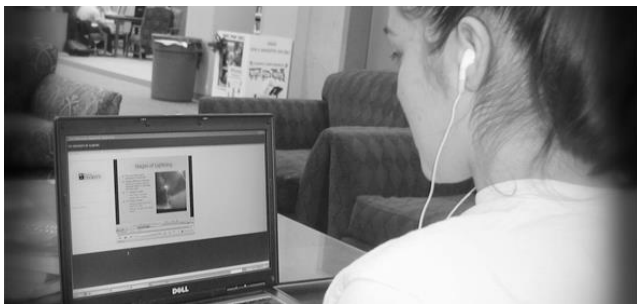
A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Do allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide an adequate answer.

***Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Canvas if you wish to follow up on any assignment.***

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

### Requirements for a Web-Based Class



This is a completely web-based class, and, consequently, requires a different approach in terms of requirements than a regular class. Most obviously, we will not be meeting as a class where

you are listening to lectures two or three times a week. However, you should realize that a web-based class does not mean that you will be doing less work. Indeed, as those of you who have taken web-based classes before will attest, a completely on-line class will require that you take a much more active role in your education as compared to a regular face-to-face class.

Generally, I have found that students who do well in a web-based class are self-motivated and have usually received good grades (B or higher) in regular face-to-face classes.

My general rule of thumb for any undergraduate college-level course is that you should devote **2 to 3 hours of study per course credit hour per week**. As this is a three credit hour class you should plan on devoting **6 to 9 hours** per week to this class. This involves reading, taking notes and taking quizzes and other writing assignments.

I know you have other commitments—other classes, jobs and life in general—and that you will not *always* be able to devote this time every week. But managing your time is essential to doing well in any class, especially a web-based class. You will also find that much of the material in this class is about applying the material learned, rather than memorizing or looking things up.

Thus, to do well in the class you need to make an investment in it throughout the semester—not just the night an assignment is due.

### Statistical Software - SPSS

After the midterm exam, the course will introduce you to SPSS, a widely used program for data analysis. You will use SPSS to learn the types of data analytic skills that is common-place in contemporary political science research.

I'll get into more depth about SPSS after the midterm exam. However, for now just be aware that after the midterm exam you will need access to SPSS. UCF now has off-site access to SPSS available for those with an NID (via the UCF Apps site). I'll have detailed instructions on how access SPSS this way later in the semester.

### Weekly Modules

Requirements for each week of class will be detailed in modules that are accessed in Webcourses. I strongly recommend printing out the requirements for each module and making sure you note due dates for assignments. Always begin by reading the Module overview as that gives you a sense of what you be learning from each module.

I do not release all the modules at once in order to provide as much feedback as possible on quizzes and assignments. If every module was released at once some students would invariably rush through several in a week, giving little time to provide feedback and hence facilitate understanding of the material. I believe this approach best captures the pace of a regular course.

I **do not** have a Graduate Teaching Assistant for this course, so if you have any questions please don't hesitate to touch base with me.

**Assignment due dates:** Due dates can be found in the Course Schedule below and in each module.

*The deadline submission of work will always be midnight (actually 11.59pm) on a particular day. However, you are permitted a grace period where you can still submit work up to 5pm on the following day. As you automatically have a grace period for all work no further extensions will be granted.*

All deadlines are, of course, for Eastern time, so keep that in mind if you are in a different time-zone for part, or all, of the semester!

Please remember that you will know what assignment is due, and what that assignment entails, well in advance of a due date. **The single biggest source of missed points on assignments is starting an assignment too late and not making enough time to complete the assignment.** So pace yourself on all assignments.

Quizzes and written assignments are not timed, so if you plan ahead you can complete work over multiple days, which is far more conducive to learning than opening a quiz up just a couple of hours before it is due and rushing through it. This also allows you to ask me questions if you are not grasping the material.

## Exams



There will be two exams given during the semester scheduled as follows:

- The midterm exam is taken in Webcourses. The exam must be submitted by ***Sunday, February 27th (midnight)***. You will have 2 hours to complete the exam once you open the exam.
- The final exam exam is taken in Webcourses. The exam must be submitted by ***Sunday, May 1st***. You will have 2 hours to complete the exam once you open the exam.

Details on the format of each exam and content covered can be found on the Midterm and Final Exam tabs, which you can access by clicking on "Modules" on the navigation bar on the left.

Once you begin the exam, it must then be completed within the allotted time period. I strongly recommend that you take the exam somewhere that you won't be distracted and that has reliable internet connection. If you know somewhere that is prone to internet connections being down then take the exam somewhere else.

Remember, while the exams are essentially like a take-home exam and hence open-book, they are timed. Furthermore, you will need to have understood and absorbed the material ahead of the exam. So treat these exams like a regular exam that requires studying for ahead of time. Students who take the exam without studying can and do fail the exams.

### **Student Conduct**

All students are expected to adhere to the UCF Golden Rule, which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

### ***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.**

## Group Chats

Group chats -- via GroupMe, Whats App, etc -- are increasingly common and can be used positively for collaboration and connection with your peers. They can also be used for nefarious purposes such as sharing answers and other forms of cheating. Recently I've had to deal with instances where students are reporting other students for sharing information via the class group chat. **Any students on a group chat where cheating is occurring will all be included in any disciplinary action that results from content shared on the chat.** How can this be avoided, you ask? Just do your own work and don't cut corners. It's pretty easy to avoid.

## Grades



My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A... and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve. If everyone deserves an A, they'll get it. If everyone flunks, they'll all get an F and then, in all likelihood, I will leave the jurisdiction quickly under cover of night in heavy disguise and an assumed name!

- Quizzes: 25%
- SPSS exercises: 25%
- Midterm exam: 25%
- Final exam: 30%

As there are ample grading opportunities in this course there will be no extra credit given. If you know you need a certain grade at the end of the semester, you know you need it at the beginning. Under no circumstances can or will a course grade be awarded on any basis other than those stated in the syllabus.

Grade boundaries are as follows:

A, 90%+

A-, 89-89.9%

B+, 86-88.9%

B, 82-85.9%

B-, 80-81.9%

C+, 76-79.9%

C, 72-75.9%

C-, 70-71.9%

D, 62-69.9%

D- 60-61.9%

F, 59% and below.

You will be able to access your grades in Canvas. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

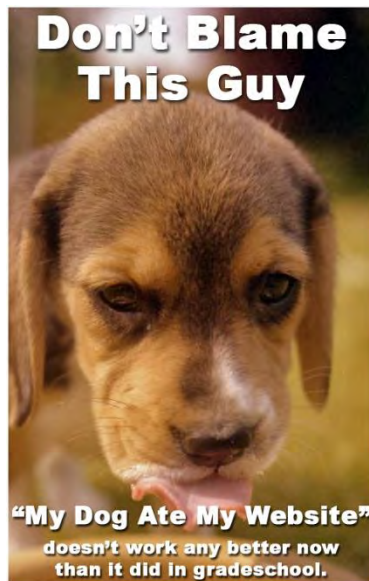
A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

When grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, etc., etc.), I'll take the overall performance of a student throughout the semester into account when deciding whether to round up, i.e., has all work been submitted throughout the semester, and has there been an attempt to answer all questions on a quiz or assignment.

***All work in this course will be graded by me, not a Graduate Teaching Assistant. If you have any questions about grades please don't hesitate to touch base with me directly.***

Grade grievance policies are outlined under the UCF Golden Rule.

### **Make-up Policy and Incompletes**



The time and dates for all assignments and exams are fixed in krypton-coated granite encased in a hydrogen bomb-proof vault! You know these dates well ahead of time, so plan accordingly.

As noted above you always get a grace period on any assignment. Any further extension will be unlikely to be granted except in the most exceptional circumstances that are beyond the control of a student.

Here are some unacceptable excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"I accidentally deleted the file...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the quiz but forgot to submit it..."*
- *"I was on holiday..."*
- *"It was my birthday so I never got around to the assignment..."*



The above are all **actual excuses** I have received. Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and will not fly! It is your responsibility to secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead—do whatever it takes!

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## Course Schedule

*Please note that you will not be required to purchase a textbook. Instead I will provide you with narrated Power Point lectures. I started doing these during the COVID lock-down in 2020. Students said they got more out of these than the textbook, so I don't see the purpose in your shelling out money for another book.*

*All assignments and each exam are due at midnight on the dates noted below.*

### Module 1 - The Scientific Method and the Study of Politics

- Quiz: Syllabus Quiz (1/12) *(This quiz will be used to demonstrate student academic engagement during the first week of the semester)*
- Quiz: "The Scientific Method and the Study of Politics" (due 1/16)

### Module 2 - Conceptualizing and Measuring Political Phenomena

- Quiz "Conceptual and Operational Definitions." (due 1/23)

### Module 3: Approaches to Data Collection and Types of Data in Political Science Research

- Quiz "Approaches to Data Collection and Types of Data" (due 1/30)
- Quiz: "Identifying Units of Analysis and Levels of Measurement" (due 2/6)

### Module 4 - Types of Variables in Political Science Research

- Quiz "Variables, Variation & Explanation" (due 2/13)

### Module 5: Testing Hypotheses in Political Science Research

- Quiz "Hypotheses & Hypothesis Testing" (due 2/20)

**\*\*\*Midterm Exam\*\*\***

*The exam is taken in Canvas.*

*You will have 2 hours to complete the exam.*

*The exam will be open for 3 days, so you can take the exam from anytime from **Friday, February 25th until Sunday, February 27th (midnight).***

**Module 6: Doing Data Analysis in Political Science - An Introduction to SPSS**

- SPSS Assignment #1 (due 3/6)

*Spring Break, March 6th-March 13th*

**Module 7: Descriptive Statistics**

- SPSS Assignment #2 (due 3/20)

**Module 8: Bivariate Analysis - Comparing Two Variables**

- SPSS Assignment #3 (due 3/27)

**Module 9: Statistical Significance & Measures of Association**

- SPSS Assignment #4 (due 4/3)

**Module 10: Controlling for a Third Variable**

- SPSS Assignment #4 (due 4/10)

## Module 11: Correlation and Regression Analysis

- SPSS Assignment #5 (due 4/24)

### **\*\*\*Final Exam\*\*\***

*The exam is taken in Canvas.*

*You will have 2 hours to complete the exam.*

*The exam will be open for 3 days during final exam week, so you can take the exam from anytime from **Friday, April 29th until Sunday, May 1st (midnight)**.*

**UNIVERSITY OF CENTRAL FLORIDA**  
**Political Theory 3302**  
**Modern Political Ideologies**  
**SPRING 2022**

Dr. Paul A. Labeledz  
Telephone: (407) 582-2227  
Email: [Paul.Labeledz@ucf.edu](mailto:Paul.Labeledz@ucf.edu)  
Office hours: TBA

**COURSE DESCRIPTION**

A study of modern ideologies since the French Revolution including (but not limited to) liberalism, conservatism, nationalism, fascism and anarchism.

**READINGS**

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore.

Baradat, Leon P. *Political Ideologies: Their Origins and Impact* (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) 11<sup>th</sup> edition. ISBN-10: 0205082386, ISBN-13: 978-0205082384

Festenstein, Matthew and Kenny, Michael, eds., *Political Ideologies: A Reader and Guide* (New York, NY: Oxford University Press, 2005) ISBN-10: 0199248370, ISBN-13: 978-0199248377

**COURSE ASSIGNMENTS**

- Two (2) exams (50 points each)
- 4-6-page Current Affairs Analysis (50 points)  
Due in class, 22 APRIL 2022
- Class participation (10 points)

**EXAMINATIONS**

Two (2) essay-style examinations will be given throughout the semester. The exams will contain comparative essay questions and/or textual analysis questions. The first exam will cover reading and lecture material from topics 1-2; the second exam will cover reading and lecture material from topics 3-7. Each exam is worth a maximum of 50 points.

## CURRENT AFFAIRS ANALYSIS

Students will select a contemporary issue of political salience and explain how two different ideological approaches would analyze and describe this issue. The instructor will provide a list of topics that students can use to complete the assignment. Students will be allowed to select an alternative topic not found on the list of topics, but this will be contingent upon permission being granted by the instructor. A student's response must be between 4-6 pages, double-spaced. This assignment is worth a maximum of 50 points and is due on the last day that our class meets.

## GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 160.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

**No extra credit opportunities will be available for this course.**

## CLASSROOM POLICIES

### ATTENDANCE:

Attendance is mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 14 JAN 2022.

### MAKE-UP EXAMS:

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

## ACADEMIC HONESTY:

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on the paper or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns related to academic dishonesty, be sure to discuss the matter with the instructor. "Better safe than sorry" is good advice in matters involving academic integrity.

## EXPECTED STUDENT CONDUCT:

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

## COURSE OBJECTIVE & FORMAT:

The purpose of this course is to familiarize students with the variety of political ideologies that have arisen in the Western world since the late 17<sup>th</sup> century. The course will thus be organized around this diversity, which is meant to provide students with the tools necessary to understand the application of these ideologies, both historically and in the contemporary world.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.

## COURSE OUTLINE

Here is a week-by-week list of topics, examination dates, and associated readings.

**DISCLAIMER:** The schedule is subject to change if certain topics prove to require more or less time.

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### **Topic 1: Introduction to Political Ideology: A framework for analysis.**

Readings: Baradat (**Hereafter: Text**): Chapter 1-2; Festenstein & Kenny (**Hereafter: Reader**): pp. 1-13, 17-20, 27-32, 39-44

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**Topic 2: Liberalism**

Readings: **Text**, Chapters 4-6; **Reader**: pp. 51-65, 72-90, 99-102

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**MID-TERM EXAM: 3 MAR 2022**

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**Topic 3: Conservatism**

Readings: **Text**, 96-99; **Reader**: pp. 119-131, 150-168, 172-175

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**Topic 4: Socialism**

Readings: **Text**, Chapters: 8-9; **Reader**: pp. 175-218, 223-229, 233-246

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**Topic 5: Nationalism & Fascism**

Readings: **Text**, Chapters 3 & 10; **Reader**: pp. 257-265, 271-274, 276-279, 381-390, 394-398

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**Topic 6: Anarchism**

Readings: **Text**, Chapter 7; **Reader**: pp. 353-369, 375-381

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**Topic 7: Feminism and Environmentalism**

Readings: **Text**, Chapter 12; **Reader**: Chapters 6-7

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**FINAL EXAM: THURSDAY, 28 APRIL 2022 from 1-350PM**

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I hope you enjoy the class and feel free to contact me if you have any questions.

**SPECIAL RULES:**

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.



**Political Theory 4314**  
**Contemporary Democratic Theory**  
**SPRING 2022**

Dr. Paul A. Labedz  
Telephone: (407) 582-2227  
Office Hours: TBA  
Email: Paul.Labedz@ucf.edu

**COURSE DESCRIPTION**

Study of democratic theories, emphasizing liberal democracy and its critics, elitist theories, participatory democracy, citizen participation, and relevance of empirical research to democratic theory.

**READINGS**

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore:

Held, David. *Models of Democracy* (Stanford, CA: Stanford University Press, 2006) 3<sup>rd</sup> edition. ISBN: 0-8047-5472-1

Dahl, Robert, Shapiro, Ian, and José Antonio Cheibub. *The Democracy Sourcebook* (Cambridge, MA: The MIT Press, 2003) ISBN: 0-262-54147-5

**COURSE ASSIGNMENTS**

- Three (3) exams (50 points each)
- Class participation (10 points)

**EXAMINATIONS**

Three (3) essay-style examinations will be given throughout the semester. The first exam will cover reading and lecture material from part 1 of the course (see course outline below); the second exam will cover reading and lecture material from part 2; the third exam will cover reading and lecture materials from part 3. For an overview of the subjects contained within each of the segments/parts of the course, please consult the course outline below. Each exam is worth a maximum of 50 points. The dates for the exams will be announced in class and via email.

## GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 160.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

**No extra credit opportunities will be available for this course.**

## CLASSROOM POLICIES

### ATTENDANCE:

Attendance is mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 14 JAN 2022.

### MAKE-UP EXAMS:

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

### ACADEMIC HONESTY:

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on a report or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If

you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns related to academic dishonesty, be sure to discuss the matter with the instructor. "Better safe than sorry" is good advice in matters involving academic integrity.

#### EXPECTED STUDENT CONDUCT:

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

#### COURSE OBJECTIVE & FORMAT:

The purpose of this course is to familiarize students with some of the key concepts in the study of contemporary democratic theory. The course will be organized around three central themes: the varied meanings of democracy, the theoretical approaches to understanding democracy, and the institutions and practice of modern democracy.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.

#### COURSE OUTLINE

Here is a week-by-week list of topics, examination dates, and associated readings.

**The schedule is subject to change if certain topics prove to require more or less time.**

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#### PART 1: VARIANTS OF DEMOCRACY

##### A. Democracy as "process"

Readings: Held, Chapters 1-3, pp.141-157; Dahl, et al., pp. 5-12, 29-39

#### PART 2: VARIANTS OF DEMOCRACY CONT. & THE MODERN PRACTICE OF DEMOCRACY

A. Democracy as “rights”

Readings: Dahl, et al., pp. 123-133;

B. Democracy as “values”

Readings: Dahl, et al., pp. 157-190

C. Democracy as “economics”

Readings: Held, Chapter 4, pp. 172-179; Dahl, et al., 436-453

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### **MODERN PRACTICE OF DEMOCRACY**

A. The Institutions of Democracy

Readings: Dahl, et al., pp. 191-217, Chapter 5

B. The Electoral Systems of Democracy

Readings: Dahl, et al., Chapter 6

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### **PART 3: THE THEORETICAL PERSPECTIVES ON DEMOCRACY**

A. Pluralism

Readings: Held, pp. 158-169; Dahl, et al., pp. 118-122, 207-216, 364-371

B. Consociational Democracy

Readings: Held, pp.158-172; Dahl, et al., pp. 142-151

C. Rational Choice Theory

Readings: Dahl, et al., pp. 372-380; pp. 393-397

D. Participatory Democracy

Readings: Held, pp. 209-216; Dahl et al., pp. 40-47

E. Deliberative Democracy

Readings: Held, Chapter 9, Dahl, et al., pp. 18-28

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I hope you enjoy the class and feel free to contact me if you have any questions.

**SPECIAL RULES:**

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.

**UNIVERSITY OF CENTRAL FLORIDA**  
**Political Theory 4331**  
**Utopia/Dystopia**  
**SPRING 2022**

Dr. Paul A. Labeledz  
Telephone: (407) 582-2227  
Email: [Paul.Labeledz@ucf.edu](mailto:Paul.Labeledz@ucf.edu)  
Office hours: TBA

**COURSE DESCRIPTION**

Examines political issues, such as justice, economic distribution and social organization by exploring both classic and contemporary utopias and dystopias.

**READINGS**

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore.

- 1) Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, NYU, ISBN: 0814715710, required
- 2) Plato, *The Republic*, Dover Thrift, ISBN: 0486411214
- 3) Thomas More, *Utopia*, Dover Thrift, ISBN: 048629583
- 4) Edward Bellamy, *Looking Backward*, Dover Thrift, ISBN 0486290386
- 5) Aldous Huxley, *Brave New World*, Harper, ISBN: 0060850523
- 6) Ernest Callenbach, *Ecotopia*, Heyday, ISBN: 159714293
- 7) Margaret Atwood, *The Handmaid's Tale*, Anchor, ISBN: 038549081X
- 8) B.F. Skinner, *Walden Two*, Hackett Classics, ISBN: 0872207781

**COURSE ASSIGNMENTS**

- Four (4) exams (35 points each)
- Intentional Community Project (OPTIONAL) (35 points)  
Due in class, 21 APRIL 2022
- Class participation (10 points)

## EXAMINATIONS

FOUR (4) examinations will be made up of a combination of multiple choice, identification, and essay questions. The first exam will cover reading and lecture material from topics 1-2; the second exam will cover reading and lecture material from topics 3-4; the third exam will cover material from topics 5-7; the fourth exam will cover material from topics 8-10. Each exam is worth a maximum of 35 points.

## INTENTIONAL COMMUNITY PROJECT (OPTIONAL)

Students will select a historical or contemporary attempt at establishing an intentional community and analyze the political, economic, and social principles underlying the community, along with the reasons for its success and/or failure. The instructor for the course will provide a list of communities that students can use to complete the assignment. Students will be allowed to select an alternative community not found on the list, but this will be contingent upon permission being granted by the instructor. A student's response must be between 4-6 pages, double-spaced. This assignment is worth a maximum of 35 points and is due on the last day that our class meets. An email will be sent during the term with further instructions/requirements regarding this project.

## GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 150.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

**No extra credit opportunities will be available for this course.**

## CLASSROOM POLICIES

### ATTENDANCE:

Attendance is mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the

following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled “Student Data Sheet.” The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 14 JAN 2022.

#### **MAKE-UP EXAMS:**

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

#### **ACADEMIC HONESTY:**

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on the paper or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns related to academic dishonesty, be sure to discuss the matter with the instructor. “Better safe than sorry” is good advice in matters involving academic integrity.

#### **EXPECTED STUDENT CONDUCT:**

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

#### **COURSE OBJECTIVE & FORMAT:**

The purpose of this course is to familiarize students with the evolution of the utopia and dystopia cannon, ranging from works developed in antiquity to modern times. The course will thus be organized around this evolution, which is meant to provide students with the tools necessary to understand the application of these eutopian and dystopian works, both historically and in the contemporary world.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.



## **COURSE OUTLINE**

Here is a week-by-week list of topics, examination dates, and associated readings.

**DISCLAIMER:** The schedule is subject to change if certain topics prove to require more or less time.

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### **Topic 1: Introduction to Political Utopia/Dystopia: establishing a basis for comparison.**

**Readings:** Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, Introduction

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### **Topic 2: Evolution of Utopian Thought: Plato, *The Republic***

Readings: Plato, *The Republic* (read entire book)

## **EXAM 1: 17 FEB 2022**

### **Topic 3: Evolution of Utopia Thought: Thomas More, *Utopia***

Readings: Thomas More, *Utopia* (read entire book)

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### **Topic 4: Evolution of Utopian Thought: Bacon, Campanella, and Harrington**

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, pp. 106-125, 137-140

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## **EXAM 2: 31 MARCH 2022**

### **Topic 5: Utopian Socialism**

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, pp. 192-205, 207-219

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### **Topic 6: Marxism and Utopia**

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, pp. 227-228

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### **Topic 7: Anarchism and Utopia**

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, pp. 170-175, 407-420

## **EXAM 3: 21 APRIL 2022**

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### **Topic 8: Victorian Socialism**

Readings: Edward Bellamy, *Looking Backward* (entire book); Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, pp. 273-29, 312-319

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### **Topic 9: Dystopia**

Readings: Aldous Huxley, *Brave New World* (read entire book); Margaret Atwood, *The Handmaid's Tale* (read entire book); Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, 398-407

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### **Topic 10: Modern Utopia**

Readings: B.F. Skinner, *Walden Two* (read entire book) and Ernest Callenbach, *Ecoptopia* (read entire book)

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## **EXAM 4: Tuesday, 3 MAY 2022, 4-650PM**

I hope you enjoy the class and feel free to contact me if you have any questions.

### **SPECIAL RULES:**

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.

POLITICAL SCIENCE 4284  
JUDICIAL PROCESS AND POLITICS

Department of Political Science  
University of Central Florida

Spring 2022

<b>Class Time and Place:</b> TR 12:00-1:15, BA1-121	<b>Office Hours:</b> TR, 10:30-11:45, 1:30-3:00; <i>or by app't</i> ; Zoom available
<b>Professor:</b> Dr. Drew Lanier	
<b>Office:</b> Phillips Hall 302	<b>Credit Hours:</b> three (3)
<b>Phone:</b> (407) 823-2608	
<b>Email:</b> <a href="mailto:drew.lanier@ucf.edu">drew.lanier@ucf.edu</a>	<i>"There is hardly a political question in the United States which does not sooner or later turn into a judicial one."</i>  Alexis de Tocqueville, <i>Democracy in America</i> (1848)

Tocqueville's observation remains apt today. Courts decide such issues as abortion, flag burning, death penalty, drug testing, criminal rights and free expression. The judiciary plays an important role in American life, making it an exciting branch of government to study. Witness the center-stage role that the U.S. Supreme Court played in a number of key cases last term, including the health care reform law.

Judicial Process and Politics examines the role of the judiciary in American society. In this course, we will primarily be concerned with the *process* of law, rather than the product of legal processes. The law is not simply a collection of outcomes, policies, decisions and decrees. Law is also a method for transforming contentious issues into enforced solutions. But this process is far from simple or mechanical. Abstract rules and general principles provide some guidance in this transformation of contentiousness, but social norms, broader public understanding, and strategies of legal interpretation also play a role in this process.

A number of important questions will concern us throughout this course. Beyond understanding the mechanics of how courts function, the players who are involved and their role in society, we want to form opinions on how the judicial process *ought* to function. How *should* judges interpret decisions? How *should* the Supreme Court decide cases? If the current process is flawed, then what should replace it?

This course provides information so that you will be able to form your own responses to those questions. Political scientists often do not agree on how those queries should be answered; this course will present some of their theories. Then you will evaluate the merits of any particular answer compared to other possibilities.

### Web Resources

#### *Canvas Site*

The Course has a Canvas site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take quizzes, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of this course tool as well as how to navigate through it will be offered in class. Navigate to it via your [my.ucf.edu](http://my.ucf.edu) login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

### Course Goals

The most fundamental goal of this course is to enhance and improve your critical thinking skills. The ability to critically analyze concepts or programs and then present your conclusions and criticisms well will be one of the most valuable skills you learn at the University. The subject matter on which you will practice these critical thinking skills will be the judicial process. In order to effectively develop your analytic abilities, you will find that you need a great deal of specific knowledge about the judiciary. This course will fill that gap. Specifically, you should learn the following from this course:

1. How various actors interact in the legal process, including jurors, lawyers and lower court and appellate judges.
2. How the Supreme Court makes decisions, beginning from the certiorari process and continuing to the final decision.

Finally, you will gain an awareness of the pervasiveness of politics, as we will come to know it, even in the *judicial* branch.

### Required Books

American Political Science Association, Committee on Publications. 2018. *Style Manual for Political Science*. Rev. ed. Washington, DC: APSA (ISBN 978-1-878147-62-2). [Available on the Canvas Reserves Discussion Topic]. The Style Manual is also available digitally at [www.apsanet.org/stylemanual](http://www.apsanet.org/stylemanual).

Kirszner, Laurie G., and Stephen R. Mandell. 2017. *The Brief Cengage Handbook*. 8th ed. Boston: Thomson/Wadsworth (ISBN 978-0-357792-47-6).

Neubauer, David W., and Stephen S. Meinhold. 2017. *Judicial Process: Law, Courts, and Politics in the United States*. 7th ed. Belmont, CA: Thomson/Wadsworth (ISBN 978-1-305-50652-7). [hereafter "N&M"].

Stern, Gerald M. 2008. *The Buffalo Creek Disaster*. 2d ed. New York: Vintage Books (ISBN 0-307-38849-0). [hereafter "Stern"].

Turow, Scott. 1977. *One L: The Turbulent True Story of a First Year at Harvard Law School*. Updated ed. New York: Penguin (ISBN 978-0-14-311902-9). [hereafter "Turow"].

### Optional Books

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. 4th ed. New York: Longman (ISBN 0-205-30902-X).

### Required Materials

In addition, students **must** purchase a pack of scantrons (Form No. 209161), which are strawberry in color and bear the UCF logo. These will be used during the three exams administered across the term. No other form is acceptable. If you nevertheless attempt to submit an exam with another form of scantron, your exam WILL BE REFUSED. This is a course requirement as the UCF Test Scoring Center will accept no other form.

## GRADING

### Mandated Documentation of Course Attendance

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the self-introduction assignment, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but no later

than **Friday, Jan. 14, 2022**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF).

### *Exams (300 points)*

Each of the three exams in the course is worth 100 points. Although they are each *non-comprehensive*, they will be composed entirely of *very challenging* multiple choice items. They will seek to test your understanding of both factual and conceptual ideas in a tightly controlled timed environment.

### *Internet Assignments (100 points (5 @ 20 points each))*

In addition to the in-class tests and quizzes, you are required to complete four Internet assignments across the term. Do not put these off until the last minute. *You should do them as they are assigned, since you cannot control for the internet being down, or the site that you must access being temporarily unavailable. I will have little sympathy for you if this circumstance befalls you and you are unable to turn-in your assignment. Assignments do not count until they are RECEIVED, not sent.* I customarily send a brief email message indicating its receipt if you submit it to me via email. **IF YOU DO NOT RECEIVE SUCH A MESSAGE, THE ASSIGNMENT HAS NOT BEEN RECEIVED AND YOU WILL NOT RECEIVE FULL CREDIT FOR THE ASSIGNMENT.** In that case, contact me by other means (such as the telephone) to determine if I have received the assignment. If not, resubmit it ASAP. Computers seem to know when humans are working on deadlines and will maniacally crash as the deadline approaches. Thus: **DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR ASSIGNMENT.** If you come to me with an exotic tale of woe about your not having turned in your assignment on time, I will nod relatively sympathetically and point to this warning.

These assignments are designed to make you more familiar with the Internet and the sites relevant to the study of the American judiciary. They are due at THE BEGINNING OF CLASS (12:00 pm) for each of the due dates. **I PENALIZE LATE ASSIGNMENTS ONE LETTER GRADE PER DAY LATE, OR PART THEREOF.**

Furthermore, note the following rules regarding the internet assignments:

- **You may NOT use Wikipedia** (or its variants) as *any* source in your internet assignments. It is a highly unreliable and invalid source for information. Doing so will substantially reduce your grade, even to an "F."
- **You must follow APSA style** (see the APSA Style Guide) when composing your internet assignments. Failure to do so will result in at least one letter grade reduction of the grade earned.
- **Double space between paragraphs**, even in a document that is otherwise single-spaced.
- **Provide in-text citations** to the SPECIFIC SOURCE FROM WHICH YOU ARE TAKING THE INFORMATION. Otherwise, the reader does not know to what source you attribute your information. Failure to do so will result in a least a one letter grade reduction in the grade earned. See the APSA Style Manual for examples.
- **Case names must be italicized** as per the APSA Style Manual.
- **Attaching printouts to an internet assignment does not magically satisfy the cite and reference requirements of APSA style.**

### *Class Participation (50 points)*

Since most of you would like to go to law school someday, class topics are discussed using the Socratic Method typical of most law schools. You are expected to **very carefully read and prepare for discussions**. Class attendance is not mandatory. However, to insure that the class participation part of your grade accurately reflects your attendance, I pass around a sign-up sheet at the beginning of each class. This information is solely for the purpose of knowing whether you regularly attended class, even if you are not

frequently called on to answer questions. In the event that your grade is "borderline" at the end of the semester, students who have regularly attended throughout the semester may (or may not) be given the benefit of the doubt and assigned a higher final course letter grade. Students who regularly miss class will find that their course grades are adversely affected.

### *Daily Survey (50 points)*

You should become familiar with all of your colleagues, even those who do not speak during every class. Your usage of the Canvas tool will be assessed at the end of the term to distribute this portion of the course grade. Specific assignments for you will be posted on the Canvas site. You, thus, must check the site regularly. I WILL remove assignments after they have been posted for a significant period, thereby preventing you from completing the assignment if you wait until the last minute. Once again, don't allow yourself to get into that bind! It is made a component of the course so as to facilitate communication between you as members of the class. Of the 50 points available for this component of the course, all of them are earned based on the proportion of surveys that you complete across the term.

The following are regulations regarding the daily surveys that must be followed:

- If you do not attend class on a particular day FOR ANY REASON IMAGINABLE, you may NOT complete the survey for that day as you cannot logically answer the questions posed. If you nevertheless attempt to do so, I will mark it as if you did not.
- Failing to complete even a small number of the daily surveys will negatively affect your final course grade. Ignoring them is dangerous to your understanding of course material (and your final course grade).
- **Surveys are due by 08:00 am the following lecture day.** For example, if we have class on Tuesday, then the survey for that class is due by the following Thursday at 08:00 am. If we have class on Thursday, then the survey for that class is due by the following Tuesday at 08:00 am. Days on which we have tests scheduled or days on which there is a University holiday are not "lecture days."
- Be honest and forthcoming in your responses as they are designed to deepen your understanding of the course content and its significance.
- After the due date for the Surveys has passed, I will collate and collect the most pertinent and relevant questions and read answers to them in class for the entire class to consider and from which to benefit. They are good ways to prepare for the exams, and not "busy work." Use them for your benefit. Ignore them at your own peril.
- If you have already answered the Survey for the day, Canvas will not allow you to complete the Survey again.
- Do NOT send blank responses through for the Survey. Repeated violation of this rule will result in the entire class's being required to send survey responses to me through my UCF email account. Past classes have, sadly, tested me on this requirement. Please do not make me implement this requirement.

### *Best Allies*

The professor is **not your friend**. He cannot be your friend, as he is charged with the weighty responsibility of assessing your understanding of the course material and work in an objective manner. He may act in a courteous, kind and helpful manner, but do not mistake that for friendship or laxness.

You will find that your colleagues have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover in later life.

*Course Point Allocation*

Component	Weight
Exam I	100 Points
Exam II	100 Points
Exam III	100 Points
Internet Assgn.	100 Points
Daily Survey	50 Points
Class Participation	50 Points
<b>TOTAL</b>	<b>500 Points</b>

*Grading Scale (as a Percentage of Total Points)*

GRADE	PERCENTAGE
A	100-90
B+	89-87
B	86-80
C+	79-77
C	76-70
D+	69-67
D	66-60
F	59 or less

In calculating averages, the only rounding will be up from 0.5 below the grade required in the professor's sole professional discretion. For example, 89.5 *may* earn an "A-," 79.5 *may* earn a "B-," and so on. ***I give you the opportunity to earn extra credit points all semester long. Do not expect that I will give you any more points at the end of the term. I interpret this clause very stringently.***

**COURSE POLICIES**

There are several points you should note.

**Laptops and Audiotaping**

**I prohibit the use of laptops in this class. Laptops, while useful in some contexts, represent a barrier between professor and student and actually may make student understanding more difficult as students are transformed from learners into typists. Also, other students' use of laptops may represent a distraction from lecture and class discussion. If you have concerns about this policy, please see me.**

If you have a disability regarding handwriting notes, I encourage you to tape record the lectures, which is allowed. Students who miss class should see me before requesting your notes, and the student who has missed must make all reasonable accommodations to meet your scheduling limitations for conducting the exchange. The student providing the notes is not responsible for providing any materials and should not incur any expenses associated with the exchange. Students providing the notes are not required to provide notes for more than three (3) lecture periods that have been missed. If you feel that you are being coerced about providing your notes to someone who is not attending class, please see me immediately. I reserve the right to revoke the privilege of using the above devices.

*No Excuses*

First, this class operates under a "No-Excuse" policy. It is incumbent upon you to be responsible for the notes given in the unlikely event that you miss class. If you miss class, you NEED NOT inform me about it. If you do inform me of your impending absence, you are NOT thereby immunized from the terms of the syllabus. Because this

course is an upper division class, you will quickly learn that if you intend to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given.

### *Seating Chart*

Second, shortly after the course begins, I send around a seating chart to facilitate the professor's learning student names and the Socratic method. Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly, as I use the visual display extensively.

### *Accommodations for Physically Challenged Students*

Third, if you are physically challenged, every attempt is made to accommodate your learning needs. See me by the end of the first week of class so that we can make appropriate arrangements. This class operates in accordance with the Office of Student Disability Services here at the University and federal guidelines governing the *Americans with Disabilities Act* (1990).

### *Plagiarism and Cheating: Don't Let it Happen to You!*

Fourth, please consult the policy regarding plagiarism and cheating which is attached. Each of you must review the University policy on the penalties for plagiarism. Almost every semester, one or more students appropriate(s) the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out.

### *Conceptual Understanding Key*

Fifth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote **at least 15 hours per week outside of class** for this course alone studying, reading, and meeting with other students to discuss and review the course material. This is a difficult course. If you are not at least a Junior, you should seriously consider withdrawing from the course and taking it once you attain that status. Former students who did not heed this warning received a much lower than expected final course grade.

### *Socratic Method as a Pedagogical Modality*

Sixth, class topics are discussed using the Socratic Method. This means that you are expected to answer questions about the text and material that we have covered in class AND TO HAVE THOUGHT ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?." You are expected to read and prepare for discussions. I assume that the reading for the day will be done for the day that it is assigned. LEARN TO PACE YOURSELF ACCORDINGLY!

### *Respect for Colleagues and Their Comments*

Additionally, you are on notice that this course engages in difficult discussions about our political leaders. Hopefully we will have intelligent arguments regarding the concepts involved in the course. Above all, everyone will have the right to express their opinions freely and openly without fear of reprisal from other students or myself.

### *Attendance*

Seventh, I do not have a mandatory attendance policy. However, I send around attendance sheets at the beginning of each class so I know who has attended class, and so I can gauge your class participation even if you do not speak in class. Persons who are "borderline" in their grades *may* receive the "benefit of the doubt" in the final computation of grades if they have frequently attended class. It is YOUR responsibility to sign the attendance sheet. The sheet is sent around at the beginning of each class. If you are late, you must see me after class to sign it; otherwise, I will not give you the "benefit of the doubt." You are responsible for announcements made in class and changes to the course syllabus and expectations even if you are absent when such announcements are made.



### *Extra Credit*

Ninth, throughout the session there may be several opportunities for you to earn extra credit points. Prior assignments have included registering to vote, pop quizzes on current events, or looking up specific questions that other students or myself may ask about the subject material. This extra credit is announced in class on a sporadic basis. If you miss class, you should check with classmates about missed opportunities. I reserve the right to NOT give you the extra credit option should you miss the class period that the extra credit was assigned. All extra credit assignments are due the next class period after they have been announced in class.

### *Word Processing Required*

Tenth, all assignments (with the exceptions of exams and quizzes done in class) must be typewritten or word processed, including internet assignments. If you do not know how to use a computer or word processor, it is strongly recommended that you learn to do so. If you are concerned about this, please see me. Numerous tutorials are available on campus to assist you. You should allocate enough time for printer cartridges to run dry and dogs to eat papers and computer disks! You laugh, but trust me: I have heard every excuse in the book! Late assignments will receive reduced grades at the rate of one letter grade per day late or part thereof.

### *Duplicates of Assignments*

Eleventh, while I have never lost an assignment, I require that you make copies of all work submitted to me in the unlikely event that something should happen. In the event that I should need a copy of the assignment, and you are not able to provide it, you will not receive credit. Even after I have returned materials to you, please hold on to the work until after you have received your grade from the Registrar. This protects you from any possibility that you might receive an erroneous grade.

### *Technological Tools*

Twelfth, I require that everyone learn how to use e-mail and the technological tools associated with the course. They can facilitate your **comprehension** of the course material. I have found that this encourages students to communicate with me about questions you may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on the course's associated web sites or via email. If you already have an e-mail account (through knights.ucf.edu), please do not sign-up for an additional account, but give me your address. You should check your email on a regular basis as I post any changes about class assignments to your account and/or to the course-associated web site. **If your email address changes during the semester, you MUST NOTIFY ME. This is a course requirement.**

### *Classroom Decorum*

Please note the following rules for classroom decorum:

- Because it is disruptive to everyone to have students arrive late and/or leave early, *you must be on time for every class and you are expected to remain in class until the period is completed*, unless there are extraordinary circumstances (e.g., you are about to become ill on the person in front of you) or you have informed me of your *urgent need* to leave before the period ends. How would you act in a court of law? Would you arrive late or leave early? Act in a disruptive manner? Begin to act professionally now.
- Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material, and I will ask you about it.
- Do not listen to or view any electronic device, read a newspaper or other material not previously assigned for class. If you do so, you will be counted ABSENT FOR THE DAY. Repeated violation of this rule will result in a grade of WF or F.
- PLEASE SILENCE YOUR CELL PHONES AND OTHER ELECTRONIC DEVICES. Repeated violation of this rule constitutes "continuous unruly behavior." (See Classroom Decorum Policy No. 5 below).

- Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your class grade.

*Time-Sensitive Communications and Assignments*

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the Canvas email tool, contact me on the telephone, or see me in person during office hours.

*Syllabus NOT a Contract*

Finally, this syllabus is not deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a forty-eight hour notice of such changes. Such changes are either announced in class, or sent on e-mail. Therefore, you are responsible for any changes that may occur during the course of the session. If you are late, you should check to be sure you did not miss anything. As such, your absence in class is not deemed a sufficient excuse as to why work is incomplete. In the event that the University administration closes school for any reason (e.g., hurricane), any assignments or examinations that were scheduled on the day of the canceled class will be due at the next regularly scheduled class meeting.

**TENTATIVE COURSE SCHEDULE, TOPICS AND ASSIGNMENTS**

<b>PROJECTED DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT</b>
Jan. 10 – Jan. 21	Course requirements The Structure of American Law and the American Court System Judicial Federalism - The Federal Courts	Syllabus and attachments N&M, Chapt. 1, 2 and 3	Self Intro (due <b>Fri., Jan. 14</b> by 12:00 pm on Canvas); <u>Internet Assgn. 1</u> (due <b>Thurs., Jan. 20</b> by 12:00 pm)
Jan. 24 – Feb. 10	Judicial Federalism - The State Courts The Players in the Judicial Process The Impact of the Selection Process	N&M, Chapt. 4, 5, and 6 Stern, pp. 1-90	<u>Internet Assgn. 2</u> (due <b>Thurs., Feb. 10</b> by 12:00 pm)
Feb. 14 – Feb. 18	Trial Court Policy-Making: The Criminal Process (Part I)	N&M, Chapt. 7 and 8	
<b>THURS., FEB. 17</b>	<b>*** TEST I ***</b>		
Feb. 21 – Feb. 25	Trial Court Policy-Making: The Criminal Process (Part II) The Police	N&M, Chapt. 9	
Mar. 1 – Mar. 3	Trial Court Policy-Making: The Civil Process	N&M, Chapt. 10 and 11	<u>Internet Assgn. 3</u> (due <b>Thurs., Mar. 3</b> by 12:00 pm)
<b>MAR. 7 – MAR. 11</b>	<b>** SPRING BREAK – NO CLASS **</b>		
Mar. 14 – Mar. 24	Trials: Lawyers, Judges and Juries Legal Ethics (Not an Oxymoron) Law School—The Crucible Legal Profession	Finish Stern N&M, Chapt. 12 and 13 Turow, All Curtis and Frank (Canvas Reserve)	<u>Internet Assgn. 4</u> (due <b>Thurs., Mar. 24</b> by 12:00 pm)
<b>THURS., MAR. 17</b>	<b>*** TEST II ***</b>		
<b>FRI., MAR. 25</b>	<b>WITHDRAWAL DEADLINE</b> (must be completed by 11:59 pm)		
Mar. 28 – Apr. 1	The Appellate Process United States Supreme Court Agenda-Setting	N&M, Chapt. 13 and 14 Pacelle, Rehnquist and Stevens (Canvas Reserve)	
Apr. 4 – Apr. 15	Are Judges Priests or Laypersons? Behavioral Models of Supreme Court Decision-Making Neo-Institutionalism: Influence of Other Branches on Supreme Court Decision-Making	N&M, Chapt. 14 and 15 Spaeth, Kozinski and Harlan (Canvas Reserve)	<u>Internet Assgn. 5</u> (due <b>Thurs., Apr. 14</b> by 12:00 pm)
Apr. 13– Apr. 17	"Do Courts Make A Difference?": Impact and Implementation Reform and Evaluation Catch-Up, Summary and Conclusions		
<b>THURS., APR. 28</b>	<b>*** TEST III (1:00 – 2:15 pm) *** – No exceptions to this date and time. Do not ask, as I cannot grant them.</b>		

## General Policies of the University

Source for these policies: UCF Faculty Center for Teaching and Learning  
(<http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php>)

### Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party (such as coursehero.com) without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- d. Falsifying or misrepresenting the student's own academic work.
- e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- g. Helping another person violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <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>.

*The Golden Rule: A Handbook for Students (University of Central Florida)* defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but obtained through someone else's efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is

also in violation of the standards (p.6-7).”

Normally, the penalty for a violation of this policy is an “F” in the course.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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](mailto: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. 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.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students having appropriate medical training may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Duty Military Students**

A deployed, active duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

### **Religious Observances**

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they intend to miss class or miss an assignment to observe a holy day of their religious faith.

### **Notice of Use of Turnitin.com**

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well as an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After

the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit <http://www.turnitin.com>.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

**INR 4363.0002: INTELLIGENCE ANALYSIS AND REPORTING**  
**Spring 2022 (3 credits)**

Tuesday and Thursday, 1:30-2:45 EST  
Location: MSB 0359

Instructor: Dr. Kelsey Larsen  
Office: HPH 302J  
Email: [kelsey.larsen@ucf.edu](mailto:kelsey.larsen@ucf.edu)  
Phone: 407-823-1482

Office Hours:

- Wednesday 1pm – 3pm
- Thursday 3pm – 4pm
- By appointment

You can pre-reserve your Office Hours slots at

<https://calendly.com/kelseylarsen/officehours>

(see Instructor Contact Information below for more guidance)

### **COURSE INFORMATION**

#### **Course Description:**

The purpose of this course is to help students gain a better understanding of the basic principles of decision analysis and forecasting, and to introduce students to how those principles support and achieve national security objectives. It examines some of the tensions at the very heart of decision-making and state security: the balance between rationality and emotion, between secrecy and transparency, and between data-driven decision-making and decision-driven data collection. The course begins with an exploration of the key stakeholders and institutions that define the intelligence community (IC). It proceeds with a brief historical review of U.S. intelligence processes over time, then transitions to providing an in-depth exploration of traditional and contemporary theories of national security decision-making. As part of this, the course introduces students to the CIA's Structured Analytic Techniques (SATs), and through a mix of case studies and original research, trains them in how to apply those techniques to emerging threats and crisis scenarios. Finally, will expose learners to real-life applications of these lessons and provide guidance on further cultivating their careers in analysis and forecasting.

#### **Course Objectives:**

At the end of this course, students will be able to:

- Describe the network of actors, agencies, and environments that encapsulate the U.S. IC
- Explain key historical developments in the field of intelligence collection and analysis
- Apply and analyze core SATs for information collection, and defend their findings
- Create and communicate analytical conclusions and reports for intelligence stakeholders

### **Required Textbooks (hard copy or digital):**

- Randolph H. Pherson and Richards J. Heuer (2020). Structured Analytic Techniques for Intelligence Analysis, 3<sup>rd</sup> edition. Thousand Oaks, CA: SAGE Publications.
- Sarah M. Beebe and Randolph H. Pherson (2015). Cases in Intelligence Analysis: Structured Analytic Techniques in Action, 2<sup>nd</sup> edition. Thousand Oaks, CA: SAGE Publications.

### **\*\*\*Optional Textbooks:**

- Nate Silver (2015). The Signal and the Noise: Why So Many Predictions Fail – But Some Don't. New York, NY: Penguin/Random House.

### **Graded Assignments:**

Class Participation (35%)

Homework (20%)

Midterm Exam (20%)

Final Project (25%)

#### ***Class Participation (350 points):***

Students are expected to attend every class session, to have read the assigned readings for a class section before attending that class, and to actively participate in class discussions/group exercises. Class participation will be evaluated based on your active engagement with in-class prompts, your timely submittal of assignments, your participation in group activities, and your engagement with any course guest speakers.

#### ***Homework (200 points):***

Occasionally throughout the course, students will be assigned a series of five brief homework assignments designed to practice their general communication and analysis skills. These assignments will consist of short-answer questions/reflective commentaries, and will all be delivered via the Webcourses@UCF site. Specific details and instructions will be provided during class and on the course site.

#### ***Midterm exam (200 points):***

Students will take a midterm exam covering intelligence processes and analytic techniques after the completion of the first half of the course. The instructor will provide information on the specific format and topics surveyed in the weeks prior to the Midterm.

#### ***Final project (250 points):***

Students will craft a 7-10 page intelligence analysis report based on a prompt provided by the instructor. The final project is due Tuesday May 3<sup>rd</sup> 2022 at 5:00pm EST, via the Webcourses@UCF course site. Information and guidance on the project guidelines will be



provided by the instructor throughout the entirety of the course, in addition to a specific writing workshop held in-class in the weeks prior to the final project due date.

### **Grading Scale**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Total points</b>
A	93%-100%	925- 1000
A-	90-93%	895 - 924
B+	87-89%	865 - 894
B	84-86%	835 - 864
B-	80-83%	795 - 834
C+	77-79%	765 - 794
C	74-76%	735 - 764
C-	70-73%	695 - 734
D+	67-69%	665 - 694
D	64-66%	635 - 664
D-	60-63%	595 - 634
F	0-59%	0-594

### **Important Registrar Dates and Deadlines:**

- Drop/Swap deadline: Friday January 14, 2022 by 11:59pm EST
- Withdrawal deadline: Friday March 25, 2022 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): Monday April 25, 2022

### **Instructor Contact Information**

Office Hours will be held every Wednesday from 12-2pm EST and every Thursday from 3-4pm EST. Office Hours will primarily be delivered via Zoom, with some limited options to attend in person in the HPH 302J office. If you do choose to attend in person, please consider socially distancing and wearing a mask—the offices are tightly packed in, and we want to keep you healthy.

It's highly recommended you reserve your Office Hours slot ahead of time to avoid having to hang out endlessly in the waiting room. Reservations are easy: First, visit <https://calendly.com/kelseylarsen/officehours>. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.

- Once your details are entered, click 'Schedule event.' You'll receive an email invitation with your personal Zoom link (if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations during a given session, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you within 24 hours during the week and 36 hours on weekends. (Pro tip from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour... so if you submit before then, you're more likely to get a response that same day 🤗).

If you have requests for things like recommendation letters, note that earlier is always better—please make those requests with at least a week before the deadline, so Dr. Larsen has ample time to write and submit letters on your behalf.

### **COVID-19 GUIDANCE**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **UNIVERSITY POLICIES: GENERAL**

#### **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

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

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

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

### **Course Accessibility:**

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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus Safety:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Deployed Active Duty Military:**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

### **Religious Observances:**

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

### **Copyright:**

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## COURSE SCHEDULE

*The following course schedule is subject to amendment by the instructor with advance notice.*

Date	Topic	Readings	Important Notes
11 January	Course introduction	- None	
13 January	What is intelligence? Definitions, Actors, Institutions	- <i>Terms and Definitions of Interest for Counterintelligence Professionals</i> . Washington, DC: Office of the National Counterintelligence Executive. 2014. [Webcourses@UCF]. Choose your own 10 page section of the document to review.	Homework Assignment #1 DUE (11:59pm EST)
18 January	Introduction to Intelligence Collection	- Navarro, J. (2018) <i>The Dictionary of Body Language</i> . New York: HarperCollins. pp. 9-17, 119-143.	
20 January	Intelligence Regulation and Management	- "The Hazards of Single-Outcome Forecasting," <i>United States Director of Central Intelligence</i> . Washington, DC (1983). Read pp. 1-7, then read one of the attachments (A through L) of your choosing. [Webcourses@UCF] - (Optional) Kris, D. (2017). "The CIA's new guidelines governing publicly available information." <i>Lawfare [Blog]</i> . [Webcourses@UCF]	
25 January	A Brief History of Intelligence Outcomes	- 9/11 Commission (2004). "Chapter 3: Counterterrorism Evolves," in <i>The 9/11 Commission Report</i> . Washington, DC: 9/11 Commission. pp. 71-107. [Webcourses@UCF].	
27 January	How Do People Think? Pt. 1	- Allison, G. T. (1969). Conceptual models and the Cuban missile crisis. <i>American Political Science Review</i> , 63(3), 689-718. [Webcourses@UCF] - Simon, H. A. (2000). "Bounded rationality in social science: Today and tomorrow," <i>Mind &amp; Society</i> , 1(1), 25-39. [Webcourses@UCF]	Homework Assignment #2 DUE (11:59pm EST)

<b>01 February</b>	How Do People Think? Pt. 2	<ul style="list-style-type: none"> <li>- Davis, J. (2008). Why bad things happen to good analysts. <i>Analyzing intelligence: Origins, obstacles, and innovations</i>, 157-170. [Webcourses@UCF]</li> <li>- Bright, D. A., &amp; Goodman-Delahunty, J. (2006). Gruesome evidence and emotion: Anger, blame, and jury decision-making. <i>Law and human behavior</i>, 30(2), 183-202. [Webcourses@UCF]</li> </ul>	
<b>03 February</b>	How Do People Think? Pt. 3	<ul style="list-style-type: none"> <li>- Lerner, J. S. (2019). Decision science meets national security: A personal perspective. <i>Perspectives on Psychological Science</i>, 14(1), 96-100. [Webcourses@UCF]</li> <li>- McDermott, R. (2004). The feeling of rationality: The meaning of neuroscientific advances for political science. <i>Perspectives on politics</i>, 2(4), 691-706. [Webcourses@UCF]</li> </ul>	
<b>08 February</b>	How Do We Analyze People?	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp. 15-46</li> <li>- Zegart, Amy (2013). No one saw this coming. <i>Foreign Policy Magazine</i>. [Webcourses@UCF]</li> </ul>	
<b>10 February</b>	Making Sense: Decomposition and Visualization	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp. 69-86</li> <li>- Silver pp. 75-107</li> </ul>	Homework #3 due by 11:59pm EST
<b>15 February</b>	Exploration Tactics	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp. 87-126</li> <li>- (Optional) Silver pp. 412-445</li> </ul>	
<b>17 February</b>	Diagnostic Tools	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp 127- 180</li> <li>- (Optional) Silver pp. 232-261</li> </ul>	
<b>22 February</b>	Reframing Strategies	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp. 181-248</li> <li>- (Optional) Silver pp. 370-411</li> </ul>	
<b>24 February</b>	Foresight	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp. 249-304</li> <li>- (Optional) Silver pp. 19-46</li> </ul>	Homework #4 due by 11:59pm EST
<b>01 March</b>	Decision Support	<ul style="list-style-type: none"> <li>- Pherson &amp; Heuer, pp 305 – 346</li> <li>- Prezelj, I. (2015). Improving Inter-organizational Cooperation in Counterterrorism: Based on a quantitative SWOT assessment. <i>Public Management Review</i>, 17(2), 209-235. [Webcourses@UCF]</li> </ul>	



<b>03 March</b>	Analytic techniques over time	<ul style="list-style-type: none"> <li>- Chang, W., Berdini, E., Mandel, D. R., &amp; Tetlock, P. E. (2018). Restructuring structured analytic techniques in intelligence. <i>Intelligence and National Security</i>, 33(3), 337-356. [Webcourses@UCF]</li> <li>- Coulthart, S. J. (2017). An evidence-based evaluation of 12 core structured analytic techniques. <i>International Journal of Intelligence and CounterIntelligence</i>, 30(2), 368-391. [Webcourses@UCF]</li> </ul>	
<b>08 March</b>	No class – Spring Break!	- None	
<b>10 March</b>	No class – Spring break!	- None	
<b>15 March</b>	Midterm review	- None	
<b>17 March</b>	Midterm exam	- None	
<b>22 March</b>	Introduction to Case Study Analysis	<ul style="list-style-type: none"> <li>- Beebe &amp; Pherson, pp. 7-15</li> <li>- Beebe &amp; Pherson, pp. 21-34</li> </ul>	
<b>24 March</b>	Case Study: Benazir Bhutto	- Beebe & Pherson pp. 141-162	
<b>29 March</b>	Case Study: Wen Ho Lee	- Beebe & Pherson, pp. 199-209	
<b>31 March</b>	Team Intelligence Exercise (TIE) #1	- Beebe & Pherson, pp 259-269	Homework Assignment #5 due by 11:59pm EST
<b>05 April</b>	Case Study: Ukrainian Elections	- Beebe & Pherson, pp 311-322	

<b>07 April</b>	Team Intelligence Exercise (TIE) #2	- Readings TBA	
<b>12 April</b>	Case Study: Tarin Kowt	- Beebe & Pherson, pp 105-117	
<b>14 April</b>	Intelligence Writing Workshop	- Directorate of Intelligence, <i>Style Manual and Writers Guide for Intelligence Publications</i> (2011). [Webcourses@UCF]. Read pp. 145-177, and just browse through at least 3 additional sections of interest.	Homework Assignment #6 due by 11:59pm EST
<b>19 April</b>	Team Intelligence Exercise (TIE) #3	- Readings TBA	
<b>21 April</b>	The Future of Intelligence Analysis	- None	
<b>03 May</b>	<b>FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 5:00 PM EST</b>		

**POS4206.0001: POLITICAL PSYCHOLOGY**  
**Spring 2022 (3 credits)**

Tuesday and Thursday, 10:30-11:50 EST  
Location: MSB 0360

Instructor: Dr. Kelsey Larsen  
Office: HPH 302J  
Email: [kelsey.larsen@ucf.edu](mailto:kelsey.larsen@ucf.edu)  
Phone: 407-823-1482

Office Hours:

- Wednesday 1pm – 3pm
- Thursday 3pm – 4pm
- By appointment

You can pre-reserve your Office Hours slots at

<https://calendly.com/kelseylarsen/officehours>

(see Instructor Contact Information below for more guidance)

### **COURSE INFORMATION**

#### **Course Description:**

The purpose of this course is to train learners to identify and evaluate the multiple psychological inputs that inform political decision-making. It uses psychology, behavioral economics, and neuroscience to explore the sometimes complimentary, sometimes at-odds nature of cognitive and affective inputs to choices, and explores how those inputs can differ among various political stakeholders and environments. The course material begins with a consideration of traditional and emerging theories of psychological behavior, considering how things like heuristic biases, utility calculations, and stress might impact political decision-making processes. It then has students consider the lessons of those theories in a variety of contemporary political issues, including foreign and domestic policies. Finally, the course concludes by considering the influence of morality on political decision-making—helping students learn not just how actors make decisions and what decisions they make, but also what decisions they *should* make. By the end of this course, learners will be able to more appropriately identify and interact with the many decision-making inputs of others and themselves, and in doing so, better evaluate and implement political decisions.

#### **Course learning objectives:**

When you successfully complete this course, you will be able to:

1. Identify and explain the major theories of psychological decision-making in political science.
2. Apply lessons of psychological decision-making theories to historical and contemporary policy cases.
3. Clearly communicate inputs to political choices for diverse audiences.

### **Required Readings:**

- Note that there is **no required textbook** for this course; instead, we will make use of a variety of articles, book chapters, and other open-source materials as a means of learning the topic. This means that at times, readings will be easier than a traditional textbook—and at times, they'll be harder. We'll cover the basics of how to best consume this information in class.

### **Graded Assignments:**

Class Participation (20%)

Reflections (20%)

Exam 1 (20%)

Exam 2 (20%)

Final Paper (20%)

#### ***Class Participation (200 points):***

Students are expected to attend every class session, to have read the assigned readings for a class session before attending that class, and to actively listen to and participate in class discussions. Class participation will be evaluated based on items like your active engagement with in-class prompts, your timely submittal of assignments, your participation in group activities.

#### ***Reflections (200 points):***

Students will complete a series of ten short Reflections throughout the semester, in which they offer responses to instructor-provided prompts relevant to the most recent class Modules.

#### ***Exams 1 and 2 (400 points total):***

Students will take two exams surveying the material from the preceding weeks of instruction. The instructor will provide information on the specific format and topics surveyed in the weeks prior to the Exams.

#### ***Final paper (200 points):***

Students will craft a 10-15 page paper in APA format, to be submitted via the Webcourses@UCF course site. The paper prompt, as well as specific information and guidelines, will be provided by the instructor in the weeks preceding the final paper.

### ***Grading Scale***

<b>Letter Grade</b>	<b>Percentage</b>	<b>Total points</b>
A	93%-100%	925- 1000
A-	90-93%	895 - 924

B+	87-89%	865 - 894
B	84-86%	835 - 864
B-	80-83%	795 - 834
C+	77-79%	765 - 794
C	74-76%	735 - 764
C-	70-73%	695 - 734
D+	67-69%	665 - 694
D	64-66%	635 - 664
D-	60-63%	595 - 634
F	0-59%	0-594

***Important Registrar Dates and Deadlines:***

- Drop/Swap deadline: Friday January 14, 2022 by 11:59pm EST
- Withdrawal deadline: Friday March 25, 2022 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): Monday April 25, 2022

**Instructor Contact Information**

Office Hours will be held every Wednesday from 1-3pm EST and every Thursday from 3-4pm EST. Office Hours will primarily be delivered via Zoom, with some limited options to attend in person in the HPH 302J office. If you do choose to attend in person, please consider socially distancing and wearing a mask—the offices are tightly packed in, and we want to keep you healthy.

It’s highly recommended you reserve your Office Hours slot ahead of time to avoid having to hang out endlessly in the waiting room. Reservations are easy: First, visit <https://calendly.com/kelseyarsen/officehours>. Then, it’s a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation with your personal Zoom link (if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations during a given session, to be sure everyone gets their questions answered. If you feel like you’ll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you within 24 hours during the week and 36 hours on weekends. (Pro tip

from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour... so if you submit before then, you're more likely to get a response that same day 🙏).

If you have requests for things like recommendation letters, note that earlier is always better—please make those requests with at least a week before the deadline, so Dr. Larsen has ample time to write and submit letters on your behalf.

## **COVID-19 GUIDANCE**

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **UNIVERSITY POLICIES: GENERAL**

### **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was

obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

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

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

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

### **Course Accessibility:**

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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus Safety:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.



- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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## COURSE SCHEDULE

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Date	Topic	Readings	Important Notes
11 January	Course introduction	- None	
13 January	Who makes decisions: The collective	<ul style="list-style-type: none"><li>- Shon, Phillip C. 2015 "The Challenges of Reading," in <i>How to Read Journal Articles in the Social Sciences</i> (p. 13-26). Thousand Oaks, CA: Sage.</li><li>- Hermann, M.G. &amp; Hermann, C.F. 1989. "Who Makes Foreign Policy Decisions and How: An Empirical Inquiry." <i>International Studies Quarterly</i> 33: 361-388</li></ul>	
18 January	Who makes decisions: The individual	<ul style="list-style-type: none"><li>- Byman, D. L., &amp; Pollack, K. M. (2001). Let us now praise great men: Bringing the statesman back in. <i>International security</i>, 25(4), 107-146.</li></ul>	Reflection #1 due
20 January	How they decide: Cognition and Rationality	<ul style="list-style-type: none"><li>- Aldrich, J. (2018) "Rational choice theory and the study of American politics." In <i>The Dynamics of American Politics</i> (pp. 208-233). Routledge.</li><li>- Mercer, J. 2005. "Rationality and Psychology in International Politics," <i>International Organization</i>, 59(1), 77-106.</li></ul>	
25 January	How they decide: Prospect Theory	<ul style="list-style-type: none"><li>- Levy, J.S. (1992) "Prospect Theory and International Relations: Theoretical Applications and Analytical Problems," <i>Political Psychology</i>, 13: 283-310.</li><li>- Farnham, B. (1997). "Roosevelt and the Munich Crisis: Insights from Prospect Theory," <i>Political Psychology</i>, 13(2): 205 - 235.</li></ul>	Reflection #2 due

<b>27 January</b>	How they decide: Heuristics and biases	<ul style="list-style-type: none"> <li>- Hehir, A. (2006). The impact of analogical reasoning on US foreign policy towards Kosovo. <i>Journal of Peace Research</i>, 43(1), 67-81.</li> <li>- Miler, K. C. (2009). The limitations of heuristics for political elites. <i>Political psychology</i>, 30(6), 863-894.</li> <li>- Rapport, A.. (2013). "The Long and Short of It: Cognitive Constraints on Leaders' Assessments of "Postwar" Iraq." <i>International Security</i> 37 (3): 133-171.</li> </ul>	
<b>01 February</b>	How they decide: Personality	<ul style="list-style-type: none"> <li>- Gallagher, M. E., &amp; Allen, S. H. (2014). Presidential personality: Not just a nuisance. <i>Foreign Policy Analysis</i>, 10(1), 1-21.</li> <li>- Dyson, S. B. (2006). Personality and foreign policy: Tony Blair's Iraq decisions. <i>Foreign Policy Analysis</i>, 2(3), 289-306.</li> </ul>	Reflection #3 due
<b>03 February</b>	How they decide: Operational Codes	<ul style="list-style-type: none"> <li>- Dyson, Stephen Benedict, and Matthew J. Parent. "The operational code approach to profiling political leaders: understanding Vladimir Putin." <i>Intelligence and National Security</i> 33, no. 1 (2018): 84-100.</li> <li>- Malici, A., &amp; Malici, J. (2005). The operational codes of Fidel Castro and Kim Il Sung: the last cold warriors?. <i>Political Psychology</i>, 26(3), 387-412.</li> <li>- Renshon, J. (2008). Stability and change in belief systems: The operational code of George W. Bush. <i>Journal of Conflict Resolution</i>, 52(6), 820-849.</li> </ul>	
<b>08 February</b>	How they decide: Emotions pt. 1	<ul style="list-style-type: none"> <li>- Scherer, K. R. (1999). Appraisal theory. <i>Handbook of cognition and emotion</i>, 637-663.</li> <li>- Halperin, E. (2008). Group-based hatred in intractable conflict in Israel. <i>Journal of Conflict Resolution</i>, 52(5), 713-736</li> </ul>	Reflection #4 due
<b>10 February</b>	How they decide: Emotions pt. 2	<ul style="list-style-type: none"> <li>- MacKuen, M., Marcus, G. E., Neuman, W. R., &amp; Keele, L. (2008). The Third Way: The Theory of Affective Intelligence and American</li> </ul>	

		<p>Democracy. In <i>The Affect Effect</i> (pp. 124-151). Chicago, IL: University of Chicago Press.</p> <ul style="list-style-type: none"> <li>- Marcus, G. E., Valentino, N. A., Vasilopoulos, P., &amp; Foucault, M. (2019). Applying the theory of affective intelligence to support for authoritarian policies and parties. <i>Political Psychology, 40</i>, 109-139.</li> </ul>	
<b>15 February</b>	How they decide: Stress	<ul style="list-style-type: none"> <li>- Stanley, E. A., &amp; Larsen, K. L. (2021). "Stressed Out: The Missing Influence of Stress Arousal in Emotion's Role in Political Decision-Making." <i>Political Psychology</i> (online pre-print).</li> <li>- Bar-Joseph, U., &amp; McDermott, R. (2008). Personal functioning under stress: accountability and social support of Israeli leaders in the Yom Kippur War. <i>Journal of Conflict Resolution, 52</i>(1), 144-170.</li> </ul>	Reflection #5 due
<b>17 February</b>	How they decide: Genetics and Neurobiology	<ul style="list-style-type: none"> <li>- Hatemi, P. K., &amp; McDermott, R. (2012). A neurobiological approach to foreign policy analysis: Identifying individual differences in political violence. <i>Foreign Policy Analysis, 8</i>(2), 111-129.</li> <li>- Hatemi, P. K., Funk, C. L., Medland, S. E., Maes, H. M., Silberg, J. L., Martin, N. G., &amp; Eaves, L. J. (2009). Genetic and environmental transmission of political attitudes over a life time. <i>The Journal of Politics, 71</i>(3), 1141-1156.</li> </ul>	
<b>22 February</b>	How they decide: Identities and experiences	<ul style="list-style-type: none"> <li>- Brewer, M. B. (2001). "The many faces of social identity: Implications for political psychology." <i>Political psychology, 22</i>(1), 115-125.</li> <li>- Getmansky, A. and Zeitzoff, T. (2014). "Terrorism and voting: The effect of rocket threat on voting in Israeli elections." <i>American Political Science Review</i> 108, no. 3: 588-604.</li> <li>- Hall, J., Kovras, I., Stefanovic, D., &amp; Loizides, N. (2018). "Exposure to violence and attitudes towards transitional justice." <i>Political Psychology, 39</i>(2), 345-363.</li> </ul>	

<b>24 February</b>	Exam 1	- None	Exam #1
<b>01 March</b>	What they decide: War and peace	<ul style="list-style-type: none"> <li>- Hetherington, M., &amp; Suhay, E. (2011). Authoritarianism, threat, and Americans' support for the war on terror. <i>American Journal of Political Science</i>, 55(3), 546-560.</li> <li>- Hermann, M. G., &amp; Kegley Jr, C. W. (1995). Rethinking democracy and international peace: Perspectives from political psychology. <i>International Studies Quarterly</i>, 39(4), 511-533.</li> <li>- Liberman, P. (2006). An eye for an eye: Public support for war against evildoers. <i>International Organization</i>, 60(3), 687-722.</li> </ul>	
<b>03 March</b>	What they decide: Public Health and the Environment	<ul style="list-style-type: none"> <li>- Muldoon, O. T., Liu, J. H., &amp; McHugh, C. (2021). The Political Psychology of COVID-19. <i>Political Psychology</i>, 42(5), 715-728.</li> <li>- Larsen, K. L., &amp; Stanley, E. A. (2021). Leaders' Windows of Tolerance for Affect Arousal—and Their Effects on Political Decision-making During COVID-19. <i>Frontiers in psychology</i>, 4717.</li> <li>- Nai, A., Schemel, Y., &amp; Marie, J. L. (2017). Anxiety, sophistication, and resistance to persuasion: Evidence from a quasi-experimental survey on global climate change. <i>Political Psychology</i>, 38(1), 137-156.</li> </ul>	
<b>08 March</b>	No class – Spring Break!	- None	
<b>10 March</b>	No class – Spring break!	- None	
<b>15 March</b>	What they decide: Voting	<ul style="list-style-type: none"> <li>- Schoen, H., &amp; Schumann, S. (2007). Personality traits, partisan attitudes, and voting behavior. Evidence from Germany. <i>Political psychology</i>, 28(4), 471-498</li> <li>- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., &amp; Hutchings, V. L. (2011). Election night's alright for fighting: The role of emotions in political participation. <i>The Journal of Politics</i>, 73(1), 156-170.</li> </ul>	

<b>17 March</b>	What they decide: Immigration	<ul style="list-style-type: none"> <li>- Green, E. G., Sarrasin, O., Baur, R., &amp; Fasel, N. (2016). From stigmatized immigrants to radical right voting: A multilevel study on the role of threat and contact. <i>Political Psychology, 37</i>(4), 465-480.</li> <li>- Gadarian, S. K., &amp; Albertson, B. (2014). Anxiety, immigration, and the search for information. <i>Political Psychology, 35</i>(2), 133-164.</li> </ul>	Reflection #6 due
<b>22 March</b>	What they decide: Social policies	<ul style="list-style-type: none"> <li>- Bauer, N. M. (2015). Emotional, sensitive, and unfit for office? Gender stereotype activation and support female candidates. <i>Political Psychology, 36</i>(6), 691-708.</li> <li>- Feldman, S., &amp; Huddy, L. (2005). Racial resentment and white opposition to race-conscious programs: Principles or prejudice?. <i>American Journal of Political Science, 49</i>(1), 168-183.</li> </ul>	
<b>24 arch</b>	What should they decide: Morality and decision-making	<ul style="list-style-type: none"> <li>- Kennan, G. (1986), "Morality and Foreign Policy," <i>Foreign Affairs</i>, 205-218</li> <li>- Kertzer, J. D., Powers, K. E., Rathbun, B. C., &amp; Iyer, R. (2014). Moral support: How moral values shape foreign policy attitudes. <i>The Journal of Politics, 76</i>(3), 825-840.</li> </ul>	Reflection #7 due
<b>29 March</b>	What should they decide: Realism, liberalism, pacifism	<ul style="list-style-type: none"> <li>- Forde, S. (1992). Varieties of realism: Thucydides and Machiavelli. <i>The Journal of Politics, 54</i>(2), 372-393.</li> <li>- Doyle, M. W. (1986). Liberalism and world politics. <i>American political science review, 80</i>(4), 1151-1169.</li> </ul>	
<b>31 arch</b>	What should they decide: Just War doctrine	<ul style="list-style-type: none"> <li>- Amstutz, M. R. "The Ethics of War," in <i>International Ethics</i> (pp. 135-156). New York: Rowman &amp; Littlefield.</li> <li>- Morrow, J. D. (2007). When do states follow the laws of war?. <i>American Political Science Review, 101</i>(3), 559-572.</li> </ul>	- Reflection #8 due
<b>05 April</b>	What should they decide: Humanitarian Intervention	<ul style="list-style-type: none"> <li>- Doyle, M. W. (2011). International ethics and the responsibility to protect. <i>International Studies Review, 13</i>(1), 72-84.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Bellamy, A. J. (2005). Responsibility to protect or Trojan horse? The crisis in Darfur and humanitarian intervention after Iraq. <i>Ethics &amp; International Affairs</i>, 19(2), 31-54.</li> </ul>	
<b>07 April</b>	What should they decide: Tools of Political Violence	<ul style="list-style-type: none"> <li>- Slaughter, A. M., &amp; Feinstein, L. (2004). A duty to prevent. <i>Foreign Affairs</i>, 83(1), 136-150.</li> <li>- Thomas, W. (2000). Norms and security: The case of international assassination. <i>International Security</i>, 25(1), 105-133.</li> <li>- Bellamy, A. J. (2006). No pain, no gain? Torture and ethics in the war on terror. <i>International Affairs</i>, 82(1), 121-148.</li> <li>-</li> </ul>	Reflection #9 due
<b>12 April</b>	What should they decide: Peacemaking	<ul style="list-style-type: none"> <li>- Bellamy, A. J. (2008). The responsibilities of victory: Jus post bellum and the just war. <i>Review of International Studies</i>, 34(4), 601-625.</li> <li>- Labonte, M. (2009). Jus post bellum, peacebuilding, and non-state actors: Lessons from Afghanistan. In <i>Ethics, Authority, and War</i> (pp. 205-237). Palgrave Macmillan, New York.</li> </ul>	
<b>14 April</b>	Exam 2	<ul style="list-style-type: none"> <li>- None</li> </ul>	Exam #2
<b>19 April</b>	Final Paper workshop	<ul style="list-style-type: none"> <li>- None</li> </ul>	Reflection #10 due
<b>21 April</b>	The Future of Political Psychology	<ul style="list-style-type: none"> <li>- None</li> </ul>	
<b>03 May</b>	<b>FINAL PAPER DUE VIA WEBCOURSES@UCF AT 5:00 PM EST</b>		



# INR4008-22Spring 0W61

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida DIRC Student remote internships](#) [Redistricting](#)

## 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 1102](#) [\\_ \(http://catalog.ucf.edu/preview\\_course\\_nopop.php?catoid=3&coid=7103\)](http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=7103)

**Class Meets:** Online Course.

**Instructor:** Dr. Michael Mousseau. [Learn How I Travel Through Time and Space!](#)

**Instructor Contact:** [Michael.Mousseau@UCF.edu](mailto:Michael.Mousseau@UCF.edu) (<mailto:Michael.Mousseau@UCF.edu>)/  
407-823-2608.

**Communications:** Email me at [Michael.Mousseau@ucf.edu](mailto:Michael.Mousseau@ucf.edu) (<mailto:Michael.Mousseau@ucf.edu>). I normally respond within 24 hours. Please communicate from your UCF knights email account.

**Office Hours:** Mondays and Tuesdays 10:30 to 12:00 noon, online only during covid.

**Graduate Teaching Assistant:** Sarah Ragland [sarah.ragland@Knights.ucf.edu](mailto:sarah.ragland@Knights.ucf.edu) (<mailto:sarah.ragland@Knights.ucf.edu>).

**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).
  - The **digital version of the course textbook is available for free** through the UCF Libraries. Accessing the textbook requires that you authenticate (log in) as a UCF student. You are permitted to read the textbook online or download content to read offline. Any unauthorized sharing of the textbook content is in violation of the license agreement between the publisher and university. The license permits access to this textbook for current UCF students, staff, and faculty only. Contact your librarian if you have any questions. Link: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=1840835> (<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Febookcentral.proquest.com%2Flib%2Fucf%2Fdetail.action%3FdocID%3D1840835&data=04%7C01%7CMichael.Mousseau%40ucf.edu%7C917296c6068f4f93756d08d98a9d60f6%7Cbb%3D%7C1000&sdata=3Rzn5QQ8aBA%2FUsXC%2BaC0jn%2BC6NsBaM%2BHLp7DiLg7OTk%3D&reserved=0>)
- Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places* (2010, HarperCollins).
  - A digital version of this book is available at the UCF book store for only \$7.85.

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!](#)

**Evaluation.** To keep things simple, module discussions are open from the start of the semester and always close on a Tuesday (at 11:59pm), with the essay-exams always held the following day (opening at 9:00am and closing 11:59pm). The paper is due on a Tuesday (at 11:59pm). So just try to remember **Tuesdays and Wednesdays** :).

- [3 Discussions \(3% each\)](#)
- [Course Paper \(22%\)](#)
- [3 Open-book Essay Exams \(69%\)](#)

[Academic Activity Quiz](#) to be completed by 11:59pm the first Friday after the course begins.

Interested in becoming a [legislative intern](https://vimeo.com/227489933) (<https://vimeo.com/227489933>)?

**Late Paper Policy:** 1% drop in grade for every hour late. Maximum 5% the first day then 10% per day thereafter. 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 multiple weeks, there is no excuse for missing one, so late submissions are not allowed. Regarding the essay-exams, everyone has the option of repeating one of the three essay-exams at a 10% discount later in the semester. Therefore specific make-up exams are not available. If a report of a medical authority is submitted, the 10% discount is not applied.

**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:** There is no final exam.

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

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of

summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's [guide](http://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Plagiarism_and_Misuse.pdf) [\\_\(http://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Plagiarism\\_and\\_Misuse.pdf\)](http://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Plagiarism_and_Misuse.pdf).

2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: [http://guides.ucf.edu/?group\\_id=1813](http://guides.ucf.edu/?group_id=1813) [\\_\(http://guides.ucf.edu/?group\\_id=1813\)](http://guides.ucf.edu/?group_id=1813). And, free software that helps you manage citations for various styles are found [here](https://guides.ucf.edu/c.php?g=78419&p=508564) [\\_\(https://guides.ucf.edu/c.php?g=78419&p=508564\)](https://guides.ucf.edu/c.php?g=78419&p=508564).

## 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 [International Center for Academic Integrity](https://academicintegrity.org/) [\(https://academicintegrity.org/\)](https://academicintegrity.org/) (ICAI) 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.

**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> [\\_\(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)> 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. You can see more information about the Z Designation [here](http://goldenrule.sdes.ucf.edu/zgrade) [\\_\(http://goldenrule.sdes.ucf.edu/zgrade\)\\_](http://goldenrule.sdes.ucf.edu/zgrade).

You can see more information about UCF's Rules of Conduct [here](https://scai.sdes.ucf.edu/student-rules-of-conduct/) [\\_\(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)\\_](https://scai.sdes.ucf.edu/student-rules-of-conduct/).

## 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 Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Campus Safety Statement.** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (  
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [. \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)












[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

) about how to manage an active shooter situation on campus or elsewhere.

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

## Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7398357">Academic Activity Quiz</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7398357">https://webcourses.ucf.edu/courses/1400051/assignments/7398357</a> )	due by 11:59pm
Tue Jan 25, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395483">Discussion of Module 1: The Origins of Globalization</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395483">https://webcourses.ucf.edu/courses/1400051/assignments/7395483</a> )	due by 11:59pm
Wed Jan 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7397638">Essay Exam Module 1</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7397638">https://webcourses.ucf.edu/courses/1400051/assignments/7397638</a> )	due by 11:59pm
Tue Feb 15, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395478">Discussion of Module 2: Globalization &amp; the Economy</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395478">https://webcourses.ucf.edu/courses/1400051/assignments/7395478</a> )	due by 11:59pm
Wed Feb 16, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395478">Essay Exam Module 2</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395478">https://webcourses.ucf.edu/courses/1400051/assignments/7395478</a> )	due by 11:59pm

Date	Details	Due
	<a href="https://webcourses.ucf.edu/courses/1400051/assignments/7397677">/1400051/assignments/7397677)</a>	
Tue Mar 22, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395480">Discussion of Module 3: Globalization &amp; Security</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395480">https://webcourses.ucf.edu/courses/1400051/assignments/7395480</a> )	due by 11:59pm
Wed Mar 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7397678">Essay Exam Module 3</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7397678">https://webcourses.ucf.edu/courses/1400051/assignments/7397678</a> )	due by 11:59pm
Tue Apr 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395484">Research Project</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395484">https://webcourses.ucf.edu/courses/1400051/assignments/7395484</a> )	due by 11:59pm
Tue Apr 19, 2022	 <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395485">Optional Re-take Essay-Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1400051/assignments/7395485">https://webcourses.ucf.edu/courses/1400051/assignments/7395485</a> )	due by 11:59pm



Collapse All

View Progress

+ Module



<b>▼ Course Modules</b>			+	
	<b>Module 1: The Origins of Globalization</b>			
	<b>Module 2: Globalization &amp; the Economy</b>			
	<b>Module 3: Globalization &amp; Security</b>			

# Course Discussions

There are three discussions over the semester, one for each module. For each discussion, three posts are required: one initial response to the discussion prompt, and two (or more) responses to initial responses to the prompt.

## Regarding the initial response to the prompt:

- Students cannot see other students' submissions until they have made their initial submission.
- Maximum 300 words (so choose your words carefully!).

*Rubrik:* 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. Everything else being equal, earlier submissions earn higher grades than later ones.

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, entries with zero course content, or asserting agreement or disagreement with another post, without offering logic, facts, or reasoning of any kind.

## Regarding responses to a peer's initial responses to the prompt:

- Each student is expected to submit a minimum of two responses to their peers' initial responses to the prompts.
- Maximum (each) 150 words (so choose your words carefully!).

*Rubrik.* Your responses are graded mostly on the extent at which you use course materials to build on, or gently push back against, other student entries. Originality 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.

## 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 or video minutes 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 including page number 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.

# Research Project

✓ Published

 Edit



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 1,500 (minimum) to 2,500 words (maximum). 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?

### 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. 10%
3. Paper rules followed (see rules below). 5%
4. Some proper citation rules consistently followed (see a common set of 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%

**Paper Organization.** 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. You are free to organize your paper as you please, but here is a typical paper structure:

#### 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/question and its background

The section section of the paper delves deeper into the issue or question raised in the introduction. 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. Your thesis

Here you give your argument. Consider counterfactuals and counter-arguments to make your thesis convincing.

#### 4. Conclusion

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

### 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 14-point 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 refer to a specific passage in the publication rather than the general thesis of the publication, or if you quote material, you must provide the page number (or numbers) in the citation.
6. To cite course videos, cite the video name and minute. For instance: (Mousseau, name, minutes 8-9).
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.
8. 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 . . .".

**Research Tip.** Try to reduce your work load by finding the most recent articles that broadly address your research question. If on topic, the literature review sections of a few most recent articles should offer a lot of useful information.

### Writing Tips

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. Make generous use of examples to illustrate your points. Analogies too may be helpful.
4. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . ." are far better than "In this paper, I will argue. . ."
5. Avoid rhetorical questions unless you answer them.
6. 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.

7. Do not start a paper citing an encyclopedia to define a term. Just don't.
8. 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".
9. 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.
10. 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.
11. 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.
12. 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.
13. Need writing help? Reach out to the [University Writing Center \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/).

## Plagiarism

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

## Misuse of Sources

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

## APA Citation Procedures

If I write: "Early on, 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** 22

**Submitting** a file upload

Due	For	Available from	Until
Apr 5	Everyone	Jan 10 at 12:01am	May 7 at 11:59pm

+ [Rubric](#)

# Essay Exams

Essay-exams are just that: part essay and part exam. The essay part is that the exams have only broad questions, each requiring a short essay answer. The exam part is that students do not see the questions until the day of the exam, so preparation is involved as well. **The exams open at 9am and close at 11:59pm on the days they are due.** 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.** Students have the choice of answering one of two broad opened-ended thought questions (**do not answer both!**). For example: “Drawing on materials of Module 3, what do you think are the most consistent goals of U.S. foreign policy makers?” 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 materials. \*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.

## Essay Rules

1. **Do not draw on anything but course material** and common sense.
2. Wherever you refer to a \*specific\* passages from materials, you must cite the page numbers for readings, or for videos the video name and minute.
3. Do not include a bibliography or enter links.

## Essay Tips

1. **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.
2. **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.
3. Write clearly. It is often a good idea to **provide examples or apply analogies**, or refer to specific events to illustrate your point.
4. 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.

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.**

**Make-ups and Do-overs.** Everyone has the option of repeating one of the three essay-exams at a 10% discount later in the semester. If a report of a medical authority is submitted, the 10% discount is not applied.

# INR4102-22Spring 0W60

[Jump to Today](#)

 [Edit](#)

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

- **ICCAE Study Abroad Program:** Study Security Issues in London and Paris this Summer, apply by Feb. 15th, scholarships available. [More info.](#)
- **Black Students Matter.** [Meet your professors](#), [make advising appointment](#), [participate in research](#)
- **Internship Opportunities:** [Florida DIRC Student remote internships](#) [Redistricting](#)

## INR 4102: American Foreign Policy

**UCF Catalogue Description.** Development of American foreign policy, with emphasis on the role and policies of the United States in the contemporary world.

**Course Goals/Objectives.** To understand American foreign policy, its behaviors in world politics and the motivations of these behaviors.

**Learning Outcomes.** Achieve an accurate and in-depth understanding of American foreign policy, including the domestic determinants of this nation's foreign policy goals. By the end of this course students will be able to think and write logically and knowledgeably regarding US foreign policy.

**Credits:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Prerequisite(s):** [ENC 1102](#)[Links to an external site. \(http://catalog.ucf.edu/preview\\_course\\_nopop.php?catoid=3&coid=7103\)](#) or [POS 2041](#)[Links to an external site. \(http://catalog.ucf.edu/preview\\_course\\_nopop.php?catoid=3&coid=8754\)](#) or C.I.

**Class Meets:** Online Course.

**Instructor:** Dr. Michael Mousseau. [Learn How I Travel Through Time and Space!](#)

**Instructor Contact:** [Michael.Mousseau@UCF.edu](mailto:Michael.Mousseau@UCF.edu) (<mailto:Michael.Mousseau@UCF.edu>) / 407-823-2608.

**Communications:** Email me at [Michael.Mousseau@ucf.edu](mailto:Michael.Mousseau@ucf.edu) (<mailto:Michael.Mousseau@ucf.edu>). I normally respond within 24 hours. Please communicate from your UCF knights email account.

**Office Hours:** Mondays and Tuesdays 10:30 to 12:00 noon, online only during covid.

**Graduate Teaching Assistant:** Erika Ricci, [erika.ricci@knights.ucf.edu](mailto:erika.ricci@knights.ucf.edu)  
(<mailto:erika.ricci@knights.ucf.edu>).

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

The books are:

- Loch K. Johnson, *The Third Option: Covert Action and American Foreign Policy*. Oxford University Press, 2021.
  - We have the treat of reading a brand new book--is being released in January 2022! The digital version should be free to UCF students online. I will let everyone know when its available!
- Michael K. Mandelbaum, *Mission failure : America and the world in the post-Cold War era*. Oxford University Press, 2016.
  - The **digital version of the course textbook is available for free** through the UCF Libraries. Accessing the textbook requires that you authenticate (log in) as a UCF student. You are permitted to read the textbook online or download content to read offline. Any unauthorized sharing of the textbook content is in violation of the license agreement between the publisher and university. The license permits access to this textbook for current UCF students, staff, and faculty only. Contact your librarian if you have any questions. Link: [https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/1uk59qo/alma99383327598306596](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/1uk59qo/alma99383327598306596) ([https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fucf-flvc.primo.exlibrisgroup.com%2Fpermalink%2F01FALSC\\_UCF%2F1uk59qo%2Falma99383327598306596&data=04%7C01%7CMichael.Mousseau%40ucf.edu%7Cc007da31d3954580c6a208d9b425f6c4%7Cbl%3D%7C3000&sdata=BHmCfPEjd9CLbi40wgVOzwAoQBMpt3WhLjDaS6ueGKM%3D&reserved=0](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fucf-flvc.primo.exlibrisgroup.com%2Fpermalink%2F01FALSC_UCF%2F1uk59qo%2Falma99383327598306596&data=04%7C01%7CMichael.Mousseau%40ucf.edu%7Cc007da31d3954580c6a208d9b425f6c4%7Cbl%3D%7C3000&sdata=BHmCfPEjd9CLbi40wgVOzwAoQBMpt3WhLjDaS6ueGKM%3D&reserved=0))

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!](#)

**Evaluation.** To keep things simple, module discussions are open from the start of the semester and always close on a Wednesday (at 11:59pm), with the essay-exams always held the following day (opening at 9:00am and closing 11:59pm). The paper is due on a Wednesday (at 11:59pm). So just try to remember **Wednesdays and Thursdays** :).

- [3 Discussions \(3% each\)](#)
- [Course Paper \(22%\)](#)
- [3 Open-book Essay Exams \(69%\)](#)

([%24CANVAS\\_OBJECT\\_REFERENCE%24/assignments/g79d67fc5b4af01e3d95dce19347fc315](#))

[Academic Activity Quiz](#) to be completed by 11:59pm the first Friday after the course begins.

Interested in becoming a [legislative intern \(https://vimeo.com/227489933\)](https://vimeo.com/227489933) ?

**Late Paper Policy:** 1% drop in grade for every hour late. Maximum 5% the first day then 10% per day thereafter. 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 multiple weeks, there is no excuse for missing one, so late submissions are not allowed. Regarding the essay-exams, everyone has the option of repeating one of the three essay-exams at a 10% discount later in the semester. Therefore specific make-up exams are not available. If a report of a medical authority is submitted, the 10% discount is not applied.

**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:** There is no final exam.

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

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's [guide \(http://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Plagiarism\\_and\\_Misuse.pdf\)](http://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Plagiarism_and_Misuse.pdf).
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: [http://guides.ucf.edu/?group\\_id=1813](http://guides.ucf.edu/?group_id=1813) ([http://guides.ucf.edu/?group\\_id=1813](http://guides.ucf.edu/?group_id=1813)). And, free software that helps you manage citations for various styles are found [here \(https://guides.ucf.edu/c.php?g=78419&p=508564\)](https://guides.ucf.edu/c.php?g=78419&p=508564).

## 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 [International Center for Academic Integrity](https://academicintegrity.org/)

(<https://academicintegrity.org/>) (ICAI) 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.

**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> (<http://wpacouncil.org/node/9>) +> 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. You can see more information about the Z Designation [here \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

You can see more information about UCF's Rules of Conduct [here \(https://scai.sdes.ucf.edu/student-rules-of-conduct/\)](https://scai.sdes.ucf.edu/student-rules-of-conduct/).

## **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 Services \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.


**Campus Safety Statement.** Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.




- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu \(http://my.ucf.edu\)](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)) about how to manage an active shooter situation on campus or elsewhere.

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

## Course Summary:

Date	Details	Due
Fri Jan 14, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399419">Academic Activity Quiz (https://webcourses.ucf.edu/courses/1400951/assignments/7399419)</a>	due by 11:59pm
Wed Jan 26, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399416">Discussion of Module 1: Rise to Superpower (https://webcourses.ucf.edu/courses/1400951/assignments/7399416)</a>	due by 11:59pm
Thu Jan 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399420">Essay Exam Module 1 (https://webcourses.ucf.edu/courses/1400951/assignments/7399420)</a>	due by 11:59pm
Wed Feb 23, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399418">Discussion of Module 2: Superpower Strategies (https://webcourses.ucf.edu/courses/1400951/assignments/7399418)</a>	due by 11:59pm
Thu Feb 24, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399421">Essay Exam Module 2 (https://webcourses.ucf.edu/courses/1400951/assignments/7399421)</a>	due by 11:59pm
Wed Mar 30, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399417">Discussion of Module 3: Superpower Goals (https://webcourses.ucf.edu/courses/1400951/assignments/7399417)</a>	due by 11:59pm

Date	Details	Due
Thu Mar 31, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399422">Essay Exam Module 3</a> ( <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399422">https://webcourses.ucf.edu/courses/1400951/assignments/7399422</a> )	due by 11:59pm
Tue Apr 5, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399424">Research Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399424">https://webcourses.ucf.edu/courses/1400951/assignments/7399424</a> )	due by 11:59pm
Wed Apr 27, 2022	 <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399423">Optional Re-take Essay-Exam</a> ( <a href="https://webcourses.ucf.edu/courses/1400951/assignments/7399423">https://webcourses.ucf.edu/courses/1400951/assignments/7399423</a> )	due by 11:59pm

Collapse All

View Progress

+ Module



<b>▼ Course Modules</b>			+	
	<b>Module 1: Rise to Superpower</b>			
	<b>Module 2: Superpower Strategies</b>			
	<b>Module 3: Superpower Goals</b>			

# Course Discussions

There are three discussions over the semester, one for each module. For each discussion, three posts are required: one initial response to the discussion prompt, and two (or more) responses to initial responses to the prompt.

## Regarding the initial response to the prompt:

- Students cannot see other students' submissions until they have made their initial submission.
- Maximum 300 words (so choose your words carefully!).

*Rubrik:* 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. Everything else being equal, earlier submissions earn higher grades than later ones.

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, entries with zero course content, or asserting agreement or disagreement with another post, without offering logic, facts, or reasoning of any kind.

## Regarding responses to a peer's initial responses to the prompt:

- Each student is expected to submit a minimum of two responses to their peers' initial responses to the prompts.
- Maximum (each) 150 words (so choose your words carefully!).

*Rubrik.* Your responses are graded mostly on the extent at which you use course materials to build on, or gently push back against, other student entries. Originality 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.

## 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 or video minutes 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 including page number 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.

# Research Paper

✓ Published

 Edit



You are free to write on whatever U.S. foreign policy topic interests you. You may develop a question on U.S. foreign policy that remains unanswered from course materials and explore it further; or develop and defend your own idea of U.S. foreign policy. Either way, research is needed. Include a minimum of 3 academic citations beyond course materials. Academic citations are citations to academic journals and books published by university presses, though some other book presses are considered academic, such as Routledge and Taylor & Francis. Encyclopedias, magazines, and newspapers are not academic sources, though these are fine as additional citations for reporting events, facts, and perhaps views of the literature. Expected length is 1,500 (minimum) to 2,500 words (maximum).

## 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. 10%
3. Paper rules followed (see rules below). 5%
4. Some proper citation rules consistently followed (see a common set of 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%

**Paper Organization.** 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. You are free to organize your paper as you please, but here is a typical paper structure:

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/question and its background

The section section of the paper delves deeper into the issue or question raised in the introduction. 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. Your thesis

Here you give your argument. Consider counterfactuals and counter-arguments to make your thesis convincing.

## 4. Conclusion

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

### **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 14-point 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 refer to a specific passage in the publication rather than the general thesis of the publication, or if you quote material, you must provide the page number (or numbers) in the citation.
6. To cite course videos, cite the video name and minute. For instance: (Mousseau, name, minutes 8-9).
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.
8. 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 . . .".

**Research Tip.** Try to reduce your work loud by finding the most recent articles that broadly



address your research question. If on topic, the literature review sections of a few most recent articles should offer a lot of useful information.

## Writing Tips

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. Make generous use of examples to illustrate your points. Analogies too may be helpful.
4. Write in an active prose. For instance, "This paper argues . . ." or "I argue . . ." are far better than "In this paper, I will argue. . ."
5. Avoid rhetorical questions unless you answer them.
6. 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.
7. Do not start a paper citing an encyclopedia to define a term. Just don't.
8. 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".
9. 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.
10. 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.
11. 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.
12. 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.

13. Need writing help? Reach out to the [University Writing Center \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/).

## Plagiarism

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

## Misuse of Sources

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

## APA Citation Procedures

If I write: "Early on, 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** 22

**Submitting** a file upload

Due	For	Available from	Until
Apr 5	Everyone	Jan 10 at 12:01am	May 7 at 11:59pm

+ [Rubric](#)

# Essay Exams

Essay-exams are just that: part essay and part exam. The essay part is that the exams have only broad questions, each requiring a short essay answer. The exam part is that students do not see the questions until the day of the exam, so preparation is involved as well. **The exams open at 9am and close at 11:59pm on the days they are due.** 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.** Students have the choice of answering one of two broad opened-ended thought questions (**do not answer both!**). For example: “Drawing on materials of Module 3, what do you think are the most consistent goals of U.S. foreign policy makers?” 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 materials. \*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.

## Essay Rules

1. **Do not draw on anything but course material** and common sense.
2. Wherever you refer to a \*specific\* passages from materials, you must cite the page numbers for readings, or for videos the video name and minute.
3. Do not include a bibliography or enter links.

## Essay Tips

1. **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.
2. **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.
3. Write clearly. It is often a good idea to **provide examples or apply analogies**, or refer to specific events to illustrate your point.
4. 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.

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.**

**Make-ups and Do-overs.** Everyone has the option of repeating one of the three essay-exams at a 10% discount later in the semester. If a report of a medical authority is submitted, the 10% discount is not applied.

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Spring 2022  
Every Other Tuesday 10:00-11:50 am

# University of Central Florida

## *Professional Development: The Practice of Security Studies*

*(POS 7930)*

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Professor: Dr. Michael Macedonia  
E-Mail: mrm@ucf.edu  
Phone: 407-453-1551  
Location: PII 210  
Office Hours: By Appointment

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## Overview

This professional development course is designed to expose graduate students in security studies to the professional challenges of national security careers. Taught by a national security professional with experience at ODNI, NSA, the US Army, defense think tanks, government contractors, and Federal Advisory Committees, this course will touch upon important issues faced by practitioners in the field. It will also focus on the unique characteristics, cultures, and dynamics of the primary enterprises associated with US national security. Largely taught from a practitioner's view, this course is designed to expose graduate students to the complex world of everyday security policymaking and career development.

As a professional development seminar, this course will expose students to the array of US national security "players" inside and outside of Washington, including diplomats, military officers, policy makers, trade specialists, intelligence officers, congressmen, and others. Some discussions will include expectations for entry-level practitioners as well as opportunities and strategies for post-graduate employment in government, think tanks, and international organizations. This seminar also will feature a variety of exercises to demonstrate the vastly different requirements mandated by various national security enterprises. Above all, the course aims at educating first-rate security studies scholars at the University of Central Florida. The course seeks to strengthen the odds that students will go on in their careers to nimbly navigate between the realms of scholarship in the academy and of practice in and around government.

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## Requirements

One credit hour will be awarded for the successful completion of the course. Students are required to attend eight classes. Each class will meet for an hour and fifty minutes. Students will be given either a satisfactory or an unsatisfactory grade based solely on class attendance of a minimum of six classes and participation. Students are encouraged to complete the optional writing assignments, but they are certainly not mandatory and will not be graded. Additional information on writing assignments will be handed out in class. All students will be expected to give a presentation. Grade reporting and contacts will be through [Webcourses@UCF](mailto:Webcourses@UCF).

## Required Texts

The course has no required textbooks.

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## Other Readings

The course primarily relies on a variety of policy-relevant articles from magazines and journals. These articles are selected because they are more likely to be consumed by security studies practitioners than the scholarly peer-reviewed journals consumed by political scientists. The reading of these articles will give students a better sense as to how national security practitioners "think" about all-too-real national security problems.

## Web Sources

The majority of readings are available on the web for easy student access. The syllabus also provides web links to government agencies, military organizations, and think tanks. Students may investigate these links to get a firmer grasp of the types of policy-relevant analyses produced outside of universities. They may also search these websites for employment and career leads.

## Class 1: Scholars vs. Practitioners in Security Studies -- 11 January 2020

Joseph S. Nye, Jr., "[Scholars on the Sidelines](#)," *Washington Post*, 13 April 2009. Available at

Michael R. Macedonia, "[Command and Control in Desert Storm](#)", *Military Review*, January 1992

Please note: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, all students must take a short quiz by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class 2: The Government in Practice: A View from the Pentagon –25 January 2022

(Guest Speaker: Pentagon Expert)

Perry M. Smith et al., [Assignment Pentagon: How to Excel in a Bureaucracy](#), 4th edition, Revised, 2007.

Army Science Board, [The Character of Future Warfare](#), August 2017.

Joint Staff, J-7 JET, [Joint Officer's Handbook](#) 2nd Edition, August 2011

WikiHow, [How to Write a Position Paper](#), WikiHow to do Anything, web site.

## Class 3: Entry-Level Realities – Becoming Visible, Building a Network, Getting Social –8 February 2022

(Guest Speaker: [Honorable James Bacchus](#))

Patrick Tammer, [HOW TO GET A JOB AT THE UN](#)

Alison Doyle, [The Most Effective Ways to Use LinkedIn](#)

The Modern Warfare Institute, [Writing To Be Read](#)

US News, [Living in Washington, DC](#)

## Class 4: Supporting National Security from the Private Sector – 22 February 2022

(Guest speaker: Defense Contractor)

Dana Priest, and William Arkin, [Top Secret America](#), "Functions and Intelligence Analysis," (Really a listing of gov't agencies and private companies associated with US national security); *The Washington Post*, July 2010.

Think Tanks and Civilian Societies Program, International Relations Program, University of Pennsylvania, <http://www.gotothinktank.com>



## Class 5: Spooks and Analysts: The Influence of the Intelligence Community – 1 March 2022

(Guest Speaker: Captain, USN (R) Dale Helmer)

Jeffrey T Richelson, [The US Intelligence Community](#), 5<sup>th</sup> edition, 2007

Marty Peterson, "[What I learned in 40 Years of Doing Intelligence Analysis for US Foreign Policymakers](#)" *Studies in Intelligence*, (vol. 55, no. 1, 2011), [cia.gov](#).

## Class 6: Preparing to Enter the Bureaucracy – 15 March 2022

(Guest Speaker: Security Clearance official)

How to Obtain a Security [Clearance](#).

William Henderson, [How to Prepare for a Security Clearance Polygraph Examination](#)

Standard Form 86. [Questionnaire for National Security Positions](#).

## Class 7: Implementing Policy Outside of Washington – 29 March 2022

(Guest Speaker)

Phil Primack, "Foreign Disservice: Too Many Hot Spots, Too Few Seasoned Diplomats," *Tufts Magazine*, Summer 2011. Available at <https://news.tufts.edu/magazine/summer2011/features/foreign-disservice.html>

Michael R. Macedonia, [Games Soldiers Play](#), IEEE Spectrum, March 2002.

## Class 8: Campaigns, Elections, and Patronage: Government Ethics in Theory and Practice – 12 April 2022

(Guest Speaker: Ethics official)

[The Hatch Act](#), Preventing Conflicts of Interest in the Executive Branch; The United States Office of Government Ethics. (See [.pdf](#) and [OSC website](#).)

[Brief Summary of Employee Standards of Conduct](#), Preventing Conflicts of Interest in the Executive Branch; The United States Office of Government Ethics.

[OGE Form 450: Confidential Financial Disclosure Report](#), Office of Government Ethics

# COURSE OUTLINE

**CPO 3132 0001 (20171)**

**Spring 2022**

**Canadian Politics**

School of Politics, Security and International Affairs

College of Sciences, University of Central Florida

3 credit hours

**Instructor: Dr. Daniel Marien. Contact via [Daniel.Marien@ucf.edu](mailto:Daniel.Marien@ucf.edu) or course email.**

**Teaching Assistant: Nicole Brok. Contact via course email.**

**Class time: Mo-Wed, 3:00 pm to 4:15 pm.**

**Class location: CB1 307.**

## **INSTRUCTOR'S OFFICE HOURS ON ZOOM (from 1/11 to 4/28)**

Tuesdays 1 pm to 4 pm. Email to receive a Zoom link.

Thursdays 1 pm to 4 pm. Email to receive a Zoom link.

**Or by special appointments setup via email.** I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to postpone.

## **I. Course Description**

This course will introduce students to Canadian political institutions and processes. It will also examine three central themes that historically shaped, and are still shaping, Canadian political developments: the relations between the French and English parts of the country; the relationship between Canada and the United States; the relationship between Canada and Indigenous nations.

Students first become familiar with a common set of readings during the first thirteen weeks of the semester. In the later portion of the semester, students develop an essay (with the help of the instructor) addressing a question of their choice at Canadian politics.

## II. Books to Buy and Other Materials We Will Consult

You need to quickly procure these two books:

Trevor Harrison and John Friesen, *Canadian Society in the Twentieth-First Century: An Historical Sociological Approach*. **Fourth edition only**. Canadian Scholars Press, 2021. ISBN: 978-1-77338-220-3.

Patrick Malcolmson et al., *The Canadian Regime: An Introduction to Parliamentary Government in Canada*. **Seventh edition only**. University of Toronto Press, 2021. ISBN: 978-1-4875-2537-8.

Other occasionally assigned readings and video documents will be available on the Web and/or through the UCF library.

## III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks; (3) to attend class regularly and refrain from engaging in distracting behavior (cell phone, etc.); (4) take quizzes and submit assignments in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) In most cases to paraphrase contents from the textbook rather than use direct quotes.

## IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the key features of the Canadian constitution, the structure of the executive, legislative and judiciary powers, the structure of the electoral process, the nature of political parties and the broad outlines of Canadian federalism.

LO-2: Students will be able to describe with a high degree of accuracy how the logic of responsible government shaping most Canadian political institutions differ from the logic of separation of powers embodied in the U.S. Constitution.

LO-3: Students will be able to describe with a high degree of accuracy the main historical developments marking the relationship between French and English-speaking parts of Canada.

LO-4: Students will be able to describe with a high degree of accuracy the main historical developments in the relations between Canada and the United States.

LO-5: Students will be able to describe with a high degree of accuracy the main historical developments marking the relationship between Canada and the Indigenous peoples.

LO-6: Students will be able to compose a brief essay (or book review) meeting standards defined by the instructor and discussing one aspect of Canadian politics or society of their choice

## V. Assessment Overview

### Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose
<b>Before Course Perception of Canadian Politics</b>	<b>Friday 1/14, 11:59pm</b> Late submission accepted until Fr. 1/21 Attach file labeled: LASTNAME_Before	<b>1</b>	<b>QUICK MONEY</b>  To free up your financial aid and to prepare your After- Course Statement due at the end of the semester.
<b>Quizzes</b>	<b>Monday Evenings At the end of module (Bi-weekly)</b>	<b>58</b>	<b>UNDERSTANDING</b>  To verify mastery of assigned materials with multiple choice questions.
<b>Discussion Questions</b>	<b>Monday Evenings At the end of module (Bi-weekly)</b>	<b>25</b>	<b>UNDERSTANDING EVALUATION</b>  Verify mastery of subject matter with narrative questions.

			Exercise of critical application of concepts to media stories.
<b>Essay Prep with research question and annotated bibliography</b>	<b>Friday, 3/26 at 11:58 PM</b>	<b>5</b>	<b>APPROPRIATING COURSE CONTENTS FOR ONESELF</b>  To prepare the final essay or book review.
<b>Essay or Review In 1,500 to 2,000 words</b>	<b>Friday, 4/29 at 11:58 PM</b>	<b>10</b>	<b>APPROPRIATING COURSE CONTENTS FOR ONESELF</b>  To provide the opportunity to research a specific question particularly relevant to you.
<b>After Course Perception of Canadian Politics</b>	<b>Friday 4/29 at 11:59 PM</b> Upload a file in Dropbox Labelled: LASTNAME_Essay	<b>1</b>	<b>SYNTHESIS</b>  To foster reflection on what was learned and to communicate this to the instructor.
<b>TOTAL</b>		<b>100</b>	See the Grading Scale below

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+

Grading Scale (%)	
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

## VII. Course Prerequisites

POS 2041, American national government, or consent of the instructor.

## VIII. Course Credits

3 credits

## IX. Course Schedule

**NOTE:** Updates may adjust the schedule below.

# PART 1 CANADA AND QUEBEC

## Week 1-2: Living with the Consequences of Conquest

### Deadline:

**Quiz and Discussion Posts: Monday 1/24 at 11:58 pm in Webcourses.**

### Read:

*Canadian Society*, Acknowledgments, Introduction, chapter 1.  
*Canadian Regime*, Preface, chapters 1-2.

## Week 3-4: Return of the Nation

### Deadline:

**Quiz and Discussion Posts: Monday 2/7 at 11:58 pm in Webcourses.**

**Read:**

*Canadian Society*, chapters 2-3-4.

*Canadian Regime*, chapters 3-4-5.

## **PART 2**

# **CANADA AND THE UNITED STATES**

### **Week 5-6:**

**Deadline:**

**Quiz and Discussion Posts: Monday 2/21 at 11:58 pm in Webcourses.**

**Read:**

*Canadian Society*, chapters 5-6.

*Canadian Regime*, chapters 6-7.

### **Week 7-8:**

**Deadline:**

**Quiz and Discussion Posts: Monday 3/7 at 11:58 pm in Webcourses.**

**Read:**

*Canadian Society*, chapters 7-8.

*Canadian Regime*, chapters 8-9.

### **Week 9: Spring Break**

## **PART 3**

# **CANADA AND THE INDIGENOUS NATIONS**

### **Week 10-11:**

**Deadlines:**

**Essay Prep: Friday 3/26 at 11:58 pm in Webcourses.**

**Quiz and Discussion Post: Monday 3/28 at 11:58 pm in Webcourses.**

**Read:**

*Canadian Society*, chapters 9-10.  
*Canadian Regime*, chapter 10, Conclusion.

**Week 12-13:****Deadline:**

**Quiz and Discussion Post: Monday 4/11 at 11:58 pm in Webcourses.**

**Read:**

*Canadian Society*, chapters 11-12, Conclusion.

## **PART 4**

# **ESSAY ON CANADIAN POLITICS**

**Week 14-15-16:****Deadlines:**

**Essay or book review: Friday 4/29 at 11:58 pm in Webcourses.**

**After Course: Friday 4/29 at 11:58 pm in Webcourses.**

### **X. Policy Statements**

#### **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 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.



### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation, a supporting document, and a request for a specific deadline extension. You may receive an extension. Note that my flexibility on deadlines vanishes with the approach of the end of the semester.

### **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy***: the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Turinitin.com:**

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

### **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.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally

identity-sensitive information. If you have any concerns about this, please contact your instructor.

# COURSE OUTLINE

**POS 3234 0001 (19931)**

**Protest in American Politics**

**Spring 2022**

School of Politics, Security and International Affairs  
College of Sciences, University of Central Florida

**Instructor: Dr. Daniel Marien. Contact via [Daniel.Marien@ucf.edu](mailto:Daniel.Marien@ucf.edu) or course email.**

**Teaching Assistant: Nicole Brok. Contact via course email.**

**Class time: M-W-F, 11:30 am to 12:20 pm.**

**Class location: NSC 110.**

## **INSTRUCTOR'S OFFICE HOURS ON ZOOM (from 1/11 to 4/28)**

Tuesdays                      1 pm to 4 pm. Email to receive a Zoom link.

Thursdays                     1 pm to 4 pm. Email to receive a Zoom link.

**Or by special appointments setup via email.** I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to postpone.

## **I. Course Description**

Protest occurs when individuals, acting in concert with others, challenge authorities or opponents through disruptive methods upsetting routine expectations or 'normal' politics. Tactics can include marching in the streets, street theatre, road closures, pamphleteering, picketing or occupation of buildings, boycotts, hunger strikes, civil disobedience, and (unfortunately) sometimes violence. When repeated over time, protest morph into large scale social movements pressuring authorities and other targets to respond with concessions and/or repression.

This course will examine how and under what conditions protest movements emerge, how and why people become activists, how social movement organizations frame protest and deal with the challenge of coalition building. We will also discuss explain movement success or failure, and how to evaluate movements' impacts on politics, policy and culture.

The course will illustrate these issues in the context of a range of movements: The Civil Rights movements and the anti-Vietnam War movement of the 1960s; the women's movement; the LGBT movement; the environmental movement; the Tea Party movement; and the global movement for social justice.

The reading materials will be supplemented by video documentaries when available for online streaming.

At the end of the semester, students will build a case study of a specific movement of their choice by drawing on historians' accounts, biographical narratives and/or journalistic reports.

## **II. Books to Buy and Other Materials We Will Consult**

You will need to have ready access to the following:

Suzanne Staggenborg, *Social Movements*, 2016, **second edition only**, Oxford University Press. ISBN: 978-0-19-936359-9.

Video documents will also be assigned. Most will be available online for free. Some may require the disbursement of a small fee.

## **III. Basic Course Expectations**

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to attend class regularly and refrain from engaging in distracting behavior (cell phone, etc.); (4) take quizzes and submit assignments in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) In most cases to paraphrase contents from the textbook rather than use direct quotes.

## **IV. Student Learning Outcomes**

LO-1: Students will be able to describe with a high degree of accuracy key concepts in the study of social movement. Specifically:

- a) The different definitions given to the concept of social movement and their implications for research.
- b) When and why protest movement emerge.
- c) How movement mobilize and recruit participants.
- d) How social movement organizations select strategies and mount effective campaign.

- e) How movements relate to mass media.
- f) How we can describe and explain movement outcomes.

LO-2: Students will be able to apply with a high degree of accuracy the concepts of social movement theory to a set of concrete protests episodes and movements.

LO-3: Students will be able to build a theoretically guided case study of a specific movement of their choice with the help of historians' accounts, biographical narratives and/or journalistic reports.

## V. Assessment Overview

### Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose
<b>Before Course Perception of Protest Movements</b>	<b>Friday 1/14, 11:59pm</b> Late submission accepted until Fr. 1/21 Attach file labeled: LASTNAME_Before	<b>1</b>	<b>QUICK MONEY</b>  To free up your financial aid and to prepare your After- Course Statement due at the end of the semester.
<b>Quizzes</b>	<b>Monday Evenings At the end of module (Bi-weekly)</b>	<b>58</b>	<b>UNDERSTANDING</b>  To verify mastery of assigned materials with multiple choice questions.
<b>Discussion Questions</b>	<b>Monday Evenings At the end of module (Bi-weekly)</b>	<b>20</b>	<b>UNDERSTANDING EVALUATION</b>  Verify mastery of subject matter with narrative questions.

			Exercise of critical application of concepts to media stories.
<b>Case study prep</b>	<b>Monday 4/4 at 11:58 PM</b>	<b>5</b>	<b>APPROPRIATING COURSE CONTENTS FOR ONESELF AND APPLYING CONCEPTS IN NEW CONTEXTS</b>  To prepare the case study or book review.
<b>Case study 2,000-2,500 words</b>	<b>Friday, 4/29 at 11:58 PM</b>	<b>15</b>	[See above]  To provide the opportunity to research a specific question particularly relevant to you.
<b>After Course Perception of Protest Movements</b>	<b>Friday 4/29 at 11:59 PM</b> Upload a file in Dropbox Labelled: LASTNAME_Essay	<b>1</b>	<b>SYNTHESIS</b>  To foster reflection on what was learned and to communicate this to the instructor.
<b>TOTAL</b>		<b>100</b>	See the Grading Scale below

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+



Grading Scale (%)	
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

## VII. Course Prerequisites

POS 2041, American national government, or consent of the instructor.

## VIII. Course Credits

3 credits

## IX. Course Schedule

**NOTE: Updates may adjust the schedule below.**

## Week 1-2: Theories of Social Movements

**Deadline:**

**Quiz and Discussion Posts: Monday 1/24 at 11:58 pm in Webcourses.**

**Read:**

Staggenborg., Preface, chapters 1-2.

## Week 3-4: Issues in the Studies of Social Movements

**Deadline:**

**Quiz and Discussion Posts: Monday 2/7 at 11:58 pm in Webcourses.**

**Read:**

Staggenborg., chapters 3-4

## **Week 5-6: The Logic of Social Movements Outcomes**

**Deadline:**

**Quiz and Discussion Posts: Monday 2/21 at 11:58 pm in Webcourses.**

**Read:**

Staggenborg., chapters 5-6

Ludders, "The Logic of Social Movement Outcomes" (in Files).

## **Week 7-8: Right-Wing Movements**

**Deadline:**

**Quiz and Discussion Posts: Monday 3/7 at 11:58 pm in Webcourses.**

**Read:**

Staggenborg., chapters 7-8.

## **Week 9: Spring Break**

## **Week 10-11: Global Movements for Social Justice**

**Deadline:**

**Quiz and Discussion Post: Monday 3/28 at 11:58 pm in Webcourses.**

**Read:**

Staggenborg., chapters 9-10

## **Week 12: Preparing the Case Study**

**Deadline:**

**Case study project: Monday 4/4 at 11:58 pm in Webcourses.**

## **Week 13-14-15: Composing the Case Study**

**Deadlines:**

**Case study: Monday 4/25 at 11:58 pm in Webcourses.**

**After Course: Friday 4/29 at 11:58 pm in Webcourses.**

## **X. Policy Statements**

### **COVID-19 and Illness Notification**

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### **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.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

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### **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

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deadline extension. You may receive an extension. Note that my flexibility on deadlines vanishes with the approach of the end of the semester.

### **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
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- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy***: the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Turinitin.com:**

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

### **Course Accessibility Statement**

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
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# COURSE OUTLINE

**PUP 3203 0W60 (18610)**

**Spring 2022**

**Environmental Politics**

School of Politics, Security and International Affairs

College of Sciences, University of Central Florida

3 credit hours

**Instructor: Dr. Daniel Marien. Contact via [Daniel.Marien@ucf.edu](mailto:Daniel.Marien@ucf.edu) or course email.**

**Teaching Assistants: Abdullah Djadallah. Contact via course email.**

## **OFFICE HOURS ON ZOOM (from 1/10 to 4/29)**

Tuesdays 1 pm to 4 pm. Email to receive a Zoom link.

Thursdays 1 pm to 4 pm. Email to receive a Zoom link.

**Or by special appointments setup via email.** I am flexible. Do not skip class or work to make an appointment for consultation. Appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to postpone.

## **I. Course Description**

*Every human culture is a gamble played with nature and, like any gamble, it can be won or lost.<sup>1</sup>*

The overall argument of this course is that humanity by virtue of its numbers and the impact of economic and technological development is dangerously pushing against bio-physical limits we will call planetary boundaries. Planetary boundaries demarcate safe operating spaces for humanity in relation to the Earth's biological and physical subsystems and processes. By pushing against these boundaries, human activities in its present forms threaten life-supporting equilibriums and social breakdown. To avoid severe degradation of human well-being, the tension between environmental integrity and economic growth must be lessened through

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<sup>1</sup> Borrowed and adapted from Marshal Sahlins, *Islands of History* (1985, p. ix) and John Barry, *The Politics of Actually Existing Unsustainability* (2012, p.17).

transformative government policies and collective action. Every civilization is a gamble played with nature. It is vital that we win this gamble.

We begin the semester by taking stock of the state of the environment globally and in the United States. The three most stressed planetary boundaries are found in relation to the carbon cycle (climate change), the nitrogen cycle (saturation of pesticides, ocean dead zones, red tides in Florida), and the rapid decline of biodiversity.

We pursue by examining concrete case studies of environmental politics and policy in the United States. These case studies illustrate the typical anatomy or structure of political conflicts about the environment. This features the value conflict between environmentalist and cornucopian viewpoints; the role of problem definition, institutional fragmentation, pluralist versus neo-corporatist policymaking, and the tension between economic growth as we practice it today and environmental integrity.

The third phase of the course examines a comprehensive argument for transitioning to green growth. We will examine questions such as: What is “green growth” and how is it different from “brown growth”? What intellectual, social, and political conditions can facilitate or hinder a transition towards green growth? Which political actors can be mobilized to work for green growth? Is change at all possible?

## **II. Books to Buy and Other Materials We Will Consult**

You need to quickly procure these two books:

Judith Layzer and Sara Rinfret, *The Environmental Case: Translating Values into Policy*. 2020, Fifth edition only, CQ Press. ISBN: 978-1-5063-9696-5.  
**AVOID PREVIOUS EDITION.**

Daniel J. Fiorino, *A Good Life on a Finite Planet: The Political Economy of Green Growth*. Oxford University Press, 2018. ISBN: 978-0-19-060581-0.  
We start working with this book on 9/21.

Other assigned readings and video documents will be available on the Web and through the UCF library.

## **III. Basic Course Expectations**

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks and access to Packback; (3) to attend class regularly



and refrain from engaging in distracting behavior (cell phone, etc.); (4) take quizzes and submit Part A and Part B answers in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) In most cases to paraphrase contents from the textbook rather than use direct quotes.

#### **IV. Student Learning Outcomes**

LO-1: Students will be able to describe with a high degree of accuracy the concept of planetary boundaries, the degree to which various boundaries have been crossed or not, and the consequences of crossing these boundaries.

LO-2: Students will be able to describe with a high degree of accuracy the arguments for and against cornucopian and environmentalist viewpoints.

LO-3: Students will be able to describe with a high degree of accuracy how environmental policy in the United States is impacted by social values, tensions between traditional forms of economic growth and environmental integrity, problem definition and framing of issues, institutional fragmentation, pluralist and neo-corporatist styles of politics, and economic inequalities.

LO-4: Students will be able to describe with a high degree of accuracy the policy and societal changes necessary to reduce the opposition between environmental integrity and economic growth.

CONTINUED

## V. Assessment Overview

### NOTE ON ASSIGNMENTS AND SCHEDULE:

The semester unfolds in 16 weeks.

In the first half of the semester (before spring break), the module's assignments are due every two weeks.

In the second half (after spring break), the module's assignments are due every week.

Every weekly or biweekly module has a Part A and a Part B.

#### **Part A includes a quiz and a single post in Webcourses, due on Monday night.**

- The quiz contains 10 to 20 multiple choice questions on the assigned material (readings and/or videos).
- The Part A post must do the following:
  - Tell us briefly **what single point** of the assigned materials **you find confusing** or most difficult. **Or**, if you did not find any part of the material difficult or confusing, tell us what part you found the **most interesting** or thought provoking.
  - Find, cite, summarize, and comment on a media source relating to the module's theme. (More details will be provided in the bi-weekly module.)

In sum, Part A is where you work are understanding the module's materials and at correctly applying that information to other contexts with the help of media stories.

#### **Part B requires three separate posts in Packback, due on Thursday following the Monday deadline.**

- In one post you answer a question articulated by the instructor. Every module will feature a different instructor-defined question for the class to engage and respond to.
- In another post you formulate your own critical question at the material. If you wish to criticize one idea from the material, put your criticism in question form. If you agree with the material on all points, ask a question that could serve to extend the ideas to other contexts or nuance the ideas, etc. Any idea that come to you mind could be expressed in a question form for other student to engage and respond to.
- In a third post, you answer a critical question articulated by another student.
- Part B posts are due in Packback three days after Webcourses submissions. They are due on the Thursday evenings following the Monday Webcourses deadline. This delay is meant to give you the time to reflect on the deeper meaning of the readings and to engage fellow students.

In sum, Part B is where you “make meaning” of the materials – it is where you appropriate the information for yourself and give it sense.

**Note the compressed deadlines for Week 16.**

### Why Packback?

**Packback** facilitates student’s engagement with other students and instructor’s monitoring of class progress by: (1) generating curiosity scores for each post. Curiosity scores become the basis of your score for this assignment: (2) evaluating posts for grammatical correctness and originality (combating plagiarism): (3) alerting students that their questions have been answered by another students, inviting dialogue.

**Webcourses cannot do these functions.**

### Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose
<b>Before Course Perception of Enviro Issues</b>	<b>Friday 1/14, 11:59pm</b> Late submission accepted until Fr. 1/21 Attach file labeled: LASTNAME_Before	<b>1</b>	<b>QUICK MONEY</b>  To free up your financial aid and to prepare your After- Course Statement due at the end of the semester.
<b>Quizzes In Webcourses</b>	<b>Monday Evenings At the end of module (Bi-weekly or weekly)</b>	<b>68</b>	<b>UNDERSTANDING</b>  To verify mastery of assigned materials with multiple choice questions.
			<b>UNDERSTANDING</b>

<p><b>Part A Posts In Webcourses</b></p>	<p><b>Monday Evenings At the end of module (Bi-weekly or weekly)</b></p>	<p><b>10</b></p>	<p>To identify sources of confusion and articulate points of interest <b>AND</b> To find, cite, summarize, and comment on a media source relating to the current module theme.</p>
<p><b>Part B Posts in Packback</b></p>	<p><b>Thursday Evenings Following the Part A Monday Deadline (Bi-weekly or weekly)</b></p>	<p><b>20</b></p>	<p><b>CRITICAL EVALUATION</b> To make meaning of the assigned materials</p>
<p><b>Extra Credit</b> One half course point for a Packback post deemed particularly relevant by the instructor. That post may be re-circulated for later class discussion.</p>	<p><b>Throughout.</b></p>	<p><b>3 maximum</b></p>	<p>To foster collective reflection on course ideas.</p>
<p><b>After Course Perception of Enviro Issues</b></p>	<p><b>Friday 4/29 at 11:59 PM</b> Upload a file in Dropbox Labelled: LASTNAME_Essay</p>	<p><b>1</b></p>	<p><b>SYNTHESIS</b> To foster reflection on what was learned and to communicate this to the instructor.</p>
<p><b>TOTAL</b></p>		<p><b>100</b> (+ 3 if you earn extra-credit)</p>	<p>See the Grading Scale below</p>

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

## VII. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

## VIII. Course Credits

3 credits

## IX. Course Schedule

Updates may adjust the schedule below.

# PART 1: TAKING STOCK

## Week 1-2: Planetary Boundaries and Societal Collapse

### Deadlines:

**Quiz and Part A Post: Monday 1/24 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 1/27 at 11:58 pm in Packback.**

**Read and Watch:** (preferably in this order)

Jared Diamond, *Why Societies Collapse*, a 20-minute Ted Talk Available at: [https://fod-infobase-com.eu1.proxy.openathens.net/p\\_ViewVideo.aspx?xtid=48374](https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374)  
A transcript is also available at the same address.

Johan Rockstrom et al., “A Safe Operating Space for Humanity” (a brief article explaining the concept of planetary boundaries, published in *Nature*, 24 September 2009).

X Pandemics and Environment.

Three media articles in one pdf file on the connection between pandemics and environmental pressures.

Bill McKibben, “Our Final Warning.” A book review on climate change published in the *New York Review of Books*, August 20, 2020). The carbon cycle is one of three areas where planetary boundaries are overstretched.

## Week 3-4: Cornucopians Arguments Examined

### Deadlines:

**Quiz and Part A Post: Monday 2/7 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 2/10 at 11:58 pm in Packback.**

Stephen Meyer, *The End of the Wild*. A short essay focused on biodiversity. The rate of biodiversity lost constitutes a second area where planetary boundaries are overstretched.

The Nature Conservancy, *Gulf of Mexico Dead Zone*. This is one example of pollution by excessive run off of nitrogen. The nitrogen cycle is a third area where planetary boundaries are overstretched. Available at:

<https://www.nature.org/en-us/about-us/where-we-work/priority-landscapes/gulf-of-mexico/stories-in-the-gulf-of-mexico/gulf-of-mexico-dead-zone/>

Lester Milbrath, *Envisioning a Sustainable Society*, 1989. Selected excerpts critically examining cornucopian arguments for conventional growth.

### Assignments:

A Quiz + Part A Posts (in Webcourses) + Part B Posts (in Packback).

Part A questions and one of Part B tasks are questions formulated by the instructor. These questions are uploaded in the (bi-) weekly module in Webcourses in Discussions.

All these assignments are due on the Sunday evening ending the module period (sometimes weekly, sometimes bi-weekly).

## **PART 2: U.S. ENVIRONMENTAL POLICY**

### **Week 5-6:**

### **Frameworks for Analyzing Environmental Policy in the U.S. Early Environmental Policymaking in the U.S.**

#### **Deadlines:**

**Quiz and Part A Post: Monday 2/21 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 2/24 at 11:58 pm in Packback.**

#### **Read:**

Layzer/Rinfret, chapter 1: A Policy-Making Framework.

Layzer/Rinfret, chapter 2: The Nation Tackles Air and Water Pollution.

Wikipedia on the National Environmental Policy Act (NEPA) and the Endangered Species Act (ESA).

### **Week 7-8: Case Studies of Environmental Policy Conflict**

#### **Deadlines:**

**Quiz and Part A Post: Monday 3/7 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 3/10 at 11:58 pm in Packback.**

For this module, you must select one of three possible case studies. You take the related quiz (and only the related quiz), and you answer the related questions in your post and only the related question).

#### **Related to the Nitrogen Cycle**

##### **Read:**

Layzer/Rinfret, chapter 4. Chesapeake Bay + Red tides in Florida (in Files).

#### **Related to Biodiversity**

##### **Read:**

Layzer/Rinfret, ch. 6, Arctic Natl. Wildlife Refuge and *Oil on Ice* documentary (from the UCF Library).

**Related to the Carbon Cycle**

**Read:**

Layzer/Rinfret, ch. 12 Climate change + Update (in Files).

## **Week 9: Spring Break**

# **PART 3: GREEN GROWTH**

## **Week 10: Brown Growth and Green Growth**

**Deadlines:**

**Quiz and Part A Post: Monday 3/21 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 3/24 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, Foreword and Preface, chapters 1-2.

## **Week 11: Reconciling Ecology and Economy**

**Deadlines:**

**Quiz and Part A Post: Monday 3/28 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 3/31 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, Foreword and Preface, chapter 3.

## **Week 12: Ecological Governance**

**Deadlines:**

**Quiz and Part A Post: Monday 4/4 at 11:58 pm in Webcourses.**

**Part B Posts: Thursday 4/7 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, chapter 4.

## **Week 13: Economic Inequality and Green Growth**

**Deadlines:**



**Quiz and Part A Post: Monday 4/11 at 11:58 pm in Webcourses.**  
**Part B Posts: Thursday 4/14 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, chapter 5.

## **Week 14: A Green Growth Policy Agenda**

**Deadlines:**

**Quiz and Part A Post: Monday 4/18 at 11:58 pm in Webcourses.**  
**Part B Posts: Thursday 4/20 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, chapter 6.

## **Week 15: Green Growth Prospects in the U.S.**

**Deadlines:**

**Quiz and Part A Post: Monday 4/25 at 11:58 pm in Webcourses.**  
**Part B Posts: Thursday 4/28 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, chapter 7.

## **Week 16: Can Change Happen Here?**

**(Note the compressed deadlines)**

**Deadlines:**

**Quiz and Part A Post: Friday 4/29 at 11:58 pm in Webcourses.**  
**Part B Posts: Friday 4/29 at 11:58 pm in Packback.**

**Read:**

Fiorino, *A Good Life on a Finite Planet*, chapter 8.

## **X. Policy Statements**

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension. Note that my flexibility on deadlines vanishes with the approach of the end of the semester.

### **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy***: the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Turinitin.com:**

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion.

Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

### **Deployed Active-Duty Military Students**

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### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

# Syllabus – POS 4604.002



School of Politics, Security, and International Affairs

## Course Information

- Course: American Constitutional Law II, POS 4604.002
- Term: Spring 2022
- Credit Hours: 3
- Class Meeting Days and Times: Tuesdays and Thursdays, 10:30-11:45am (75 minutes)
- Class Location: VAB, Room 109
- Course Modality: P (in person, but see below regarding some online classes)

## Instructor Information

- Instructor: [Eric Merriam, J.D., LL.M.](#)
- Office Hours: Tuesdays, 1-3pm (in office in SPSIA, HPH); Thursdays, 2-4 (online, by [Zoom](#) [Personal Meeting](#))
- Office Phone: 407-823-1670
- E-mail: [eric.merriam@ucf.edu](mailto:eric.merriam@ucf.edu)

## Enrollment Requirements

Course Prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government), or consent of the instructor. Though not required, you may want to take POS 4284 (Judicial Process and Politics) prior to taking this class. POS 4603 (American Constitutional Law I) is not a prerequisite.

## Course Description

American Constitutional Law explores the United States Constitution and the interpretation of its text, primarily through digesting Supreme Court opinions. American Constitutional Law II focuses on the individual liberties guaranteed by the Constitution and what happens when

government authority and individual liberties conflict. Though the U.S. Constitution establishes a wide variety of individual liberties, we will examine the development of the Supreme Court's jurisprudence regarding individual liberties in two significant areas: Equal Protection (Fourteenth Amendment) and Substantive Due Process (Fifth and Fourteenth Amendments). **University Course Catalog Description:** Development of civil liberties and civil rights in the American federal system.

## Course Materials and Resources

### Required Materials/Resources

- All required readings for the course are provided free of charge by the instructor.

## Student Learning Outcomes

Upon completion of this course, students should:

1. Analyze and appreciate how, why, and to what extent the Constitution protects certain individual liberties;
2. Comprehend the role of the Supreme Court as the ultimate interpreter of the Constitution and in addressing politically controversial issues;
3. Understand and apply judicial philosophies/modes of constitutional interpretation in deciding cases and evaluating selected legal problems; and
4. Improve critical thinking and legal problem-solving skills.

## Course Activities (Graded)

**Attendance** is expected and is ordinarily a graded assessment in this course. However, due to the ongoing COVID-19 pandemic, Attendance will *not* be a separate graded assessment this term. Please see more regarding attendance expectations below.

**Block Exams** are short, objective tests covering material in the reading or discussed in class. Questions may be true/false, multiple choice, fill in the blank, short answer, or similar objective questions (there is a correct answer). Block Exams are *not* cumulative -- they test only material within the relevant blocks. Block Exams will occur at the date/time indicated and will be synchronous (all students will take the Block Exams at the same time).

The **Block 1 Quiz** is a short, objective quiz covering only the material from Block 1 of the course. Questions may be true/false, multiple choice, fill in the blank, short answer, or similar objective questions (there is a correct answer). Unlike the block exams, the Block 1 Quiz may be taken asynchronously (when you prefer, during the period of availability and before the due date/time).

**Judicial Opinions** are long-form written judicial opinions that will call upon a complex understanding of material considered up to that point in the course. Judicial Opinions will require substantial effort and will be submitted through Webcourses's turnitin.com interface. Unlike Block Exams, Judicial Opinions *are* cumulative, meaning knowledge and skills developed up to that point in the course may be assessed. More information will be provided separately.

**Preparation and Participation** is the most important part of the course -- your learning depends on both. Please see description below regarding "Class Preparation and Participation" as a graded assessment. Please note that though Attendance will not be a graded assessment this semester, Preparation and Participation will still be graded, and your actual participation in class will thus remain important.

**Extra Credit:** There is no extra credit offered in the course.

**Final Exam:** Because the Final Judicial Opinion is a substantial project and is cumulative in nature, there is no "final exam" in this course.

### **Attendance/Participation**

**Attendance:** Attendance at each class is expected. Though this is a face-to-face course, you are permitted to attend in person or by Zoom. However, please be aware that participation in class by Zoom is more difficult and less effective than in person, especially because most classrooms' microphones do not pick up sound from the entire class well. Attendance by Zoom could potentially have an adverse impact on your Preparation and Participation grade. Additionally, **when you are on the Expert Panel, you may only attend by Zoom with prior permission, which will be given only if medically necessary (illness, ordered quarantine, isolation, etc.).**

#### **PLEASE DO NOT ATTEND CLASS IN PERSON IF ANY OF THE FOLLOWING ARE TRUE:**

1. You have been diagnosed with COVID-19 and have not yet been cleared by a medical professional to leave isolation;
2. You are required to be in quarantine or isolation pursuant to law, UCF policy, or medical guidance, including if you have been exposed, but do not yet know whether you are COVID-19-positive.
3. You are ill or experiencing any symptoms associated with COVID-19;
4. You are unable or unwilling to follow all UCF policies while on campus and in class.

Because of the COVID-19 pandemic, some class sessions or Block Exams may occur remotely (synchronously, during scheduled class times). I will announce such remote sessions in advance. While I fully support delivering in-person instruction this term, and intend to have the vast majority of classes in person as indicated on the [course schedule](#), I reserve the right to switch additional classes to a remote modality should I determine doing so is necessary under the



circumstances. Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>.

Things to Know About Zoom:

- You can find the link for class under the Zoom tab in the course navigation on the left. We will use the same link for every class. Please note this link is different than the Zoom link for my office hours.
- When signing into the Zoom meeting, please ensure your Zoom name identifies your first and last name (if it doesn't, please rename yourself when you log in).
- When participating by Zoom, you must keep your video on and your audio muted unless actively speaking to the instructor/class. Improper or distracting classroom behavior is not tolerated within Zoom sessions, *will* result in a reduced Preparation and Participation Grade, and *may* result in a referral to the Office of Student Conduct. Clothing or behavior that would not be acceptable in a classroom is not acceptable on Zoom.
- Zoom sessions will *not* be recorded and students are not permitted to create their own recordings using any means, other than in accordance with Florida law.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.
- Because you individually, or we as a class, may need to transition to Zoom without notice, to enroll and remain enrolled in this course, **you must have the ability to use Zoom, including its full video functionality in order to take this course.** This includes having access to a device capable of supporting Zoom video and a reliable internet connection during class times through which you can connect.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs. The ability to submit late or make-up work is addressed elsewhere in this Syllabus.

## Assessment and Grading Procedures

This course involves relatively few graded assessments, each of which comprises a significant portion of the grade for the course, and most of which occur in the second half of the semester.

Assignment	Percentage of Course Grade
Block 1 Quiz	5%
Block 2 Exam	15%
Block 2 Judicial Opinion	20%
Block 3 Exam	20%
Final Judicial Opinion	30%
Preparation and Participation	10%
Total	100%

**Grading Scale:** 93-100: A; 90-92: A-; 87-89: B+; 83-86: B; 80-82: B-; 77-79: C+; 73-76: C; 70-72: C-; 67-69: D+; 63-66: D; 60-62: D-; Below 60: F

## Course Schedule

The [Course Schedule](#) is available [here](#).

## Course-Specific Policies

### Academic Conduct:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/Links to an external site.>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules or the policies identified on the [Plagiarism and Use of Unauthorized Resources](#) page here in this course (read it now!) will result in a record of the infraction being placed in your file and, at a minimum, receiving a zero for the graded assessment in question. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University. The plagiarism checker turnitin.com is used for all written assignments.

There are many websites claiming to offer study aids to students that are actually facilitating cheating (ex., Quizlet). Such sites 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. If a student has reason to believe that the material on the study website is an actual assessment (quiz, discussion, etc.), they must report that to the instructor. Students may not share/post discussion/quiz questions or answers on any study website. Students who engage in such activity are in violation of academic conduct standards and may face penalties, including failing this course, having a grade for this course later changed when improper posting is discovered, and other penalties imposed by UCF.**

**Academic Engagement:** To ensure that all eligible students receive their financial aid in a timely manner, I am required by UCF to document student engagement very early in the term. In this course, this takes the form of a quiz during the first week -- please pay careful attention to the deadline!

**Class Preparation and Participation:** This course is highly interactive; your regular preparation and participation are critical to your learning. To participate effectively, you must be prepared for each class. Assigned readings are significant (stated differently, like law school courses, **this course involves a lot of reading**), but you are expected to complete all assigned reading before class. Preparation and Participation points will be based on my assessment of your consistent preparation, meaningful participation, initiative, leadership, maturity, professionalism, and contribution to whole-class and group discussion that benefits your classmates. This will be based primarily on your contributions when you are a member of the [Expert Panel](#), but also based on contributions during general class discussion. Quality participation can take several forms, including answering a question posed by another student or me, asking an informed question, responding to another student's comment, raising a relevant legal issue that is in the news ("current events"), or otherwise participating in the discussion in a relevant way. Questions or comments that are particularly insightful or that demonstrate a superior understanding or thought process particularly benefit the class. I understand you have other time commitments and that some people are naturally more shy than others, but participation is required for full credit. Negative participation can include distracting behavior and non-class-related use of technology during class. Your preparation and participation are an indication of your professionalism -- be excellent! Students will be given the opportunity to provide their own input for their Preparation and Participation through a self-assessment at the end of the term. **If you do not intend to be prepared for class and participate meaningfully in class discussion, do not take this course!**

**Collaboration:** All graded events are individual effort (no collaboration) only unless otherwise explicitly authorized in that assignment. However, you are welcome (encouraged!) to use the University Writing Center (UWC) to improve your written work product. The UWC is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Communication with Professor:** Regularly check your KnightsMail and Webcourses email and look for Announcements here in the course for important information. Ensure your Webcourses notifications settings let you know when you've received a new "Inbox message" (email) or "course announcement" from me. You are responsible for all information communicated by me through Webcourses. You are welcome to converse with me by email (Webcourses's Inbox messaging is preferred), phone, or other mutually agreed communication technology (likely Skype or something similar). You can generally expect to get a response from me to emails within 24-48 hours on business days during the term; communication on the weekend or holidays may take longer. If extended substantive discussion or explanation of course material is required, in-person conversation is preferred to written communication. Also, please be aware that I am not permitted to communicate by email other than through Webcourses or to your official KnightsMail address.

**Copyright:** This course contains copyright-protected materials such as audio or video clips, images, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Additionally, this course contains intellectual property of the instructor, including lectures, graded assessments, and assigned reading. You may not copy, duplicate, download or distribute any of these items. The use of these materials is strictly reserved for students enrolled in this course only. Additionally, recordings of classroom activities made in accordance with Florida law may not be distributed *to anyone* except as explicitly authorized by Florida law.

#### **Late Work and Missed Assignments:**

- **Block Exams** must be taken synchronously, at the same as the rest of the class. Ensure you have a reliable internet connection during class if you are taking the Block Exam remotely. Extra time will not be given for technical issues, such as lost WiFi connection. **Block Exams may not be completed late**, absent **prior approval** from instructor for one of the following reasons, which will require you to submit written proof:
  - Doctor's excusal for illness that indicates student is too ill to even take an exam from their home. Note: because Block Exams may be taken remotely (during class time), unless you have symptoms rendering you incapable of taking an exam from home, quarantine, isolation, or COVID-19 diagnosis is *not* an acceptable basis for missing a Block Exam. Stated differently, students who have been diagnosed with COVID-19 or who have been instructed to isolate or quarantine, but who are not experiencing symptoms or only minor symptoms, should expect to take the Block Exam when scheduled (remotely).
  - Students who represent the university in an authorized event or activity (for example, student athletes) and who are unable to meet a course deadline due to a conflict with that event. Such students must provide the instructor with documentation in advance to arrange a make-up.
- The **Block 1 Quiz** may not be submitted late for credit.

- **Judicial Opinions are due by the date and time specified in Webcourses.** If you have questions about when something is due, check the assignment in Webcourses or ask the instructor. You may submit **one** (and only one) of the judicial opinions up to 48 hours late without penalty and without explanation or proof. No further extension will be granted for any reason. **The other judicial opinion must be submitted on time, as a second judicial opinion will not be accepted late for any reason, including medical reasons.** Stated differently, after you have submitted a judicial opinion late (but within 48 hours), you forfeit your ability to submit the other judicial opinion late, even if you are ill or have other extreme circumstances when the other judicial opinion is due. You are strongly encouraged to use your one "free pass" for late submission of the first judicial opinion only if absolutely necessary.
- **Expert Panel:** Switching Expert Panel assignments is possible only in limited circumstances and with advanced permission (requested during the first two weeks of the semester). If you are required to attend class by Zoom on the day they are assigned to the Expert Panel, they may do so, but please be sure to email the instructor well in advance.

**Office Hours:** As noted at the top of the syllabus, I will have a mix of in-person and online office hours this semester. Because my office hours often fill up completely, and because occasionally I am required to take on other UCF responsibilities during my scheduled office hours, I strongly recommend you make an appointment in advance so that you can be sure I am available.

**Plagiarism:** You are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**" Written assessments in this course may use a plagiarism checker, such as turnitin.com.

**Respect:** Respect for others is an important value in this course and is a key element of your academic education. Because of the contentious nature of some of the subject matter addressed in law courses, respect will be especially important, including respect for others (by respecting the right to have different opinions and by courteous behavior) and respect for yourself (through professional presentation and effort). Respect includes appropriate behavior and comments toward or about others, whether on our team or not. I reserve the right to modify course grades, including receiving a failing grade, for a significant violation of this expectation of respect.

**Reading Materials:** Relying heavily on the huge and voluntary effort of my daughter Marissa (herself a college student, so she feels your pain), I have created a textbook replacement (replacing a \$150 textbook) for this course. All assigned reading material in the course will be made available for **free**. The reading assignments will be linked on the class page in [Modules](#). As noted elsewhere, this course involves a lot of required reading, which is essential to learning the subject matter! **If you do not intend to complete the reading, do not take this course!**

**Syllabus Updates:** This syllabus is meant to provide you with an overview of the course, but I may need to make changes. If so, I'll provide you with notice, and if the changes are significant, a revised syllabus. Modifications will be posted to Webcourses. If you identify inconsistencies between what you see on this page and other pages in Webcourses, please notify me, but rely on what is stated on this page unless instructed otherwise.

**Technical Support:** If you have technical problems with Webcourses, please contact **Webcourses technical support, available [here](#)**. If you notice a technical problem with the course (e.g., a Module doesn't unlock when it should, group discussion boards aren't working, assignments aren't allowing submissions, etc.), you are welcome to inform me of it, but contacting [Webcourses Online Support](#) will result in faster (and more competent!) resolution of Webcourses technical problems. If this is the first time you will be using Webcourses to take an online course at UCF, I strongly encourage you to first take the brief tutorial, available [here](#), and [KnightsOnline](#).

**Technology in the Classroom:** Use of electronic devices such as laptops, phones, or tablets during class is permitted, but only for class-related purposes. Failure to comply will result in loss of electronic device use privilege and will have adverse grade consequences for your Preparation and Participation grade. Except as explicitly permitted by Florida law, no audio, video, or photo recordings may be taken in class without advanced permission from the instructor.

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## UCF Policy Statements

### University Services and Resources

#### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

#### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

### COVID-19

The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. The instructor will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that you will be held accountable, especially in terms of class attendance, participation, and contributions.

UCF expects that all members of the campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#) . However, as of the time of the creation of this Syllabus, masks are not mandatory. Moreover, given the nature of the learning activities in the course, non-wearing of masks when an instructor, coach, or student is actively speaking may occur.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. As noted above, students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Depending on the course of the pandemic during the semester, the university or the instructor may make changes to the way classes are offered at any time, including transitioning to 100% remote instruction. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

## **Academic Integrity**

Students should familiarize themselves with UCF's [Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the

instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- *Communication to another through written, visual, electronic, or oral means:* The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see the [AED Locations Page](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter](#)

## **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Syllabus – POS 4682



School of Politics, Security, and International Affairs

[Click Here to Module Navigation](#)

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- 

### Course Information

- Term: Spring 2022
- Course: National Security Law, POS 4682, Section 0W61
- Credit Hours: 3.0
- Course Modality: W

### Instructor Information

- Instructor: [Eric Merriam, J.D., LL.M.](#)
- Office Hours: Tuesdays, 1-3pm (in office in SPSIA, HPH or by [Zoom](#)); Thursdays, 2-4pm ([online only](#))

- Office Phone: 407-823-2608
- E-mail: [eric.merriam@ucf.edu](mailto:eric.merriam@ucf.edu)

## Enrollment Requirements

Course Prerequisites: POS 2041 or consent of instructor

## Course Description

This course examines the domestic and international legal authority affecting US national security and the command and control of the key instruments of the national security, focusing on the political control of the US military and intelligence apparatuses. Primary emphasis is on law as a source of, and constraint on, national security power. Topics may include: Presidential and Congressional treaty and war powers under the Constitution; use of the military under the modern national security system; legal authority for the use of force; intelligence law; counterterrorism; and domestic use of the military. Official Course Description from University Catalog: Domestic and International legal authority affecting US national security and control of the key instruments of national security.

## Course Materials and Resources

### Required Materials/Resources

- Required textbook: National Security Law, Merriam and McKechnie, West Academic (2020), ISBN 978-1683289128

## Student Learning Outcomes

In each of the following areas, students will:

1. **Shared National Security Powers:** Improve understanding of the Constitutional framework of shared national security authority between the President, Congress, and the Judiciary, and the Judiciary's role in shaping that authority.
2. **National Security vs. Individual Liberties:** Increase understanding of the complex balance between security and individual liberty.
3. **National Security Law as a Policy Tool:** Understand the ways in which political actors use national security law as a tool to achieve policy goals and the tension between law as a tool for power versus law as a constraint on power.
4. **Use of Force:** Improve understanding of domestic and international legal authorities for, and limitations on, the use of military force.
5. **Critical Thinking and Application to Modern Challenges:** Develop critical thinking skills and be able to utilize those skills to comprehend and analyze complex contemporary national security challenges.

## Course Activities

The learning activities in this course include assigned readings, video lectures, and various graded assessments. In this online course, learning activities are significant, and are expected to take at least as much time as a traditional face-to-face course would. A traditional three-credit face-to-face course can reasonably be expected to require three hours of class plus one to two hours of preparation for each hour in class. Accordingly, the learning activities in this course can be expected to take six to nine hours per week, *not* including the occasional surge to complete graded assessments. If you are looking for an easy, limited effort, online course, drop this course! On the other hand, if you are looking to develop a deep and meaningful understanding of a significant area of law and are willing to commit to making the appropriate effort, welcome!

### Graded Assessments Descriptions:

**Block Quizzes** are multiple choice quizzes covering material identified in the Review Questions section of study guides for each lesson in that block of the course. Block Quizzes are not cumulative for the entire course -- they cover only material in that block.

**Block Journals** involve answering prompts, usually in essay form. Block Journals will be submitted through Webcourses and are individual effort only. More information will be provided separately.

**Block Simulations** offer you the opportunity to play the role of an attorney. These simulations will assess your ability to synthesize what you have learned in the block and apply it to a hypothetical national security issue by providing legal argument or advice to a client. The Block 4 Simulation takes the place of a final exam or activity.

**Video Lecture Completion** provides a score for watching complete lectures and your performance on quizzes within the video lectures. Read this explanation of the [Video Lecture Completion](#) assignment *before* you begin watching any lesson videos!

**Extra Credit** is available in only one way. At the end of the course you have the option of doing one additional lesson related to Legal Issues in Counterterrorism, and taking a quiz on that lesson. Your performance on this quiz will allow you to earn up to a 5% increase in your overall course grade. Please pay attention to the firm requirements for completing the quiz. Late extra credit submissions are not accepted for any reason. Additionally, you must get at least 60% of the questions correct to earn any extra credit. There are no additional extra credit opportunities offered for any reason. This extra credit opportunity initially appears in Webcourses to be worth 0% of your course grade; this will be corrected at the end of the semester (I do this because including the extra credit as part of the overall course grade calculation before the semester ends skews grades in a way many students find confusing).

### **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, the instructor will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to provide the instructor a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact the instructor ahead of time to notify of upcoming needs.

### **Graded Assessments and Grading Procedures**

The table shows the weight distribution for each assignment.	
<b>Assessment</b>	<b>Percentage of Grade</b>
Block 1 Quiz	15%
Block 1 Journal	20%
Block 2 Quiz	10%

Block 2 Journal	10%
Block 3 Quiz	10%
Block 3 Journal	10%
Block 4 Quiz	5%
Block 4 Simulation	10%
Video Completion	10%
TOTAL	100%
Extra Credit - Legal Issues in Counterterrorism Quiz	up to 5%

## Grades

You can access your scores at any time using Webcourses. Please note that grades are not official until the instructor submits them to the Registrar at the end of the semester (when you'll be able to view them at myUCF.edu). Additionally, because including extra credit in the course score causes Webcourses to calculate course scores incorrectly, extra credit is not included in your overall course score until the very end of the term.

This course uses the following grade scale:

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

**Grade Adjustment.** Sometimes (but not always) at the end of the semester I determine that the overall class grades do not accurately represent overall student performance and adjust everyone's grade upwards slightly. This is typically when graded assessments have been more difficult than I intended. Whether I apply such a "curve" is solely at my discretion. If I do apply a curve, it will apply to every student's grade equally (every student will receive the same grade percentage increase). Additionally, because I consider applying only an upward curve, no student's grade will ever be decreased as a result of a curve. I will not decide whether to apply a curve until after I have graded all assessments in the course, including the last exam; asking me before then whether I will apply a curve will be a good indication that you did not read the syllabus thoroughly. :) If I apply a curve at the end of the semester, I will notify all students.

### **Late Work.**

**Like the legal profession, this course has a strict late work policy. Assignments are due by the date and time specified in Webcourses** (dates and times in Orlando, FL -- Eastern Time Zone). Most assignments in the course are due on Thursday or Sunday nights before midnight (by 11:59pm). If you have questions about when something is due, check the assignment in Webcourses, and always feel free to ask the instructor.

**Assignments submitted up to 24 hours late will be penalized with a reduction of 25% of maximum available points. Assignments submitted more than 24 hours late will receive no credit. However:**

- **Deadline "Clemency" Policy.** One (and only one) assignment (a Block Quiz, Block Journal, or the Block 4 Simulation) may be submitted up to 48 hours late, without explanation and without penalty. You must inform me by email **before the deadline** (any time before the deadline is fine, including 1 minute before!) that you will be submitting the assignment late. You need not offer an explanation or excuse for why the assignment will be late (seriously -- your reason might be because you're in the hospital or because you decided you'd rather eat cupcakes than submit the assignment on time - - no need to tell me why). Once you have used up your Deadline Clemency privilege, you cannot use it again. If you do not email me before the deadline informing me that you are using your Deadline Clemency privilege, your submission will be graded per the usual late policy (up to 24 hours late, 25% off; no credit after 24 hours). If you use the Deadline Clemency privilege but then don't submit the assignment within 24 hours of the original time due, you will get no credit for the assignment (in other words, the Clemency policy allows you to avoid the 25% penalty by submitting something up to 24 hours late; it does not allow you to submit an assignment between 24 and 48 hours late for a 25% penalty).

**No further deadline extensions for any assignments will be granted for any reason. There are no "excused" late submissions other than the assignment submitted under the Deadline**



**Clemency Policy.** Because you have only one "free late" for submitting a late assignment, I strongly recommend you reserve the Deadline Clemency for an occasion when you absolutely must use it (due to illness, emergency, etc.). Deadline Clemency does **not** apply to the Extra Credit Quiz, which cannot be submitted late for any reason.

Consult the latest Undergraduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Other Course Policies

**Academic Conduct:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules or the policies identified on the [Plagiarism and Use of Unauthorized Resources](#) page here in this course (read it now!) will result in a record of the infraction being placed in your file and, at a minimum, receiving a zero for the graded assessment in question. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University. The plagiarism checker [turnitin.com](http://turnitin.com) is used for all written assignments.

There are many websites claiming to offer study aids to students that are actually facilitating cheating (ex., Quizlet). Such sites 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. If a student has reason to believe that the material on the study website is an actual assessment (quiz, discussion, etc.), they must report that to the instructor. Students may not share/post discussion/quiz questions or answers on any study website. Students who engage in such activity are in violation of academic conduct standards and may face penalties, including failing this course, having a grade for this course later changed when improper posting is discovered, and other penalties imposed by UCF.**

**Collaboration:** All graded events are **individual effort only** unless otherwise explicitly directed. You are welcome (encouraged, if you need it) to use the University Writing Center (UWC) to improve your written work product. See more information about the UWC below.

**Communication with Professor:** Regularly check your KnightsMail and Webcourses email and look for Announcements here in the course for important information. **Ensure your Webcourses notifications settings let you know when you've received a new Webcourses Inbox email or "course announcement" from the instructor.** You are responsible for all information communicated by the instructor through Webcourses or KnightsMail. When emailing the instructor *about this course*, please use Webcourses's Inbox messaging system. When emailing regarding something else, you are welcome to use Webcourses Inbox or email to [eric.merriam@ucf.edu](mailto:eric.merriam@ucf.edu). During the business week (Mon - Fri), you can generally expect a

response from the instructor to emails within two business days; communication over weekends, holidays, or breaks may take longer. If extended substantive discussion or explanation of course material is required, Zoom or other real-time communication is preferred. Also, please be aware that I am not permitted to communicate by email to any address other than through Webcourses or to your official KnightsMail address.

**Office Hours:** If you are able to visit campus, you're welcome to meet with me in person during my in-person office hours. Otherwise, we'll meet by Zoom. Either way, because I occasionally have conflicts, I do recommend you make an appointment in advance. If my office hours do not work for some reason, I'm happy to arrange mutually agreeable alternative times for communication. Bottom line: do not let my scheduled office hours prevent you from getting the assistance you need.

**Syllabus Updates:** This syllabus is meant to provide you with an overview of the course, but I may need to make changes. If so, I'll provide you with notice, and if the changes are significant, a revised syllabus. Modifications will be posted to Webcourses. If you identify inconsistencies between what you see on this page and other pages in Webcourses, please notify me, but rely on what is stated on this page unless instructed otherwise.

**Writing Center:** The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule an appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the [UWC website](#).

## Course Schedule

This course is "semi-self-paced," meaning that within blocks you are free to advance at your own pace, but assignment dates and block opening dates are fixed. The instructor will not open subsequent blocks early. Please see the Modules and Assignments for key due dates and block opening dates. Blocks contain varying amounts of material and are open for varying amounts of time. As soon as a block opens, you students should consider reviewing all of the Lessons and Assignments within the block to create a progress plan for completing the block on time.

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

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## UCF Policy Statements

### [COVID-19](#)

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

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>)

### [Academic Integrity](#)

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto: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**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Copyright**

This course contains original material owned by the instructor. You may not distribute course materials, including material in modules such as video lectures, review questions, journal prompts, etc., in any form to any person. Doing so violates copyright law and may violate academic integrity policies, with adverse grade consequences.

This course may contain copyright-protected materials owned by others, such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**POS4407 (0003): The Intelligence Community**  
**University of Central Florida**  
**School of Politics, Security, and International Affairs**

**Spring 2022**  
**Professor Justin R Miller**

**Class meetings: Monday and Wednesday 4:30 pm – 5:50 pm**  
in CB1, room 0309

Office hours

Tuesday and Thursday 8:30-9:30 am via [ZOOM](#)  
or by appointment

DPAC Room 447D (Downtown UCF Campus) or Zoom  
Office location: Downtown Campus, DPAC, room 447D  
407-893-3794 (9 am - 4 pm)  
Email: [justin.miller@ucf.edu](mailto:justin.miller@ucf.edu)

**Description:** This course introduces students to the intelligence community by recognizing intelligence as both a process with a cycle and a product that informs strategic planning, operational coordination, and time-sensitive actions that shape foreign policy, national security, and risk management decisions. The course also presents the Intelligence Community (IC) as a policy tool (government institution) for advising democratically elected, or duly appointed and confirmed, decision-makers within the executive and legislative branches of the federal government. The course will consider the policies and statutes that underpin the Intelligence Community's (IC) public mission and the oversight and management mechanisms that frame and guide its mission. Further, this course explores the executive departments and agencies that exist to execute, monitor, and assess foreign and domestic threats and how the intelligence cycle works to meet intelligence requirements that are ultimately shaped by a domestic political environment.

**Objectives:** This course is meant to inform citizens of the IC's role in an open society that is connected to a global community and prepare students for further study within the intelligence and national security field. It seeks to shape the ethical development of potential decision-makers and future IC professionals serving a pluralistic democratic-republic that adheres to rule of law and protects civil liberties while balancing the need to address threats to national security, public safety, and the preservation of democratic governance and political stability. It introduces the need to guard sensitive sources and methods which are oftentimes complex and perishable while preserving a competitive edge, protecting strategic assets, and uniquely informing policymakers who must balance risks and vulnerabilities that can threaten national security and public safety from foreign or domestic actors, or hinder timely responses to unfolding crises.

The course will discuss, briefly, the history of the IC and its evolution as a policy informing tool for decision-makers; address the nature of intelligence and the risk of politicization or bureaucratic agenda shaping through groupthink; differentiate foreign intelligence and domestic criminal intelligence; identify the varying collection disciplines that comprise the intelligence profession; present the current structure of the intelligence community, particularly after the Church Committee, 9/11, and the 2003 Iraq War; consider present and future threats; and, discuss the role of intelligence in a democratic society.

**Course learning objectives:**

- (1) Identify key intelligence policies, directives, and governing and oversight structures.
- (2) Explain the role of the Office of the Director of National Intelligence and the mission of the three National Intelligence Centers and the Central Intelligence Agency
- (3) List, correlate, and match the IC component’s core missions with their primary national security contexts (Defense/Military; Political/Diplomatic/Development; Law Enforcement & other)
- (4) Describe elements of the intelligence cycle: Planning and Direction; Collection, Processing, and Exploitation; Analysis and Reporting Production; Dissemination, Consumption, and Requirements Refinement.
- (5) List the intelligence collection disciplines
- (6) Identify, assess, and analyze current threats and opportunities as perceived by the general public (secondary data) and compare them to foreign policy/international relations students or professionals outlook, and differentiate the two groups’ priorities to provide an outline of intelligence requirements for the specific missions of IC members.

**Required Textbook:** “Intelligence: Secret world of Spies,” 5<sup>th</sup> Ed. Authors: Johnson and Wirtz. ISBN: 9780190854829.

**Course Writing Style Guide:** [Use American Psychological Association \(APA\)](#) for citations and reference listings on discussion submissions and simulation assignments and entirely for the formatting for the final paper. Students should consider consulting with the University Writing Center and the library’s research and writing resources (note below).

**Grading Scale (1275 points total):**

<b>A 100-94%</b>	<b>B+ 89-86%</b>	<b>C+ 79-77%</b>	<b>D+ 69-65%</b>
<b>A- 93-90%</b>	<b>B 85-82%</b>	<b>C 76-73%</b>	<b>D 64-60%</b>
	<b>B- 81-80%</b>	<b>C- 72-70%</b>	<b>F below 60%</b>

**Course Requirements:**

**Assignment Summary Table**

Attendance	125	10%
Discussion (6)	300	24%
Simulation (4)	300	24%
Paper	250	20%
Exam	250	20%
Course Summarization	50	4%
	1275	100%

**1. Participation, which includes of attendance, discussions, and simulation participation, comprise nearly 60% of the final grade.**

- a. **Attendance is 10% of the final grade:** Attendance is mandatory and is 10% of your final grade. You may miss one class without penalty. The class discussions are meant to encourage discussion on the assigned read and amplify understanding of the course content.
- b. **Six discussion postings comprise ~25% of the final grade:** An introduction post, four academic discussion posts\*\*, and a professionalism post on the dangers of groupthink and the importance of Diversity, Equity, and Inclusion within the intelligence community will make up nearly 25% of the final course grade.

Specifically, each of the six participation posts are worth ~5% of the final grade.

- The initial post will be worth 40 points (450-550 words).
- The required reply post to another other student will be worth 10 points. *The reply must be of substantive content and at least 150 words.*

*Table 1\*\*For the four academic discussion posts, the initial post must cite (2) sources from either the course reading material or a relevant article (peer reviewed journal, secondary news source or analysis, professional blog, or credible commentary\*).*

<b>Discussion Rubric</b>		
Discussion:	50 Points	
Initial Post (40 points)	Addresses prompt (450-550 words)	25
	Cites two sources and provides properly formatted references in APA formatting, per syllabus	10
	Free of spelling and grammatical errors	5
Peer Response (10 points)	Offers constructive critique or amplifies argument provided using reason and application of reading	8
	Properly cites sources, references	2

*\*Editorial commentaries are risky and their incorporation into one’s analysis must be supported by factual reporting elsewhere in the submission (primary or secondary sources). Additionally, editorial commentaries must come from professionals with relevant academic or professional experience in a pertinent field or IC discipline.*



- c. **A four-part intelligence and policy simulation comprises ~25% of the final grade.** There will be four intelligence simulations throughout the semester, each one is worth ~6% of your grade.
- i. **Simulation Part 1** (*individual ranking of threats under the ODNIs purview*)
  - ii. **Simulation Part 2** (*group ranking of threats under the military's purview*)
  - iii. **Simulation Part 3** (*group ranking of domestic threats addressed by domestic Law Enforcement & Counterintelligence, Homeland Security, and other agencies*)
  - iv. **Simulation Part 4** (*individual ranking of all threats cumulatively considered*)

Simulation Rubric							Points
Threat Ranking Simulation:	75 Points	#1	#2	#3	#4	#5	
15 Points per Ranking	Identification and ranking of threats (1-5)	1	1	1	1	1	5
	Properly characterizes the nature of the threat (nation-state, transnational, environmental, etc.)	2	2	2	2	2	10
	Analytical summary and reasoning that informs the threat ranking - captures threat context (intent, capability, and opportunity) and cites sources for each context	7	7	7	7	7	35
	Free of significant spelling and grammatical errors	1	1	1	1	1	5
	Properly cites sources, references	4	4	4	4	4	20
		15	15	15	15	15	75

2. **A short paper is 20% of the final grade.** Each student will be required to write a 1500-2000-word paper (*not including the title page, abstract, and a reference listing*) on an approved topic. The paper will require use of 5-8 sources - reviewed academic articles or professional references. References must be credible within the academic community or to intelligence and national security practitioners (peer reviewed writing, extensive professional experience, and or a reputable research firm or think tank).
- Students will need to identify a relevant paper topic and provide a scope of the paper for approval by the professor (450-550 words). Submission will be worth ~5% of final course grade.
  - The final paper will be ~15% of the final course grade.
- Combined, the description of the paper topic and the final paper will be 20% of the grade.

Paper Topic Rubric (450-550 words)		
Topic:	250 Points	
Paper Focus	Paper addresses a relevant course topic and context	100
	Provides initial resourcing, research materials, and references in APA formatting (at least 3-4)	25
	Provides an initial thesis statement that has a focus <a href="https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf">https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf</a>	15
Administrative Quality Control	Free of spelling and grammatical errors	5
	Properly cites sources, references	5

Rubric for Paper/Essay		
Paper:	250 Points	
Paper Focus	Abstract conveys scope, purpose, and argument or findings of paper	10
	Thesis is focused and addresses a relevant course topic and context <a href="https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf">https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf</a>	50
	Paper uses organized primary data and/or secondary resources <a href="#">(academic, professional, or credible analysis based upon proven methodologies)</a>	25
	Paper organization and content supports the thesis, position asserted by author - <i>Introduction and Thesis, Discussion and Analysis, Conclusion</i>	100
	Paper conclusion is crisp and clear	15
Administrative Quality Control	Free of spelling and grammatical errors	15
	Uses concise language	15
	Properly cites sources, references	20

250

- 3. Final Exam is 20% of the final grade.** Exam will be a multiple-choice format and will allow for open notes and book. The questions will cover both reading and lectures throughout the entire course. The goal of the exam is to ensure that you are familiar with the policy resources and important contexts that are available to you as a citizen and aspiring professional.
- 4. A final course summarization and reflection will be ~4% of the final grade.** A final writing submission (~100-500 words) is required. Students will provide a summary of their learning and offer a course reflection.

**NOTE:** Instructor reserves the right to make changes to the schedule or syllabus as needed. Any changes will be communicated through webcourses or knight's email. Please be advised if class is cancelled for any reason an announcement will be made on webcourses. You must check your email and webcourse announcements daily.

#### Extra Credit Policy

Eight extra credit points will be awarded to any student who shows up **on time** to every class meeting (100% attendance).

Extra credit may be offered throughout the course to encourage ICCAE program participation, campus efforts, or amplify learning opportunities that will add to course learning.

### **Late Work Policy**

- **Assignments will be accepted up to one day late.**
- A 10% penalty will apply. This means submissions after the 11:59pm deadline is considered late and will be subject to the full 10% penalty.
- After one full day late, no assignments will be accepted.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

### **Email, Announcements, and WebCourses Messages**

I will use email, webcourses announcements, and/or webcourses messages to communicate with students throughout the course. I check my email regularly during weekdays and occasionally during the weekend. Students may expect an email reply by the next business day and encouraged to follow-up with me if I do not reply by the next business day. You are REQUIRED to check webcourses, and your email daily for communication about this course.

### **Grades of "Incomplete"**

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. If you desire an incomplete, you must be specific and early in your request.

### **Workload Expectations**

This is a three-credit hour class. The workload expectation per credit hour is set forth in the UCF Catalog, Registration Policies, Terms and Credit Hours, which states the amount of work represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time."

### **Deployed Active-Duty Military Students**

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Group Work Policy**

All work done must be completed on your own. However, during lab classes students will be able to help one another. All work turned in must be your own.

### **Professionalism Policy and Ethics**

Per university policy and classroom etiquette, mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade up to 10% of the final grade.

UCF faculty support the UCF Creed. Integrity – practicing and defending academic and personal honesty – is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: – I will cherish and honor learning as a fundamental purpose of membership in the UCF community. – Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests – contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

### **Statements Regarding COVID-19 for Spring 2022**

- **General Statement**
  - I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.
- **Expectations**
  - UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.
- **Notifications in Case of Changes to Course Modality**
  - If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [webcourses@UCF](mailto:webcourses@UCF) or Knights email for any temporary alterations to this course.
- **COVID-19 and Illness Notification**
  - Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper

contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **Integrity and Academic Honesty**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Turnitin and Quality Control**

In this course we *may* utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format, where I may randomly spotcheck papers through Turnitin.com. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

### **University Writing Center**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website, stop by MOD 608, or call 407.823.2197.

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing Center. You can schedule an online consultation with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

### **Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, email: [sas@ucf.edu](mailto:sas@ucf.edu), phone: (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **Religious Observances**

Students are expected to notify their instructor in advance, on the first day of class, if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

### **Classroom Devices and Personal Devices**

You may use laptops to take notes, but please refrain from using websites that do not pertain to my course.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **\*\*Financial Aid Requirement\*\***

As of Fall, 2014, all faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the **Evidence of Academic Engagement Quiz** by the end of the first week of classes or as a disbursement of your financial aid.

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement. Academic engagement is generally done through an academic activity.

**Academically related activities include but are not limited to:**

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial or computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

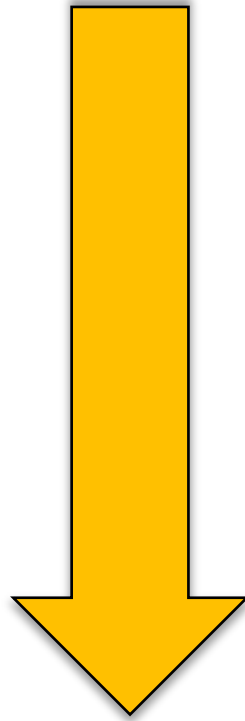
#### **Instructions to complete the Academic Activity**

- Students log onto Webcourses@UCF through myUCF Self Service.
- Enter your UCF Sign-On ID and password.
- Select the “Assignment” tab and identify if an academic activity is available for you to complete. Do this for each of your registered courses. Examples of an academic activity are listed below, but are not limited to:
- Submitting an academic assignment
- Taking a quiz
- An interactive tutorial or computer-assisted instruction

If an academic activity is provided, you should complete it during the first week of classes each semester.

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

#### **Course Assignment and Reading Schedule**



**Scroll down for  
Assignment  
Schedule**



Week	Date	Topic	Reading	Assignment	Assmnt pts	Attendance pts
1	Monday, January 10, 2022	Introduction to the Course, Learning Objectives, and Syllabus Walkthrough	<i>Syllabus</i>			4.63
1	Wednesday, January 12, 2022	Intelligence Governance: Policy and Law	National Security Act of 1947 Intelligence Reform and Terrorism Prevention Act of 2004 10 USC Ch <a href="#">21</a> , <a href="#">22</a> 50 USC Ch <a href="#">36</a> , <a href="#">44</a>	<a href="#">Review the National Security Act of 1947 (Amended 2022)</a> <a href="#">Review the Intelligence Reform and Terrorism Prevention Act of 2004</a>  Review the US Code(s) - 10 USC Ch 21, 22 - 50 USC Ch 36, *44 – <b>3043a</b>		4.63
1	Sunday, January 16, 2022			<b>Discussion: Introduce Yourself: Why Intelligence and National Security</b>	<b>50</b>	
2	Monday, January 17, 2022					
2	Wednesday, January 19, 2022	The Intelligence Community – an evolving institution	“Congressional Supervision of America’s Secret Agencies: The Experience and Legacy of the Church Committee”  “Intelligence and the Rise of Judicial Accountability”  <a href="#">National Security Law</a>  * <a href="#">IC Legal Reference Book 2020.pdf</a>	Text  Chapter 23 (pp. 322-336)  Chapter 24 (pp. 337-349)  *Review		4.63
2	Sunday, January 23, 2022					

3	Monday, January 24, 2022	Identifying Threat, Risk Management, and Directing Collections	<p><a href="#">“Threat and Risk: What Is the Difference and Why Does It Matter?”</a></p> <p>By Strachan-Morris</p> <p><a href="#">Homeland Security National Risk Characterization - Risk Assessment Methodology</a></p>			4.63
3	Wednesday, January 26, 2022	Risk Monitoring and Policymakers	<p>“Policymaker’s Perspective on Intelligence”</p> <p><a href="#">“2019 ODNI National Intelligence Strategy”</a></p>	Chapter 8 (pp. 126- 133) <a href="#">Link</a>		4.63
3	Sunday, January 30, 2022	Brief the ODNI: Identify, Rank, and Explain your top five threats for the National Intelligence Program		<b>Simulation Part 1</b>	<b>75</b>	
4	Monday, January 31, 2022	Intelligence Community Executive Management and Legislative Oversight and Resourcing	<p>“Intelligence Studies, An Introduction”</p> <p>“The Evolution of the US Intelligence Community – An Historical Overview”</p> <p><a href="#">Congressional Research Service Primer</a></p>	Text Introduction to Part I (pp. 1-4) Chapter 1 (pp. 5-22) <a href="#">Link</a>		4.63
4	Wednesday, February 2, 2022	Intelligence and Government Policy	“Why Strategic Intelligence has Limited Influence on American Foreign Policy”	Text Chapter 9 (pp. 134-150)		4.63
4	Sunday, February 6, 2022			<b>Discussion Post #2</b>	<b>50</b>	

5	Monday, February 7, 2022	Intelligence and Government Policy (Cont'd)	<p>"Accountability and Civil Liberties"</p> <p>"Intelligence: Welcome to the American Government"</p>	<p>Text</p> <p>Chapter 9 (pp. 134-150)</p> <p>Part VIII Introduction: (pp. 293-300)</p> <p>Chapter 22 (pp. 301-321)</p>		4.63
5	Wednesday, February 9, 2022	Intelligence as a Product: Communicating to Consumers	"The President's Daily Brief: Managing the Relationship Between Intelligence and the Policymaker"	<p>Text</p> <p>Chapter 24 (pp. 337-349)</p>		4.63
5	Sunday, February 13, 2022			<b>Paper Topic Due</b>	<b>50</b>	
6	Monday, February 14, 2022	Intelligence as a Process	<p>"Intelligence Collection"</p> <p>"The Intelligence Cycle"</p>	<p>Text</p> <p>Introduction, Part II</p> <p>Chapter 3 (pp. 45-64)</p>		4.63
6	Wednesday, February 16, 2022	Human Intelligence (HUMINT), Open Source (OSINT) & Social Media Intelligence (SocMint)	<p>"Human Source Intelligence"</p> <p>"Open-Source Intelligence"</p> <p>"Introducing Social Media Intelligence (SOCMINT)"</p>	<p>Text</p> <p>Chapter 4 (pp. 65-77)</p> <p>Chapter 5 (pp. 78-87)</p> <p>Chapter 6 (pp. 88-102)</p>		4.63

6	Sunday, February 20, 2022					
7	Monday, February 21, 2022	Military Intelligence	“Intelligence Policy and the War in Iraq”  Intelligence and U.S. National Security Policy By Best	Chapter (pp. 438-444)  Article		4.63
7	Wednesday, February 23, 2022		“Intelligence, Threat, Risk and the Challenge of Oversight” By Gill  *Joint PUBLICATION 2-0	Article  *Military Doctrine		4.63
7	Sunday, February 27, 2022	Brief the SECDEF: Identify, Rank, and Explain your top five threats for the Military Intelligence Program		<b>Simulation Part 2</b>	<b>75</b>	
8	Monday, February 28, 2022	Intelligence Community Directives NIPF Analytic Standards	Directives			4.63
8	Wednesday, March 2, 2022	In the domestic environment	Intelligence and Risk Management	Intelligence and Risk Management		4.63
8	Sunday, March 6, 2022			<b>Discussion Post #3</b>	<b>50</b>	
SB	Monday, March 7, 2022					
SB	Wednesday, March 9, 2022					
SB	Sunday, March 10, 2022					

9	Monday, March 14, 2022		“Policing Uncertainty: Intelligence, Security and Risk” By Phythian	Article		4.63
9	Wednesday, March 16, 2022	Reflecting on Intelligence as a Process	“The way ahead in explaining intelligence organization and process” By Gill	Article		4.63
9	Sunday, March 22, 2022	Counterintelligence	“Counterintelligence” “The Challenges of Counterintelligence”	Introduction, Part VII (pp. 249-257) Chapter 19 (pp.257-268)		
10	Monday, March 23, 2022					4.63
10	Wednesday, March 25, 2022	Discussion on Diversity	<a href="#"><i>Diversity and the IC</i></a> <i>Intelligence Reform and Terrorism Prevention Act</i>			4.63
10	Sunday, March 29, 2022			<b>Discussion Post Diversity, Equity, and Inclusion in Intelligence</b>	<b>50</b>	
11	Monday, March 28, 2022		“Intelligence and Homeland Security”	Chapter 30 (pp. 445-466)		4.63
11	Wednesday, March 30, 2022		“The Intelligence Policy Nexus” <a href="#">U.S. foreign policy experts differ from public on</a>	Chapter 13 (pp.189-196) Pew Articles		4.63

			<a href="#">threats to country in 2020 Pew Research Center</a>			
			<a href="#">Pew - Public Perception of National Security Threats</a>			
11	Sunday, April 3, 2022	Brief the Congressional Committees: Identify, Rank, and Explain your top five threats		<b>Simulation Part 3</b>	<b>75</b>	
12	Monday, April 4, 2022		“Intelligence: A Competitive Perspective”  “Soviet Intelligence and the Cuban Missile Crisis”	Introduction, Part X (pp. 463-466)  Chapter 19 (pp.467-478)		4.63
12	Wednesday, April 6, 2022	Politicization, Groupthink, and Diversity	“The Danger of Intelligence Politicization”  “Is Politization ever a Good Thing”	Articles		4.63
12	Sunday, April 10, 2022			<b>Paper Due</b>	<b>200</b>	
13	Monday, April 11, 2022	Politicization, Groupthink, and Diversity	Intelligence Activities in the Aftermath of 9/11 and WMD Failures”  “9/11 Intelligence Failure”	Introduction Part IX (pp. 361-64)  Chapter (pp. 365-408)		4.63
13	Wednesday, April 13, 2022		“The Politicization of Intelligence: A Comparative Study” By Uri Bar-Joseph	Article		4.63

			<a href="#">Wired: DHS Crushed This Analyst for Warning About Far-Right Terror</a>			
13	Sunday, April 17, 2022			<b>Simulation Part 4</b>	<b>75</b>	
14	Monday, April 18, 2022		“The Role of News Media in Intelligence Oversight” Claudia Hillebrand	Article		4.63
14	Wednesday, April 20, 2022		Competitive Intelligence and National Security	Article		4.63
14	Saturday, April 23, 2022			<b>Discussion Post #4</b>	<b>50</b>	
15	Monday, April 25, 2022	Exam				
15	Wednesday, April 27, 2022			<b>Course Summarization</b>	<b>50</b>	
<b>16</b>	Final Exam (Multiple Choice, Open Book) <b>Accessible Friday, April 22, 2022 at 12:00 pm through Monday May 2, 8:00 pm.</b>				<b>250</b>	
				1275 Max	1150	125

Professor Nikola Mirilovic

**Issues in Domestic Security (INR7139.0001)**

**Credit: 3 Units**

**University of Central Florida, Spring 2022**

**Time: Thu 1:00PM - 3:50PM**

**Location: HPH O305G**

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Office	Phillips Hall 311 D
Office hours	Tuesdays 12:30-3:00 PM; Wednesdays noon-1:30 PM; or by appointment. Office hours are virtual (Zoom meetings).
Email	Via the course page on Webcourses
Required books	Berinsky, Adam J. <i>In Time of War</i> . ISBN: 9780226043593. Juergensmeyer, Mark. <i>Terror in the Mind of God: The Global Rise of Religious Violence</i> . 4 <sup>th</sup> ed. ISBN: 9780520291355.

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**Course description:** This class focuses on prominent domestic security issues, including terrorism, secession and civil war, and connections between migration, diasporas and security. We will also focus on the domestic politics of threat perceptions, including the question of what shapes American public opinion toward war and toward potential security challenges. Domestic and international politics are often interconnected, including regarding security issues. We will address key theoretical perspectives that seek to explain those links.

**Course Goals:** 1) Students will learn the fundamental perspectives and the key analytical tools needed to address prominent domestic security issues. 2) Students will further their knowledge of key facts relevant to the study of issues such as terrorism and external intervention into civil war. 3) Students will improve their writing, analytical and research skills.

**Requirements:** The final grade will be based on class participation, the first draft of the research paper, and the final draft of the research paper. Participation will count for 30% of the final grade. Participation is an important component of a seminar. Students should regularly participate in class discussions: active participation is expected in every class. Quality of participation is also important: quality questions and comments are stated clearly, informed by the class readings, and offer insightful and original arguments. Students should be prepared to identify, explain and critique arguments from the readings.

The research paper will be an original work the student produced for this class on a domestic security issue. The first draft of the research paper (8,000 word maximum) will count for 25% of the final grade.



The research paper should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and a discussion of key findings and of the research method and the data used in testing the hypotheses. The students will formally present this draft to the class. The final draft of the research paper (10,000 word maximum) will count for 45% of the final grade. The final draft will be an improved version of the first draft, including addressing the feedback that the student received on the previous draft. The final draft will overall be expected to be ready for submission to a quality peer reviewed journal.

**Turnitin.com:** In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit assignments through the Canvas Assignment Tool as pdf or docx files. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

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

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

**Required Readings:** In addition to the required books, required readings include articles and book chapters listed under "course schedule" below. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

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

**Course Prerequisites/Corequisites:** Admission to Political Science Ph.D. or C.I. Corequisite(s): None.

**UCF Academic Integrity Statement:** Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **In-Class Recording Statement**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the

written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### **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.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus safety statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as

possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

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

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

#### **COVID-19 and Attendance Statements:**

##### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

As stated above class participation and attendance is an important component of this class. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. If you are sick, stay home. When possible, students should contact their instructor(s) before missing class.

##### **Course Accessibility and Disability**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

##### **Notifications in Case of Changes to Course Modality**

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for

announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

**Grading Scale:**

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

## Introduction and Theoretical Perspectives

### 1) January 13: Introductory Session

No readings.

## Public Opinion and Threat Perceptions

### 2) January 20: Threat Perceptions

Jervis, Robert. 1988. "War and Misperception." *The Journal of Interdisciplinary History*. 18(4): 675-700.

Walt, Stephen M. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9(4): 3-43.

Wæver, Ole. 1995. "Securitization and Desecuritization." In *On Security*, by Ronnie D. Lipschutz, ed. The following sections of the chapter are assigned: from the beginning up to (but not including) the section Change and Détente: European Security 1960-1990; the section Societal Security is also assigned.

Wendt, Alexander. 1992. "Anarchy is What States Make of it: The Social Construction of Power Politics." *International Organization* 46(2): 391-425.

Kaarbo, Juliet. 2015. "A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory." *International Studies Review* 17: 189–216.

### **3) January 27: American Public Opinion and Foreign Policy**

Almond, Gabriel A. 1956. "Public Opinion and National Security Policy." *The Public Opinion Quarterly* 20(2): 371-378.

Shapiro, Robert Y. & Benjamin Page. 1988. "Foreign Policy and the Rational Public." *Journal of Conflict Resolution* 32(2): 211-247.

Kertzer, Joshua D., Kathleen E. Powers, Brian C. Rathbun & Ravi Iyer. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes." *The Journal of Politics* 76(3): 825-840.

Sides, John & Kimberly Gross. 2013. "Stereotypes of Muslims and Support for the War on Terror." *Journal of Politics* 75(3): 583-598.

Xie, Tao & Benjamin Page. 2010. "Americans and the Rise of China as a World Power." *Journal of Contemporary China* 19(65): 479-501.

### **4) February 3: American Public Opinion and War**

Berinsky, Adam J. 2009. *In Time of War. Understanding American Public Opinion from World War II to Iraq*. Chicago, IL: University of Chicago Press.

## **Terrorism**

### **5) February 10: Terrorism and Insurgent Violence**

Betts, Richard. 2002. "The Soft Underbelly of American Primacy: Tactical Advantages of Terror." *Political Science Quarterly* 117(1): 19-36.

Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." *The American Political Science Review* 97(3): 343-361.

Victoroff, Jeff. 2005. "The Mind of the Terrorist: a Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.

Sarah Brockhoff, Tim Krieger & Daniel Meierrieks. 2014. "Great Expectations and Hard Times: The (Nontrivial) Impact of Education on Domestic Terrorism." *The Journal of Conflict Resolution* 59(7): 1186-1215.

Duffy Toft, Monica & Yuri M. Zhukov. 2015. "Islamists and Nationalists: Rebel Motivation and Counterinsurgency in Russia's North Caucasus." *American Political Science Review* 109(2): 222-238.

**NOTE: February 16 11:59 PM: research paper draft due (group A)**

### **6) February 17: Terrorism and Religious Violence**

Juergensmeyer, Mark. *Terror in the Mind of God: The Global Rise of Religious Violence*.

**NOTE: February 23 11:59 PM: paper draft due (group B)**

**7) February 24: Research paper draft presentations (group A)**

**8) March 3: Research paper draft presentations (group B)**

**9) March 10: Spring Break - No class**

## **Migration, Diasporas and Security**

**10) March 17: Migration and Security**

Rudolph, Christopher. 2003. "Security and the Political Economy of International Migration." *The American Political Science Review* 97(4): 603-620.

Adamson, Fiona B. 2006. "Crossing Borders: International Migration and National Security." *International Security* 31(1): 165-199.

Salehyan, Idean. 2008. "The Externalities of Civil Strife: Refugees as a Source of International Conflict." *American Journal of Political Science* 52(4): 787-801.

Huysmans, Jeff. 2000. The European Union and the Securitization of Migration. *Journal of Common Market Studies* 38(5): 751-777.

**11) March 24: Diasporas, Foreign Policy, and Security**

Brinkerhoff, Jennifer M. 2011. "Diasporas and conflict societies: conflict entrepreneurs, competing interests or contributors to stability and development?" *Conflict, Security & Development* 11(2): 115-143.

Shain, Yossi. 2002. "The role of diasporas in conflict perpetuation or resolution." *SAIS Review* 22(2): 115-144.

King, Charles, and Neil J. Melvin. 2000. "Diaspora politics: ethnic linkages, foreign policy, and security in Eurasia." *International Security* 24(3): 108-138.

Haney, Patrick J. & Walt Vanderbush. 1999. "The role of ethnic interest groups in US foreign policy: the case of the Cuban American National Foundation." *International Studies Quarterly* 43(2): 341-361.

**12) March 31: Authoritarianism and Extraterritorial Repression**

Moss, Dana M. 2016. "Transnational repression, diaspora mobilization, and the case of the Arab Spring." *Social Problems* 63(4): 480-498.

Glasius, Marlies. 2018. "Extraterritorial authoritarian practices: a framework." *Globalizations* 15(2): 179-197.

Tsourapas, Gerasimos. 2020. "The long arm of the Arab state." *Ethnic and Racial Studies* 43(2): 351-370.

Adamson, Fiona B. 2020. "Non-state authoritarianism and diaspora politics." *Global Networks* 20(1): 150-169.

## **Civil Wars and Secessionist Disputes**

### **April 7: External Intervention and Civil War**

Balch-Lindsay, Dylan, Andrew Enterline & Kyle Joyce. 2008. "Third-Party Intervention and the Civil War Process." *Journal of Peace Research* 45(3): 345–363.

Fearon, James D. 2017. "Civil War & the Current International System." *Daedalus* 146(4): 18-32.

Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48: 269–292

Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51(3): 335–64.

Regan, Patrick M. & Richard W. Frank. 2014. "Migrant remittances and the onset of civil war." *Conflict Management and Peace Science* 31(5): 502–520

### **13) April 14: Secession**

Herbst, Jeffrey. 1989. "The Creation and Maintenance of National Boundaries in Africa." *International Organization*. 43(4): 673-692.

Walter, Barbara F. 2006. "Building Reputation: Why Governments Fight Some Separatists but Not Others." *American Journal of Political Science* 50(2): 313-330.

Siroky, David S. & John Cuffe. 2015. "Lost Autonomy, Nationalism and Separatism." *Comparative Political Studies* 48(1): 3–34.

Hierro, Maria Jose & Didac Queralt. 2021. "The Divide Over Independence: Explaining Preferences for Secession in an Advanced Open Economy." *American Journal of Political Science* 65(2): 422–442.

### **14) April 21: International Recognition**

Coggins, Bridget. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65: 433-67.

Ker-Lindsay, James. 2012. *The Foreign Policy of Counter Secession: Preventing the Recognition of Contested States*. Ch1 Secession and Recognition in International Politics. Available via the UCF library.



Fazal, Tanisha M. & Ryan D. Griffiths. 2014. "Membership Has Its Privileges: The Changing Benefits of Statehood." *International Studies Review* 16(1): 79–106.

Siroky, David S., Milos Popovic & Nikola Mirilovic. 2021. "Unilateral secession, international recognition, and great power contestation." *Journal of Peace Research* 58(5): 1049–1067.

**NOTE: 4/27 – research paper due by 11:59 PM (upload on Webcourses).**

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

**Scope and Methods of Political Science (POS3703.0006)**

**Credit: 3 Units**

**University of Central Florida, Spring 2022**

**Tue/Thu 10:30 AM – 11:50 AM**

**Location: Howard Phillips Hall (HPH) 310**

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Office	Phillips Hall 311 D
Office hours	Tuesdays 12:30-3:00 PM; Wednesdays noon-1:30 PM; or by appointment. Office hours are virtual (Zoom meetings).
Email	Via the course page on Webcourses
Required books	Philip H. Pollock III & Barry C. Edwards, <i>The Essentials of Political Analysis</i> , 6 <sup>th</sup> Edition. ISBN: 9781506379616. Available at the Bookstore.  Philip H. Pollock III & Barry C. Edwards, <i>A Stata Companion to Political Analysis</i> , 4 <sup>th</sup> Edition. ISBN: 9781506379708. Available at the Bookstore.

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**GTA:** Zohar Ben Ezra. Email: via Webcourses mail. Office hours: Thu 8-10 AM.

**Course Description:** This course covers the foundations of political science analysis and of statistical testing. The topics and concepts it examines include variables, hypotheses, research design, controlled comparisons and regression analysis. The students are introduced to and learn to use the data analysis software Stata.

**Course Goals:** Learning the foundations of research design and of statistical analysis provides a number of benefits to students. These skills can be a foundation of future independent research. They can help students assess more thoroughly debates and materials covered in their other social science classes. Finally, these skills can help students become even more informed citizens – politicians often use statistics to try to persuade voters.

**Course Design:** This course combines an examination of fundamental concepts and techniques of political science research with hands-on practical work applying those concepts and techniques. It is therefore essential for students to regularly attend the class and to read and carefully consider the required materials before coming to class.

**Requirements:** The final grade will be based on a midterm exam (25% of the grade), a final exam (35% of the grade), and lab assignments (40% of the grade). The final exam will be cumulative and include a writing component. Lab assignments will be given out regularly throughout the course. When calculating the overall lab assignment grade, I will drop the lowest of your individual lab assignment grades.

**Participation and Extra Credit:** You may receive an additional bonus towards your final grade, up to 5%, for class participation. The extent of extra credit received (from 0 to 5%) depends on the extent to which students participate in class discussions consistently throughout the class in particular by answering professor's questions regarding class materials.

**Attendance Policy:** While attendance is not mandatory, regular attendance and work on the class materials is strongly encouraged. The class covers material that is cumulative and later chapters in the required books often build on earlier ones. Doing work regularly and avoiding falling behind is essential in this class. Furthermore, in class we will be working with and using Stata in a computer lab (our classroom). Regularly working on class materials and with Stata is key to developing a strong grasp of the class materials. The best way to do well in the course and develop a strong grasp of the material it covers is to attend the course regularly, read and carefully consider the required materials beforehand, and be prepared to analyze and discuss those materials in class.

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

**Make-up Exam Policy:** Make up exams will be granted only in the case of an emergency, a university documented absence and/or a documented medical issue.

**Make-Up Assignments for Authorized University Events or Co-curricular Activities:** Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

**Lab Assignment Lateness Policy:** the penalty for submitting a lab assignment late is 10 points (one letter grade) for each calendar day of lateness (i.e., an A lab assignment submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.). Assignments submitted after a graded assignment has been returned to the other students will not be accepted. Assignments will be submitted by being uploaded on Webcourses.

**Lab Assignments and Writing:** lab assignments are individual rather than group assignments. Students can work together on assignments with classmates. However, each student must choose and write answers individually and in their own words.

**Stata and Computer Lab:** Use of Stata is required in this class. Stata is available in the HPH 310 computer lab (our classroom) and in HPH 312. The information about the hours when HPH 310 is available to students outside of class will be posted on Webcourses. HPH 312 is open M-F 8-5 with seven stations available for undergraduates. Students should either plan to regularly visit one of the computer labs, or access Stata on their computer. After UCF Apps processes the request to grant our class access to Stata (the professor will inform students when this takes place) you can get access to Stata (for free)

from UCF Apps (<http://apps.ucf.edu>). Alternatively, you can rent (for \$48) Stata/BE for mid-sized datasets for six months at: <https://www.stata.com/order/new/edu/gradplans/student-pricing/>

**Datasets:** At the beginning of the class students should download the datasets we will use regularly in this class at: <https://edge.sagepub.com/node/24855/student-resources/a-stata%C2%AE-companion-to-political-analysis-4th-edition/datasets>

**Academic Activity and Financial Aid:** All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: on the course page on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid (but this academic activity is not graded and has no impact on your final grade).

**Course Prerequisites/Corequisites:** Prerequisite(s): POS 2041 or C.I. Corequisite(s): None.

**UCF Academic Integrity Statement:** Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies,

and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

#### **Unauthorized Use of Technology for Graded Work:**

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

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

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

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

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

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

### **Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus safety statement:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address,

cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

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

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### **Course Accessibility and Disability**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

## Grading Scale:

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

## Course Schedule

### January 11: Introductory Session (1 class)

No readings

### 1) January 13-18: Defining Concepts and Introducing Stata (2 classes)

*Essentials:* Introduction and Chapter 1

*Stata Companion:* Getting Started, Chapter 1

### 2) January 20 – February 1: Variables (4 classes)

*Essentials:* Chapter 2

*Stata Companion:* Chapter 2

*Stata Companion:* Chapter 3

### 3) February 3 – February 17: Explanations, Hypotheses, and Comparisons (5 classes)

*Essentials:* Chapter 3



*Stata Companion*: Chapter 4

**February 22: Midterm review**

**February 24: Midterm exam**

**4) March 1 – March 22: Research Design and Controlled Comparisons (5 classes)**

*Essentials*: Chapter 4

*Essentials*: Chapter 5

*Stata Companion*: Chapter 5

**NOTE: March 8-10:** no class (UCF spring break)

**5) March 24-29: Foundations of Inference (2 classes)**

*Essentials*: Chapter 6

**6) March 31 – April 5: Statistical Significance and Inferences about Sample Means (2 classes)**

*Essentials*: Chapter 7

*Stata Companion*: Chapter 6

**7) April 7-19: Regression Analysis (4 classes)**

*Essentials*: Chapter 8

*Stata Companion*: Chapter 8

**April 21: Final Review**

**Final Exam:** Tue, May 3 10:00 AM – 12:50 PM. Location: HPH 310 (our classroom).

**Note:** This syllabus is subject to change at the instructor's discretion if necessary, in which case an updated syllabus will be posted on Webcourses.

## School of Politics, Security & International Affairs:

### Course Syllabus

University of Central Florida

College of Sciences

Department of Political Science

**POS 3703.0005 - SCOPE & METHODS OF POLITICAL SCIENCE (Credit: 3 Units)**

**Spring 2022 (Monday/Wednesday/Friday 10:30AM - 11:20AM HPH 310)**

**Instructor** Zlatin Mitkov

**Office** N/A

**Office hours** Monday/Wednesday/Friday 2 PM – 3 PM or by appointment. (Note that the office hours will be virtual via Zoom)

**Main office phone** 407-823-2608

**Instructor Mail** E- zlatin.mitkov@ucf.edu

**Correspondence** The way to communicate with your instructor is via Canvas of Webcourses@UCF. Please use Inbox, which is the global communication function in Canvas. I will typically respond within two business days during weekdays.

Please note that university policy requires all students to use their knights email or to communicate through webcourses email.

Required: Philip Pollock, The Essentials of Political Analysis, either 5<sup>th</sup> Edition.

**Textbooks** Recommended: Philip Pollock, A Stata Companion to Political Analysis, 3 or 4th Edition.

Recommended: Phillip Pollock and Barry Edwards, An R Companion to Political Analysis 2nd Edition

**Classroom** Monday/Wednesday/Friday 10:30AM - 11:20AM HPH 310 (HPH - Stands for Howard Phillips Hall).

## **IMPORTANT!!! - New Policy Regarding Your Financial Aid**

All faculty members are required to document students' academic activity at the beginning of each course. To receive the earliest financial aid disbursement, you **MUST** complete the non-credit assignment of syllabus quiz (can be found in Quizzes on webcourse@UCF) during the first week of class. Failure to do so may result in a delay in the disbursement of your financial aid.

### **Course Description.**

In this course, we will explore the mechanics of analytical research design and methodology in contemporary political science. Particularly, we will focus on the issues of measurement, research design and empirical analysis. We will also evaluate what are the acceptable and valid means to accumulate our findings and knowledge in the scientifically testable forms. The students will learn how to manage and perform data analysis with the STATA and/or R statistical software.

### **Course Goals**

The course aims to introduce students to the process of working with datasets, developing testable and falsifiable theories and hypotheses, aided by the statistical analysis software. The course has four goals:

1. That each student to be able to understand and ask important empirical and scientifically answerable questions in political science;
2. That each student be able to transform a statement to a question and then to a testable hypothesis;
3. That each student understands a variety of alternative strategies for testing that hypothesis and whether one is better suited to a question than another;
4. That each student be able to use these designs with his/her statistical skills in an effective way.

### **Catalog Description**

POS 3703 - Scope and Methods of Political Science

Class		Hours:	3
Lab	and	Field Work	Hours: 0
Contact		Hours:	3

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): [POS 2041](#) or C.I.

The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology. *Fall, Spring*

### **Course Design**

The techniques of analytical research methods are imparted principally through working on the course labs and doing the problem sets, rather than independent reading. Therefore, the course materials are structured in such a way that a student who has performed well in the labs will be well-prepared for the exams and the take-home open book assignments. The exams and assignments will consist of required questions based on the textbook and lecture notes. You can find both the required textbook/s and the recommended STATA or R textbook in the university bookstore under the course code in the storage section. Alternatively, you can use other private sellers if the edition is the correct one.

The classes combine an examination of fundamental concepts and techniques of political science research with hands-on practical work applying those concepts and techniques. It is therefore essential that students regularly read, and carefully study the required materials.

The class assignments and workshops (labs) will be on STATA or/and R, both of which are general-purpose professional statistical software package, for data analysis in this course. I will assume that you have no prior experience with either of the software. My only assumption is that you possess a basic statistical knowledge and a working knowledge of MS Office (Specifically Excel) as they are required to facilitate your implementation of the tasks part of the course. To complete the take-home assignments using STATA or R, you must use PCs in the HPH 310 computer lab, the small computer lab in HPH 312 from 8 am to 5 pm during weekdays, purchase the software and install it on your own PC or laptop, OR use STATA on the UCF Apps platform. Please note that in the current circumstances and the online format of the course you need to specifically contact the department's advisor to ask for permission to visit the labs.

You can purchase Stata at:

<https://www.stata.com/order/dl/> (Links to an external site.)[Links to an external site.](#)

The recommended version is Stata/IC 16 (Intercooled, the base model). Please note that the price is approximately \$ 200 **for a lifelong subscription**. Despite the relatively high price of STATA, it will be of use in most fields of social science.

You can download and install R and its main GUI - R studio (which we are going to use) on your Windows or Mac. R is open source and free. Follow this helpful installation instructions: <https://mirror.las.iastate.edu/CRAN/> or [How to install R and install R Studio. How to use R studio | R programming for beginners](#)

\*\*Installing R studio on Windows: [Installing R and RStudio on Windows 10](#) or [How to install R and install R Studio. How to use R studio | R programming for beginners](#)

\*\*Installing R studio on MAC: [Installing R and RStudio on a Mac \(Jan. 2019\)](#)

\*\* IMPORTANT!! Please be advised not to purchase Small Stata because it cannot handle the large datasets we will use in class.

\*\* You can use STATA (without paying for it) and R through the UCF apps platform but in order to do that you need to go to <https://apps.ucf.edu/> and request it access by clicking – **submit a ticket** citing the course name, instructor of the class and code of the class (see above). Please note that after the first week I will ensure you have access to STATA on the UCF apps platform.

### **Class Relevant Discussions**

The Webcourses site of Canvas has a discussion board. This board provides an opportunity to post questions regarding the course material and computing on STATA and R. In addition to precepts and office hours, please use this board on the course website when asking questions about lectures, problem sets, and other course materials. Such a mode of communication will allow students to see other students' questions and learn from them. I will regularly check the board and answer the questions posted, although everyone else is also encouraged to contribute to the discussion. Do not email your questions directly to me unless they are of personal nature because you will only receive a short message telling you to post the general question into the discussion board so that the entire class can benefit from the information.

### **Make-up Exam & Assignment Policy**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

An assignment for an extra credit for a maximum of 10 points could be given if the instructor of the course decides that to be necessary.

### **Requirements**

Your course grade will be based on three components:

- **Ten Lab Reports 20 percent.** Participating in the lab work every week is required as for every correctly submitted lab report, you will receive up to two (2) points. The class includes an overall of 10 labs through the course. You can choose to use STATA or R. The penalty for submitting a partially completed lab is half a point. Please note that I will not accept a written answer, which is practically identical to another student in the class working on the same lab session. Your lab reports will be graded if they have been submitted no later than five days after the official lab session has ended.
- **Two Take-Home Assignments 40 percent.** You will be given two regular assignments during the term. The homework assignments will include a number of theoretical questions as well as statistical computing exercises using STATA or R. Each student is to attempt all problems individually before the assigned date. The penalty for submitting the assignment late is 1 point per hour of lateness. You may work together and collaborate on your homework assignments, but your final product must be your own. I will not accept a written answer which is practically identical to another student in the class.

- **Two Take-Home Exams 40 percent.** You will be given two exams - midterm and a final exam covering the topics discussed in class. The exams follow the homework assignments closely. The two exams will include a number of theoretical questions as well as statistical computing exercises using STATA or R. Each student is to attempt all problems individually before the assigned date. The penalty for submitting the exam late is 1 point per hour of lateness. Please note that the exams and the assignments will all be done on UCF or your personal computer.

## UCF Accessibility services

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](mailto: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.

## Academic Integrity Statement

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

**Responses to Academic Dishonesty, Plagiarism, or Cheating**  
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<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>>.

## **Emergency Services and Support**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter](#)>).

## **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, it is recommended that everyone wears facial covering inside all common spaces including classrooms [Microsoft Word - EP-20-1.8 COVID Campus Policy Tracked Edits \(ucf.edu\)](#). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy.

## **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

## **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 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.

## **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## **Accommodations for Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## **Professionalism Policy**



Per university policy and classroom etiquette; mobile phones, iPads, etc. must be silenced during all classroom and lab sessions. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings.

### **University Writing Center**

Feel free to drop by the office for discussion or message me in the Webcourses for any issues or doubts. The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

### **Grading**

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. The grades are rounded off in case of the final grade. If the total grade percentage is 89.5%, it will be rounded to 90% or in this case a letter grade of A. Please note that scores returned mid-semester are unofficial grades. Your course grade will be determined by the following numeric scale:

#### **Course Points Average Letter Grade**

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C -
67-69	D+
63-66	D
60-62	D-
0 – 59	F

### **Important Dates to Remember**

Class introduction-First week of lectures and instructions concerning the course's mode of work:  
Monday, August 23<sup>rd</sup>, 2021, 10:30 am

Instructor to confirm Academic Activity: Friday, January 14<sup>th</sup>, 2022, 5:00 pm

First take-home assignment starts on January, Friday 31<sup>th</sup>, 2022, 9:00 am.

First take-home assignment: Due date Monday, February, 7<sup>nd</sup>, , 2022, 11:59 pm.

Midterm Exam: Monday, February 28<sup>th</sup>, 2022, starts at 9:00 am.

Midterm Exam: Friday, March 5<sup>th</sup>, 2022, 11:59 pm.

Spring Break: No classes from March 6<sup>th</sup> to March 13<sup>th</sup>

Second take-home assignment: Starts on April Monday 3<sup>th</sup>, 2022, 9:00 am.

Second take-home assignment: Due date April Saturday 8<sup>th</sup>, 2022, 11:59 pm.

Extra Credit Exam: Starts on Monday April 10<sup>th</sup>, 2022, 9: 00 am.

Extra Credit Exam: Due date Wednesday April 15<sup>th</sup>, 2022, 11:59 pm.

Final Take Home Exam: Friday April 22<sup>nd</sup>, 2022, starts at 9:00 am.

Final Take Home Exam: Deadline for submission: Monday May 2<sup>nd</sup>, 2022, at 11:59 pm.

Classes End: April 25<sup>th</sup>

Grade Due in myUCF (Faculty): December, May 6<sup>th</sup>, 2022, 9:00 am

Grade Available on myUCF: Friday, May 8<sup>th</sup>, 2022, 9:00 am

### **Tentative Course Schedule**

On the following page, a tentative course schedule is provided. Through the course, I plan to cover most of the text. In addition, all lecture slides will be provided to students as they will contain material that is not contained in the two textbooks. In the event that the instructor needs to cancel class, an announcement will be sent via all students' webcourse accounts (as maintained by the registrar) prior to class time.

<b>Week</b>	<b>Date</b>	<b>Substantive Topic</b>	<b>Essentials textbook (required)</b>	<b>Stata and R textbook (recommended)</b>	<b>R</b>
<b>1<sup>st</sup> Week</b>		Course Introduction,	Ch1	Getting Started	TBD

	Concepts and measurement I			
<b>2<sup>nd</sup> Week</b>	Concepts and measurement II	Ch1	Ch1, Ch2	Lab 1
<b>3<sup>rd</sup> Week</b>	Measuring and describing variables	Ch2	Ch3	Lab 2
<b>4<sup>th</sup> Week</b>	Proposing explanations, hypotheses, comparisons	Ch3	Ch3, Ch4	Take Home Assignment 1
<b>5<sup>th</sup> Week</b>	Research Design	Ch4	Ch4	Lab3
<b>6<sup>th</sup> Week</b>	Making Controlled Comparisons	Ch5	Ch5	Lab 4
<b>7<sup>th</sup> Week</b>	Foundations of Statistical Inference	Ch6	Review Ch1, Ch2, Ch3, Ch4, Lab 5 and Ch5	
<b>8<sup>th</sup> Week</b>	Review & In-Class Midterm Exam			
<b>9<sup>th</sup> Week</b>	Test of Significance and Measures of Association I	Ch7	Ch6	Measures of association II. Lab on mean comparisons.
<b>10<sup>th</sup> Week</b>	Test of Significance and Measures of Association II; Correlation and Linear Regression	Ch7; Ch8	Ch7	Lab on Chi-Square and Measures of Association. Correlation and Linear Regression
<b>11<sup>th</sup> Week</b>	Correlation and Linear Regression I	Ch8	Ch8	Lab Correlation and Linear regression

<b>12<sup>th</sup> Week</b>	Logistic regression	Ch9	Ch8, Ch9	Lab Correlation and Linear regression (Dummy variables and interaction effects)
<b>13<sup>th</sup> Week</b>	Logistic regression	Ch9	Ch8, Ch10	Logistic Regression Lab on Correlation and Logistic regression
<b>14<sup>th</sup> Week</b>	<b>Review</b> Foundations of Statistical Inference; Tests of Significance, Measures of Associations, Correlation, and Linear Regression	Ch6, Ch7, Ch 5, Ch6, Ch7, Ch8, Ch9	Ch8, Ch9, Ch10	Review and in class Work on Take Home assignment II
<b>15<sup>th</sup> Week</b>	Regression analysis II & Class Wrap-up	Review and study for the Final exam.		Review of Logistic and Multivariate Regression: and research presentation by a PhD Candidate

Exam Starts 9 am

*\*\*\* Note: The content of the syllabus and course schedule are subject to change and update at the instructor's discretion if necessary.*

*Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.*

*Students are responsible for any changes in the syllabus/schedule which are announced in class*

# POS2041 (19351), American National Government

## Spring Term 2022 Syllabus

(January 10 – May 3)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 12:00 – 1:15 P.M., MSB (0360))

(3 Credit hours)

### Part 1: General Course Information.

**Instructor:** Alvin (AJ) Quackenbush

**Email:** [alvin.quackenbush@ucf.edu](mailto:alvin.quackenbush@ucf.edu)

**Office Hours:** Spring 2022, **online via Webcourses:** Tuesday and Thursday from 10:45 – 11:45 A.M. and by appointment.

**Political Science Department Office:** Howard Phillips Hall, Room 302

Phone: (407) 823-2608

Website: <http://politicalscience.cos.ucf.edu/>

**Required Materials:** *We The People, An Introduction to American Politics, Essentials* 13<sup>th</sup> Edition (Ginsburg, Lowi, Weir, and Tolbert). ISBN: 9780393679670

### Course Description: (3 Credits)

American National Government: A study of the dynamics of American national government, including its structure, organization, powers, and procedures.

## **Major Course Learning Outcomes:**

1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Students will develop and demonstrate an understanding of the United States Constitution and its application.
3. Students will develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Students will develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

## **Topics and Discussion:**

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning.

Time will be dedicated every other week for in-class discussion. Please see the course schedule at the bottom of the syllabus.

## **Part 2: Classroom Policies.**

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the

disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, January 14<sup>th</sup> during the first week of the semester to ensure student attendance in the course.

Tardiness: Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Email: It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

Cell Phone: Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

Laptop Computers: Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

Protected Course Learning Materials: Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

### **Part 3: Assignments.**

Quizzes: There will be 14 Chapter quizzes throughout the semester that you will take online using UCF Webcourses. Each quiz consists of 20 multiple choice questions and you will be given 45 minutes to complete these assignments. Your lowest 2 quizzes will be dropped. Although these quizzes are taken outside of class you are expected to do your own work. The quizzes are available for 1 week, so you are encouraged to take the quiz before the due date. See the course schedule for all quiz due dates

Discussion Posts: During the semester there will be 6 discussion posts related to current events in American National Government, your lowest score will be dropped. In your post you should

answer the questions and reply to at least two other students. Please see the discussion rubric for additional information. Due dates will be indicated in the posts and in the course schedule at the bottom of the syllabus.

**Examinations:** There will be four exams in this course during the semester. The tests will consist of fill in the blank, multiple choice and true/false questions. The dates are listed in the schedule at the bottom of the course syllabus. Any student not completing the examination will receive 0 of those possible points, and this will impact the final average in the course. Your lowest exam score will be dropped when computing your grade.

**Extra Credit:** The computer has been set so that during the semester your lowest 2 chapter quiz score, 1 low discussion score, and your lowest exam score will be dropped. There will **NOT** be any specific assignments for extra credit; however, attendance will be taken from time to time and points will be added for extra credit. Thus, missing regular class will not hurt your grade but you may miss out on valuable extra credit opportunities.

**Late Work Policy:** The examinations should be taken on or before the date indicated in the syllabus. Again, no makeup exams are available without the explicit consent of the instructor, which shall only be granted in cases of documented emergencies. All make up exams will be short answer and essay format only.

**\*\*All graded materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF. Please note that scores returned mid-semester are unofficial grades\*\*.**

#### **Part 4: Basis for Grade.**

**Evaluation:** Your grade will be determined by grades on a Syllabus Quiz, 14 Quizzes (Your lowest 2 quizzes will be dropped), 6 Discussion Posts (Your lowest 1 will be dropped), and 4 Exams (Your lowest 1 will be dropped).

Syllabus Quiz: 10 points.

Quizzes: 10 points each (120 Total)

Discussion Posts: 10 points each (50 Total)

Exams: 100 points each (300 Total)

(480 Total Points)



### Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

### **Part 5: University Policies.**

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> (Links to an external site.).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

In-Class Recording Policy: Outside of the notetaking 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 notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **Part 6: Campus Safety Statement.**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter](#)>).

## **Part 7: University COVID Policies**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

The University expectation is that students, faculty and staff wear masks while indoors, in line with [CDC guidance](#) and with [Florida's State University System](#) and in an effort to help protect our campus community. However, neither the university nor individual faculty and staff members may require individuals to wear masks if they choose not to do so.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>

**Technology Access** – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus it may require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

### **Part 8: Course Schedule.**

Spring 2022, January 10 – May 3, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2022/Spring>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

**Week 1:** (January 10 – 16), **Drop Refund Deadline January 14.**

Chapter 1: Introduction: The Citizen and Government

**Syllabus Quiz due by 5:00 pm, on Friday, January 14<sup>th</sup> at 5:00 P.M.**

**Chapter 1 quiz due January 16.**

**Week 2:** (January 17 – 23), **No Class, Monday 1/17, MLK.**

Chapter 2: The Founding and the Constitution

**Chapter 2 Quiz and Discussion 1 due January 23.**

**Week 3:** (January 24 – 30)

Chapter 3: Federalism

**Chapter 3 Quiz due January 30.**

**Week 4:** (January 31 – February 6)

**Exam 1: Chapters 1 - 3, Tuesday, February 1 in class.**

Chapter 4: Civil Liberties

**Chapter 4 Quiz and Discussion 2 due February 6.**

**Week 5:** (February 7 – 13)

Chapter 5: Civil Rights

**Chapter 5 Quiz due February 13.**

**Week 6:** (February 14 – 20)

Chapter 6: Public Opinion

**Chapters 6 quiz due February 20.**

**Week 7:** (February 21 – 27)

Chapter 7: The Media

**Chapter 7 Quiz and Discussion 3 due February 27.**

**Week 8:** (February 28 – March 6)

**Exam 2: Chapters 4 - 7, Tuesday, March 1 in class.**

Chapter 8: Political Parties and Interest Groups

**Chapter 8 Quiz due March 6.**

**Week 9:** (March 7 – 13), **Spring Break, No Classes.**

**Week 10:** (March 14 – 20)

Chapter 9: Participation, Campaigns, and Elections

**Chapter 9 Quiz and Discussion 4 due March 20.**

**Week 11:** (March 21 – 27), **March 25 – Withdrawal Deadline.**

Chapter 10: Congress

**Chapter 10 Quiz due March 27.**

**Week 12:** (March 28 – April 3)

Chapter 11: The Presidency

**Chapter 11 Quiz and Discussion 5 due April 3.**

**Week 13:** (April 4 – 10)

**Exam 3: Chapters 8 – 11, Tuesday, April 5.**

Chapter 12: Bureaucracy

**Chapter 12 Quiz due April 10.**

**Week 14:** (April 11 – 17)

Chapter 13: The Federal Courts

**Chapter 13 Quiz and Discussion 6 due April 17.**

**Week 15:** (April 18 – 24)

Chapter 14: Domestic Policy

**Chapter 14 Quiz due April 24.**

**Week 16:** (April 27 – May 3), **Final Exam Period.**

**Examination 4: April 28, from 10:00 am. – 12:50 pm. Chapters 12 - 14.**



# POS 3122 (18042) State Government and Public Policy

Spring Term 2022

(January 10 – May 3)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 4:30 – 5:45 P.M., NSC 0108)

(3 Credit hours)

## Part 1: General Course Information.

**Instructor:** Alvin (AJ) Quackenbush

**Email:** [alvin.quackenbush@ucf.edu](mailto:alvin.quackenbush@ucf.edu)

**Office Hours:** Spring 2022, **online via Webcourses:** Tuesday and Thursday from 10:45 – 11:45 A.M. and by appointment.

**Political Science Department Office:** Howard Phillips Hall, Room 302

Phone: (407) 823-2608

Website: <http://politicalscience.cos.ucf.edu/>

**Required Materials:** “*Governing States and Localities*,” Smith and Greenblat, 7<sup>th</sup> ed., ISBN: 9781544325422.

## Course Description: (3 Credits)

State Government and Public Policy: A comparative study of American state governments, political processes, and public policies, with an emphasis on Florida.

## **Major Course Learning Outcomes:**

1. Students will demonstrate their ability to distinguish between city, county, and township style governments.
2. Students will demonstrate an understanding of the various police powers granted to state and local governments.
3. Students will be able to determine law enforcement powers at the state and local level.
4. Students will be able to identify land use laws and generate examples of how local communities have changed when confronted with zoning variances.
5. Students will demonstrate how the government power of eminent domain has led to both positive and negative effects for community development
6. Students will be able to identify the impact of state and local policies on minority groups and communities.
7. Students will demonstrate through a variety of written assignments the ability to communicate effectively in written form.

## **Topics and Discussion:**

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning

## **Part 2: Classroom Policies.**

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the

disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, January 14<sup>th</sup> during the first week of the semester to ensure student attendance in the course.

Tardiness: Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Email: It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

Cell Phone: Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

Laptop Computers: Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

Protected Course Learning Materials: Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

### **Part 3: Course Activities:**

**Syllabus Quiz**: There will be a short syllabus quiz due on Friday, January 14<sup>th</sup> at 5 pm. during the first week of the semester to ensure student attendance in the course

**Weekly Quizzes**: There will be 15 short chapter quizzes throughout the semester. Each quiz will consist of 20 multiple choice questions and you will be given 60 minutes to complete these assignments. Your lowest 2 quizzes will be dropped. You can access the quizzes on the dates indicated in the syllabus and course calendar.

**Discussions:** During the semester there will be 6 discussion posts related to current events, the media, and course outcomes. Each is worth 20 points and your lowest score will be dropped. The discussions will be completed in webcourses on our course page and will be graded according to the attached rubric. Due dates and specific directions can be found on webcourses.

**Written Assignment:** During the semester you will be required to write one short research paper. The assignment will be worth 100 points and graded according to the attached rubric. The assignment will be type written and will be at least 2000 words (based upon the word count in Microsoft word), not including titles and work cited. Papers that do not meet the minimum word count will not be accepted and no partial credit will be given to short papers. The paper assignment will be posted on webcourses during the semester with specific details. The due date will be included in the assignment and is listed in the course schedule at the bottom of the syllabus. Keep in mind that it is your responsibility to make sure that your paper is attached correctly. Late papers will be accepted with a penalty.

\*The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Below is more information about the center.

University Writing Center  
Colbourn Hall 105  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197

<http://uwc.cah.ucf.edu>

**Examinations:** There will be four exams in this course during the semester. The tests will consist of fill in the blank, multiple choice and true/false questions. The dates are listed in the schedule at the bottom of the course syllabus. Any student not completing the examination will receive 0 of those possible points, and this will impact the final average in the course. Your lowest exam score will be dropped when computing your grade.

**Extra Credit:** The computer has been set so that during the semester your lowest 2 chapter quiz score, 1 low discussion score, and your lowest exam score will be dropped. There will **NOT** be any specific assignments for extra credit; however, attendance will be taken from time to time and points will be added for extra credit. Thus, missing regular class will not hurt your grade but you may miss out on valuable extra credit opportunities.

**Late Work Policy:** The examinations should be taken on or before the date indicated in the syllabus. Again, no makeup exams are available without the explicit consent of the instructor, which shall only be granted in cases of documented emergencies. All make up exams will be short answer and essay format only.

\*\*All graded materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF. Please note that scores returned mid-semester are unofficial grades\*\*.

## Part 4: Assessment and Grading Procedures

Assignment	Points Towards Grade (640 Total)
Syllabus Quiz	10
Weekly Quizzes	130
Discussion Posts	100
Exams	300
Written Assignment	100

### Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

## Part 5: University Policies.

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to

disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> (Links to an external site.).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **Part 6: Campus Safety Statement.**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

## **Part 7: University COVID Policies**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

The University expectation is that students, faculty and staff wear masks while indoors, in line with [CDC guidance](#) and with [Florida's State University System](#) and in an effort to help protect our campus community. However, neither the university nor individual faculty and staff members may require individuals to wear masks if they choose not to do so.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>

**Technology Access** – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus it may require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

## **Part 8: Course Schedule.**

Spring 2022, January 10 – May 3, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2022/Spring>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

**Week 1:** (January 10 – 16), **Drop Refund Deadline January 14.**

Introduction, Chapter 1, Intro to State and Local Government.

**Syllabus Quiz due by 5:00 pm, on Friday, January 14<sup>th</sup> at 5:00 P.M.**

**Chapter 1 quiz due, January 16.**

**Week 2:** (January 17 – 23), **No Class, Monday 1/17, MLK.**

Chapter 2, Federalism and Chapter 3, Constitutions

**Chapters 2 and 3 quizzes due January 23.**

**Week 3:** (January 24 – 30)

Chapter 4, Finance

**Chapter 4 quiz and Discussion 1 due January 30.**

**Week 4:** (January 31 – February 6)

**Exam 1: Chapters 1 – 4, Tuesday, February 1 in class.**

Chapter 5, Political Attitudes and Participation

**Chapter 5 quiz due February 6.**

**Week 5:** (February 7 – 13)

Chapter 6, Parties and Interest Groups

**Chapter 6 quiz and Discussion 2 due February 13**

**Week 6:** (February 14 – 20)

Chapter 7, Legislatures

**Chapter 7 quiz due February 20.**

**Week 7:** (February 21 – 27)

Chapter 8, Governors and Executives

**Chapter 8 quiz and Discussion 3 due February 27.**

**Week 8:** (February 28 – March 6)

**Exam 2: Chapters 5 – 8, Tuesday, March 1 in class.**

Chapter 9, Courts

**Chapter 9 quiz due March 6.**

**Week 9:** (March 7 – 13), **Spring Break, No Classes.**

**Week 10:** (March 14 – 20)

Chapter 10, Bureaucracy

**Chapter 10 quiz and Discussion 4 due March 20.**

**Week 11:** (March 21 – 27), **March 25 – Withdrawal Deadline.**

Chapter 11, Local Government

**Chapter 11 quiz due March 27.**

**Week 12:** (March 28 – April 3)

Chapter 13, Education

**Chapter 13 quiz and Discussion 5 due April 3.**

**Week 13:** (April 4 – 10)

**Exam 3: Chapters 9, 10, 11, and 13, Tuesday, April 5 in class.**

Chapter 14, Crime and Punishment

**Chapter 14 quiz and Written Assignment 2: due April 10.**

**Week 14:** (April 11 – 17)

Chapter 15, Health and Welfare

**Chapter 15 quiz and Discussion 6 due April 17.**

**Week 15:** (April 18 – 24)

Chapter 16, Environment and Climate Change

**Chapter 16 quiz due April 24.**

**Week 16:** (April 27 – May 3), **Final Exam Period.**

**Examination 4: April 28, from 4:00 – 6:50 pm. Chapters 14 – 16.**

# POS 3235 (18046), Mass Media and Politics

## Spring Term 2022 Syllabus

(January 10 – May 3)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 3:00 – 4:15 P.M., BA1 (0121))

(3 Credit hours)

### **Part 1: General Course Information.**

**Instructor:** Alvin (AJ) Quackenbush

**Email:** [alvin.quackenbush@ucf.edu](mailto:alvin.quackenbush@ucf.edu)

**Office Hours:** Spring 2022, **online via Webcourses:** Tuesday and Thursday from 10:45 – 11:45 A.M. and by appointment.

**Political Science Department Office:** Howard Phillips Hall, Room 302

Phone: (407) 823-2608

Website: <http://politicalscience.cos.ucf.edu/>

**Required Materials:** “Media Politics, A Citizen’s Guide,” Iyengar, 4<sup>th</sup> ed., ISBN: 978-0-393-67543-6.

### **Course Description:** (3 Credits)

Influence of media on campaigns, public officials, public opinion, the definition of political news, and selected public policies. Prerequisite(s): None.

## **Introduction:**

Welcome to Media and Politics. Above all, news media has a profound influence on American society and politics. The study of American politics as it exists in the 21st century, thus, requires an examination of the role of media in framing political debate and legitimizing local, national, and international issues. Essentially, this media-focused course emphasizes the ways in which news media shape everything we know about politics. Like all journalism disciplines today, political journalism is rapidly changing with the Internet. A significant portion of the course will be dedicated to new media and how online reporting and social networking has altered the current political landscape.

## **Learning Outcomes and Objectives:**

By the end of the semester, students will be able to:

- Recognize the fundamental role of media in shaping the public's perception of politicians, the government, and the political structure.
- Understand the importance of the Internet and new media in the modern information age and the profound effect it has on media coverage, campaigns, and privacy.
- Recognize the strengths and weaknesses of certain media sources and develop ways to ascertain the validity of information from media sources.
- Identify how political figures are affected by the media and ways in which political figures respond to, influence, or even manipulate news coverage.
- Critique the ways in which films and television programs establish political identity and establish a framework for societal interaction and discussion.
- Understand the differences in media coverage of the three branches of government.
- Apply different mass media theories to describe how important media issues are developed or framed.
- Understand media ownership and media regulation, as well as the diminishing freedoms of the press in our capitalist, democratic society.

## **Topics and Discussion:**

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning

## **Part 2: Classroom Policies.**

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, January 14<sup>th</sup> during the first week of the semester to ensure student attendance in the course.

Tardiness: Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Email: It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

Cell Phone: Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

Laptop Computers: Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

Protected Course Learning Materials: Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such

conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

### **Part 3: Assignments.**

1. Syllabus Quiz: There will be a 10 point syllabus quiz due on Friday, January 14<sup>th</sup> at 5:00 P.M. during the first week of the semester to ensure student attendance in the course.
2. Discussions: During the semester there will be 6 discussion posts related to current events, the media, and course outcomes. Each is worth 10 points and your lowest score will be dropped. The discussions will be completed in webcourses on our course page and will be graded according to the attached rubric. Due dates and specific directions can be found on webcourses.
3. Written Assignment: During the semester you will be required to write one short research paper. The assignment will be worth 50 points and graded according to the attached rubric. The assignment will be type written and will be at least 2000 words (based upon the word count in Microsoft word), not including titles and work cited. Papers that do not meet the minimum word count will not be accepted and no partial credit will be given to short papers. The paper assignment will be posted on webcourses during the semester with specific details. The due date will be included in the assignment and is listed in the course schedule at the bottom of the syllabus. Keep in mind that it is your responsibility to make sure that your paper is attached correctly. Late papers will be accepted with a penalty.

\*The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Below is more information about the center.

University Writing Center  
Colbourn Hall 105  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197

<http://uwc.cah.ucf.edu>

4. Examinations: There will be four exams in this course during the semester. The tests will consist of fill in the blank, multiple choice and true/false questions. The dates are listed in the schedule at the bottom of the course syllabus. Any student not completing the examination will receive 0 of those possible points, and this will impact the final average in the course. Your lowest exam score will be dropped when computing your grade.
5. Extra Credit: The computer has been set so that during the semester your lowest discussion score and you lowest exam score will be dropped. There will **NOT** be any specific assignments for extra credit; however, attendance will be taken from time to time and points will be added for extra credit. Thus, missing regular class will not hurt your grade but you may miss out on valuable extra credit opportunities.



**Late Work Policy:** The examinations should be taken on or before the date indicated in the syllabus. Again, no makeup exams are available without the explicit consent of the instructor, which shall only be granted in cases of documented emergencies. All make up exams will be short answer and essay format only.

\*\*All graded materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF. Please note that scores returned mid-semester are unofficial grades\*\*.

#### **Part 4: Basis for Grade.**

Evaluation: Your grade will be determined by grades on a syllabus quiz, 6 Discussion posts (your lowest score will be dropped), 1 Written Assignment, and 4 Examinations (your lowest score will be dropped).

Syllabus Quiz: 10 points (5%)

5 Discussion posts: 10 points each (50 total, (25%))

1 Written Assignment: 50 points (25%)

3 Examinations: 30 points each (90 total, 45%))

200 Total Points

#### Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

#### **Part 5: University Policies.**

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> ([Links to an external site.](#)).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

In-Class Recording Policy: Outside of the notetaking 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 notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can

find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **Part 6: Campus Safety Statement.**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([You CAN Survive an Active Shooter](#)).

## **Part 7: University COVID Policies**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

The University expectation is that students, faculty and staff wear masks while indoors, in line with [CDC guidance](#) and with [Florida's State University System](#) and in an effort to help protect our campus community. However, neither the university nor individual faculty and staff members may require individuals to wear masks if they choose not to do so.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **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 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.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>

**Technology Access** – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus it may require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

## **Part 8: Course Schedule.**

Spring 2022, January 10 – May 3, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2022/Spring>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

**Week 1: (January 10 – 16), Drop Refund Deadline January 14.**

Introduction.

**Syllabus Quiz due by 5:00 pm, on Friday, January 14<sup>th</sup> at 5:00 P.M.**

**Week 2: (January 17 – 23), No Class, Monday 1/17, MLK.**

Chapter 1: Introduction: Image Is Everything

**Discussion 1 due January 23.**

**Week 3:** (January 24 – 30)

Chapter 2: The Press and the Democratic Process: The American System in Comparative Perspective

**Week 4:** (January 31 – February 6)

**Exam 1: Chapters 1 – 2, Tuesday, February 1 in class.**

**Week 5:** (February 7 – 13)

Chapter 3: The Media Marketplace: Where Americans Get the News

**Discussion 2 due February 13.**

**Week 6:** (February 14 – 20)

Chapter 4: Reporters, Official Sources, and the Decline of Adversarial Journalism

**Discussion 3 due February 20.**

**Week 7:** (February 21 – 27)

Chapter 5: New Media, New Forms of Campaigning

**Week 8:** (February 28 – March 6)

**Exam 2: Chapters 3 – 5, Tuesday, March 1 in class.**

**Week 9:** (March 7 – 13), **Spring Break, No Classes.**

**Week 10:** (March 14 – 20)

Chapter 6: Campaigning through the Media

**Discussion 4 due March 20.**

**Week 11: (March 21 – 27), March 25 – Withdrawal Deadline.**

Chapter 7: Campaigns That Matter

**Week 12: (March 28 – April 3)**

Chapter 8: News and Public Opinion

**Discussion 5 due April 13.**

**Week 13: (April 4 – 10)**

**Exam 3: Chapters 6 – 8, Tuesday, April 5 in class.**

**Week 14: (April 11 – 17)**

Chapter 9: Going Public: Governing through the Media

**Written Assignment 2: due April 17.**

**Week 15: (April 18 – 24)**

Chapter 10: Evaluating Media Politics

**Discussion 6 due April 24.**

**Week 16: (April 27 – May 3), Final Exam Period.**

**Examination 4: April 28, from 1:00 – 3:50 pm. Chapters 9 – 10.**



## **POS 4407: The Intelligence Community**

School of Politics, Security, and International Affairs  
College of Arts and Sciences, University of Central Florida

### **COURSE SYLLABUS**

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Instructor:	Ted Reynolds	Term:	Spring- 2022
Office:	PH 206B	Class Meeting Days:	Wednesday
Phone:	407-823-2608	Class Meeting Hours:	6:00 - 8:50 pm
E-Mail:	<a href="mailto:teddy.reynolds@ucf.edu">teddy.reynolds@ucf.edu</a>	Class Location:	BA1- 0121
Office Hours:	Wednesday 2-5pm, or by appt.		

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**Description:** This course will introduce the student to the study of intelligence with a focus on the US intelligence community. The class will primarily address the processes of intelligence including collection, analysis and estimates, counterintelligence and covert operations. The class will also address issues of policy and reform especially since 9/11. A major theme throughout the course will be the challenges associated with reconciling civil liberties and individual freedom with the need for national security and secret intelligence in a democratic society. The Intelligence Community: PR: POS 2041 or INR 2002 or CPO 3103 or C.I.

**Objectives:** To briefly discuss the history of intelligence as an instrument of statecraft with an emphasis on the development of the US intelligence community. Address the nature of intelligence placing it in the context of different political systems, national security versus police intelligence; Discussing major elements of intelligence; Presenting the organization of the intelligence community, particularly after 9/11, and the challenges of intelligence reform; Identifying present and future threats; Discussing the role of intelligence in a democratic society.

- (1) Understand the intelligence process
- (2) Learn the major elements of intelligence: collection, analysis, counter intelligence and covert action
- (3) Discuss intelligence and policy
- (4) Address the issue of accountability with an emphasis on reconciling secret intelligence in a democratic society
- (5) Identify and analyze future threats and intelligence requirements

## Required Texts and Materials

William J. Lederer & Eugene Burdick, *The Ugly American*, WM Norton & Co., 1954.

Mark M. Lowenthal. *Intelligence: From Secrets to Policy*. 8<sup>th</sup> Edition, CQ Press 2020.

Jeffrey T Richelson, *The US Intelligence Community*, Westview Press.  
(Paperback)(\*OPTIONAL).

Moore, David T. *Critical Thinking and Intelligence Analysis*. Cambridge University Press. I will provide PDF access.

Col. Qiao Liang & Col. Wang Xiangsui, *Unrestricted Warfare*. Natraj Publishers, 2007.  
PDF will be provided for selected readings.

**Supplementary (Optional) Texts and Materials:** Additional online readings may be provided during the term to support discussion.

### Basis for Final Grade

Assessment	Percent of Final Grade
Quizzes	20%
Midterm	20%
Group Presentation	20%
Group Paper	20%
Final Exam	20%
	<b>100%</b>

Grading Scale (%)		
90-100		A
87 - 89		B+
80 - 86		B
77 - 79		C+
70 - 76		C
67 - 69		D+
60 - 66		D
0 - 59		F

The group project topics will be approved by the instructor and will culminate in a 15 minute presentation and a group paper of 25 pages. The details for this project will be provided in class as the term develops.

Midterm and final exams will be take-home essay exams.

Grade Dissemination: Graded tests and materials in this course will be returned individually only by request.

**Late Work Policy:** There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty: ten points per day late. Writing assignments will not be accepted if overdue by more than four days.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Attendance Policy:** Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

**Rules of Conduct**

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

**Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

**Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

**Falsifying or misrepresenting** the student's own academic work.

**Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

**Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.  
Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding **Plagiarism:** The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule**. 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.

**Emergencies on campus** are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the

screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the UCF video.

### **Authorized event or activity notification**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

### **Religious observance notification**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

### **Active duty military and/or National Guard**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

## **Syllabus Statements Regarding COVID-19**

### General Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### Statement Regarding Masks in Classrooms

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

### Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.

### COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

### Course Accessibility and Disability

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Schedule:

Date	Finish This Homework Before Class	Topics to be Discussed in Class
1/12	First day of class; Introduction to course.	Overview of class objectives and syllabus
1/19	Lederer & Burdick, The Ugly American (ALL)	Discussion
1/26	Lowenthal Chapters 1-3 *Richelson 1&2	What is/is not Intelligence <b>GROUP SELECTIONS</b>
2/2	Lowenthal Chapters 4 & 5 *Richelson 7-11 (focus on 7,8,11)	The process and disciplines <b>Quiz #1</b> <b>TOPIC SELECTIONS</b>
2/9	Lowenthal Chapter 6 *Richelson Chapter 14	Analysis
2/16	Moore – All	Critical thinking in analysis
2/23	Lowenthal Chapter 7 *Richelson 15	Counter Intelligence <b>Quiz #2</b>
3/2	Lowenthal Chapter 8 *Richelson Chapter 16 Liang & Xiangsu - ALL	Covert Action China Strategy <b>Receive Midterm Exam</b>
3/9	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
3/16	<b>Turn in Midterm Exam</b>	Watch: The Spy Factory and Discuss
3/23	Lowenthal Chapters 9-12	Policy discussion - <b>First Presentations</b>
3/30	Lowenthal Chapter 13	Ethics - <b>Presentations</b>
4/6	Lowenthal Chapter 14 *Richelson Chapter 20	<b>Quiz #3</b> Reform <b>Presentations</b>
4/13	Lowenthal Chapter 15 *Richelson Chapter 13	Foreign Intelligence <b>Presentations</b>
4/20	<b>Presentations</b> <b>PAPERS DUE</b> Receive Take Home Final Exam	<b>Presentations</b> <b>PAPERS DUE</b> Receive Take Home Final Exam
4/27	<b>Exam period 7pm</b>	<b>FINAL EXAM DUE-7pm</b>

\* Optional Supplemental Reading

Note: The Schedule is subject to revision

# INR4502: International Organizations Spring 2022 Syllabus



## Instructor Contact

<b>Instructor</b>	Dr. Houman Sadri
<b>Office</b>	School of Politics, Security, and International Affairs University of Central Florida 4297 Andromeda Loop N. Howard Phillips Hall 302 Orlando, FL 32816-1356
<b>Office Hours</b>	T & Th: 12:00-14:30 by email, zoom, phone, or appointments.
<b>Phone</b>	(407) 823-2608
<b>E-mail</b>	Only via Course Mail

## Course Information

<b>Course Name</b>	International Organizations
<b>Course ID &amp; Sections</b>	INR4502 0W60
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Online Section:</b>	No face-to-face Class Meetings, BUT all our online students are advised to watch the class lecture videos



## Course Description & Objectives

The main objective of this course is to introduce students to International Organizations (IOs), in the context of diversity from a global perspective. We focus on relations among culturally, ethnically, and racially diverse groups of people in addition to ties among their governments both inside and outside the IOs. The emphasis of the course is on both the theoretical and practical aspects of the field. This course will cover the basic approaches, concepts, and methods, which are the necessary tools for analyzing and understanding international institutions. It also entails a survey of the evolution, functions, issues, trends, practices, problems, and processes of international organizations, which cannot be separated from international politics. This course traditionally covers the IOs among powerful states (such as EU, NATO, and OECD), but we will also concentrate on IOs from the developing world (including ASEAN, ECO, GCC, and OAU). Moreover, we will discuss the U.N. system which has components for both developed and developing countries.

Our IOs course cannot be separated from International Relations (IR) topics. Thus, we will cover not only modern International Organizations, but also the International Relations topics and issues that are related to the contemporary study of IOs. Due to the diverse background of class members with respect to their knowledge of International Relations and Organizations and their awareness of how our institutions and processes function, I selected the recent edition of **Kelly-Kate Pease's** book, *International Organizations*, which is updated, informative, and widely accepted introductory text. I also chose a number of recent article (free of any cost to students) to encourage discussion of some of the more controversial contemporary international political issues. I expect my students to utilize ALL reading materials completely. Along with the text, we discuss diverse and international perspectives about IOs & IR.

Another purpose of this class is to stimulate critical analyses of events and issues in international affairs. It is not my duty to encourage you to be a **conservative or liberal person**, but I use our readings and **my lectures to stimulate your ideas**. However, **I have no political agenda**, since **I am an independent**, who does not even belong to any real political party. More importantly, this course will help students improve their communication skills, gain an ability to translate knowledge from one context to another, and apply theory to practice. This knowledge is important not only for students, but also for government and business employees, and those who realize the impact of global affairs on our life in a growingly interdependent world.

## Format

Our **Web (or online)** course consists of only one section, which never meets in a regular classroom. However, you are **strongly encouraged to watch the lecture videos**, during which I give **hints** about quiz and exam questions. There is no required in-class attendance, but students should **think of our Web session like a Tuesday/Thursday course, which has required assignment deadlines on both Tuesdays and Thursdays**. The recorded sessions are available

in an on-line digital format inside each module of our class at our course website. These recorded video lectures make understanding our course materials much easier. Our experience indicates that students who watch the videos do much better in our course than those who do not.

Every week, we start a new Reading Module (or lesson plan) on Tuesdays, and we have assignments due on Tuesdays and Thursdays. The required weekly Discussion Postings are always **due on Tuesdays at 11:59pm** sharp without any exception. Our three Exam Modules also start on Tuesdays: their Review Sessions are online on Tuesdays and the Exams themselves are always online on Thursdays. The **three Exam Modules** are modules numbers 4 (First Midterm Exam or Exam 1), 8 (Second Midterm Exam or Exam 2), and 12 (Final Exam). **The exams are available for only one day on Thursdays from 6am to 11:59pm, because UCF computer servers tend to go on backup between 12midnight and 6am, so they cut off students.** Also, every Thursday (with the exception of National Holidays), we have a quiz which is available only for one day from 6am to 11:59pm (for the same reason).

I prepared **powerpoint lectures** to make sense of a **great deal of readings** that students must complete in our **text and website articles**. Moreover, we heavily rely on our diverse readings which provide us with a variety of views and use them as additional lecture materials. I want my students to be exposed to many different ideas, not just one or two. In this course, we cover 12 Modules or lessons which consist of 9 Reading Modules and 3 Exam Modules. Each Reading Module covers at least one text chapter, and at least a few articles from our **website**. **Modules are organized as a One-Stop shop where related assignments, public discussions, postings, quizzes, exams, and surveys are linked inside modules for your convenience and efficiency.**

Each **reading module** is divided into six parts:

1. Reading modules begin with **required readings**, all of which must be completed before Tuesdays required postings' deadlines of 11:59pm. Of course, you may begin reading ahead, since you have access to your text, website articles, schedule, and modules.
2. Students are required to discuss the content of readings in our **online required Weekly Discussion** that is **due Tuesdays by 11:59pm**, which involves each student replying directly to instructor's analytical questions by using the Reply Button inside Instructor's Posting. This means that students **must read ALL** materials before the discussions begin; and they **must clearly document or cite ALL weekly readings in their posting**. For the complete list of requirements and format of the assignment, please see the **Discussion Posting Guidelines** linked inside the Module and see the Sample Posting in Module Zero. Remember that the Canvas System does not accept late postings. Moreover, we cannot accept any gradable assignment by e-mail or Course Mail.
3. Students should first complete **Required Readings** (including Book Chapters, Outlines, Summaries, Key Concepts, and Articles) for each module to better understand the subject before making their discussion posting. There are 12 discussion postings including the extra one in Module 12. The first 3 are easier, so I strongly suggest that you do them. For earning the full 30 points, however, you must complete 6 postings.
4. Moreover, there is an **Optional Question Forum** for **exchanges among students** who may have additional questions about the reading materials or current events. This optional forum is to facilitate communications among students, so they can exchange

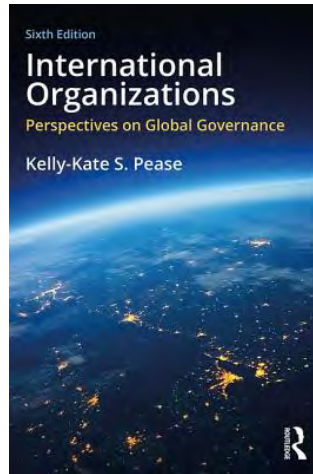
ideas and learn from one another. This fosters a **Community of Learner**, another UCF goal. The aim is to **empower students** by providing them the opportunity to act as teachers to help one another. Those students who act as teachers learn the materials better themselves, and those who listen to them tend to identify better with their own peers. This way, most reading questions are answered, vague points are clarified, and we ensure that the materials are clear for all students. So, this Forum should help students with their preparation for the quizzes and tests. Thus, we use the **Question Forum** as the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum only when the students' answers to the questions are not correct (or complete) or he may play the role of a devil's advocate by providing students with different perspectives.

5. For each reading module, the next step is a **quiz** that **covers all reading materials** of that particular module in addition to including questions from our course syllabus folder. **There are 9 reading modules and thus 9 quizzes.** You are required to take 3 of these 9 quizzes. However, I suggest that students take all 9 quizzes, so I can **drop their lowest 6 quizzes scores.** I add up their top 3 quizzes for their final total quiz score.
6. The final step in any module is the Weekly **Optional (ungraded) Survey**, which is available if you click on its link inside each module description page. These surveys are setup to be fully **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor via **Course Mail** or have a criticism of the course or the instructor during a particular module. **These ungraded Surveys include two parts:** the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your criticism or praise.** Since the surveys are fully anonymous, students should feel free to express themselves, make any constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students participating in the survey, he may address such criticism in the Question Forum. If you have no criticism, you are **NOT required to use these ungraded Optional Surveys.** Of course, you are also welcome to provide any positive input, if you like any aspect of the class which helps us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if **our Course Website** technology allows us. Our course materials with the exception of our required text are available on-line.

## Text

The following books and materials are **required** for our class:



Kelly-Kate S. Pease, *International Organizations: Perspectives on Governance in the 21st Century*. 6<sup>th</sup> edition, Upper Saddle River (NJ): Prentice Hall, 2019. ISBN: 978-0-8153-8046-7.

Additional reading materials will be available at our class Website inside each module. You may access them via their links inside each Module.

## PowerPoint Information

Some of this course's content is displayed as PowerPoint files. If you do not have PowerPoint installed on your system, you can download a free PowerPoint Viewer from Microsoft for your Windows computer. If you have a Mac or Windows computer you can use OpenOffice.

## Teaching Philosophy

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of both familiar and unfamiliar topics and materials. My teaching goals are both to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

# General Policies

Based on the UCF's rules and standards, the instructor will pursue the following general policies:

1. **The professor reserves all rights to modify the content** of the syllabus, class schedule, and/or the course, as it becomes necessary. Student must pay attention.
2. With no exception, **students MUST only use Course Mail**, when they need to contact the professor and/or the class Teaching Assistant (TA).
3. If you receive no reply from the instructor (and/or TA) within **48-hours** (during regular business days & hours, M-F 8am-5pm) after sending your message (when he is **not** out-of-town), it means that he did not receive your message. Please re-send the message.
4. Respecting students' **privacy**, the instructor provides student's records only to the student himself/herself on a one-to-one basis. He will not discuss one student's case in front of others in any **public forum**. Students are also not allowed to discuss their private cases in the public forums of our course. Thus, students must **directly contact the instructor via Course Mail (not in class public forums)**, if they have questions about their own records, grades, or particular situations.
5. Dr. Sadri encourages and **welcomes questions** as well as comments from all students. However, he will not allow any student to intimidate other students or dominate the class discussion. No student is allowed to impose his/her ideas on others or create an unhealthy class environment.
6. Students Participation Score is penalized for **repeated questions whose answers are in the syllabus folder (including syllabus and more) documents** and course forums.
7. With our generous drop policy, there is no need for changes in deadlines. However, please inform the professor, if you face special career situations (eg. military deployment to the front) or personal issues (e.g. hospitalization) not listed on the UCF calendar.
8. Since our course materials are on-line, all students **MUST check Course Mail, class Web Forums, and their e-mails at least twice a day** (once in the morning and once at nights) for new class announcements, news, messages and/or updates by professor or TA.
9. Without exceptions, **ALL written (gradable) assignments** (postings, quizzes, and exams) **MUST be submitted to our Course Website**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.
10. In case of technical challenges with the Canvas, the Instructor may use students' e-mail addresses from the UCF e-Community. Update your e-mail address at the **Polaris** (UCF Registration) system otherwise you may not receive certain emergency messages.
11. If you have **an official name change** during the term, you must inform the instructor immediately, since UCF does not do that.
12. Students should regularly check our Website Assignments Deadline page and avoid submitting assignments to **our Course Website** at the last minute. The **Website clock** may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment, posting, quiz, or exam is accepted by e-mail or Course Mail**. It is your responsibility to submit assignments before the **Website** deadlines, Eastern Standard Time (EST).

13. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day (and time) when scores are posted or the discrepancy has occurred. No late (or last minute) appeals will be considered.
14. Students, who take a passive (or inactive) role in our class, especially during the first 4 weeks of the term, will be considered “**disengaged**,” based on UCF standards. They will be severely penalized on the case by case basis.

## **Make-Up Policy**

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**, since we have a very generous drop policy for each student throughout the term. Most students consider my “drop system” as a very generous make-up policy.

Remember that the **First Midterm Exam is required for all** without exception. After taking the First Exam, it can be replaced by the Second Midterm Exam, which has a higher score. However, the First and/or the Second Midterm Exams are **NOT** a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

### **Make-Up for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see UCF policy: <https://policies.ucf.edu/documents/4-401.pdf>>

## **UCF General COVID Statement**

We recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of our online class attendance, participation, and contributions.

### **UCF Statement Regarding Masks**

Since our class is a W (or fully online) course without any face-to-face time, we do not have the same Mask requirements as the face-to-face courses. However, it is important that students know the following UCF policy.

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

## UCF COVID & Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

## Ethics & Turnitin.com

In this course we will utilize **turnitin.com**, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from **turnitin.com** that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## University Writing Center

Besides a good deal of reading, our course involves a great amount of writing. When you have any challenges with writing assignments or if want to improve the quality of your work, see:

University Writing Center, Trevor Colbourn Hall 109  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197, <http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from their first-year to graduation in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

## Rules of Conduct

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>.

The instructor will follow the code and expects all students to do the same. As our Golden Rule (<https://goldenrule.sdes.ucf.edu/>) handbook clearly states, failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

## UCF Course Accessibility

The UCF 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, 407-823-2371).

## Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies.

The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Religious Observation

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19>



# Course Requirements & Grading System

The final grades are on a Point System. I do not use letter grades on assignments, postings, quizzes, or tests to avoid misleading interpretations of final grades. I encourage students to avoid letter grade interpretation of their scores. All Modules 0, 1, 2, & 3 assignments and the Final Exam are required for all. Exam 2 is ONLY required for those with low Exam 1 score.

Our course is organized to create **equal opportunity** for students with different learning abilities and skills. If students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 Optional Extra Credit Points for the final grade.

<b>CRITERIA</b>	<b>POINTS</b>
<b>3 (out of 9) online Quizzes, 10 points each</b>	<b>30</b>
<b>6 (out of 12) online Discussion Postings, 5 points each</b>	<b>30</b>
<b>Required First Exam (Second Exam is required for low scores)</b>	<b>20</b>
<b>Required Final Exam (online)</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>
<b>Extra Credit (online)</b>	<b>5</b>

Students are expected to participate in our **online discussion** forums. Individuals who are active by their early postings, extensive contribution to Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question, Technical, From the Grapevine) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

**NOTE:** Please feel free to check only your raw scores on the Canvas Gradebook anytime. However, **the Canvas provides Inaccurate and Misleading Grade Statistics**, because it does not take into account our generous drop policy. Canvas simply adds all your scores regardless of their quality, ranking, and dropping the lowest figures. For students, Canvas grade statistics often show a very high performance percentage which is seriously wrong. For the accurate report of your grade standing, please simultaneously email the professor and Teaching Assistants (TAs).

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

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade. The instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

## Quizzes

To learn about our course topic, one must understand diverse political issues at national, regional, and international levels. Based on our schedule, students are required to read (free of any cost) **articles** linked inside each Module of our **Webcourses@UCF online course** in association with each text chapter. To confirm that module readings are understood, there are **NINE CLOSED-BOOK** multiple choice online quizzes--each related to one reading module. **Closed-Book means that one is not supposed to use the reading materials while one takes the quiz.** Out of the 9 quizzes, only three quizzes are required for each student. However, students are welcome to take all other quizzes as well to maximize their total quiz scores.

With only 10 questions, each quiz is worth 10 points. It covers **all readings in one particular module plus questions from the Syllabus Folder (not just from our syllabus document)** to make sure that everyone understands the class rules in order to maximize their own benefits, according to the recommendation of the Course Development staff. Moreover, the same staff suggest that Quizzes (with 10 questions) should be set for only 5 minutes. However, I extended

the time limit to 10 minutes for each quiz. Our records show that majority of students take only about 5.5 minutes—a record very close to what the UCF staff has suggested for a time limit.

Now the question is: What should be done about those who need more time? I can certainly identify with those who may need more time, simply because of my own learning disabilities. Please do not repeat my personal challenging school experience due to ignore my learning disabilities for years and get yourself tested for learning disabilities and report it to the UCF Office of Disability. This way, you can legally receive double-time for the quizzes and tests, based on both Federal and UCF rules. If you do not have a learning disability, please contact the professor to help you improve your Study Habits and Methods in order to be more efficient and effective in taking the quizzes and ultimately earn higher scores.

Canvas System timing, depending on your type of Internet Connection to UCF system, causes some students to get cut off at the 10-minute time limit for the quizzes, while others may be in time violation. To avoid any penalty points, I strongly suggest that you submit your answers before the 10<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

**Moreover, UCF computer servers some nights go on backup (sometimes between 12 midnight to 6am), causing some students to be cut off in the past.** Thus, our quizzes cannot be open for more than a day. Each quiz is only open for one Thursday from 6:00am to 11:59pm, each quiz is linked inside its own module. As mentioned earlier, quizzes are designed for 5 minutes, but **you have up to 10-minutes to complete each.** The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time (i.e., 20 minutes) for each quiz, based on UCF rules. **However, the Disabled Student MUST ask the UCF Disability Services to provide the professor with confirmation of their status in the first week of the term.** These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

UCF aims to prepare students for both objective and subjective tests. Quizzes are examples of objective tests. The quiz questions are multiple-choice and/or true-false in nature. Since **there is no make-up for the quizzes,** it is strongly **recommended** that students **take all 9 quizzes** and maximize their chance of a higher total quiz score and avoid possible computer and network technical problems, which may lead to losing the opportunity to submit their quiz. To calculate students' total quiz scores the professor will **automatically drop their 6 lowest quiz scores** and use only the top 3 out of their 9 quiz scores for each student. Students may earn up to a total of 30 points for their total quiz score.

**Note:** It is normal that quizzes would be more challenging for some than for others. The key issue for success on the quizzes is to **master** the readings. This means that you must fully repeat the readings at least 3 times, which is what I also do while preparing for my lectures. **There is no shame in reading the materials 3 times, based on current educational standards.** For those students who do not **master** the readings, the 10-minute time limit will seem too short. For those who do not master the readings, it is impossible to cheat on the quizzes, because the Canvas System chooses 10 random questions from a large question pool for each student. **No two quizzes are the same** because the question pool is very large with at least a couple of hundred questions. Even if a few students take the same quiz together, they will certainly have different

sets of quiz questions within their own 10-minute quiz. Moreover, the quizzes get harder as the term moves on, so I made the first three easier quizzes required for all. There is no choice, but to **master** (or comprehend, not just memorize) the assigned readings. If you have questions, please ask us by direct emails.

## Exams

Our class has 3 exams: First and Second Midterm Exams as well as a Final Exam. The First Exam and the Final Exam are required for all students without exception. The Second Exam is only required for those whose First Exam score is low (i.e., below 16 out of 20 points or what students call “C” or less levels).

All 3 exams are **Closed-Book** online tests. In a **Closed-Book test**, one may mention our text or lecture materials (only from their memory), but one **does NOT directly "quote"** text or lectures (**with page numbers of the readings**). Students should **NOT document their test writings**. Documenting is **citing the author along with page numbers**. In a **closed-book** test, quoting or documenting is considered **plagiarism**, which is a punishable act based on UCF rules.

**Each exam covers about one-third of the course materials.** All students are **required to take the First Midterm Exam without exception**. Those who do not do well on the First Exam (or Exam 1) are then required to take the Second Midterm Exam (or Exam 2). For these two midterm exams, the instructor drops the lowest score for each student. If you miss an exam, it will automatically earn zero. The First or Second Midterm Exam is **not** a replacement for the Final Exam. The Final Exam is **required** for all students without exception. **The Final Exam covers the last third of the term.** There is **no make-up** for the Final Exam, so students must take it as scheduled, linked on Module 12. Please put our exam dates on your schedule.

After taking the Final Exam, please take the **Post-Test**, as a sign of your learning level and engagement in our class. The Post-Test has the same questions as the Pre-Test which is linked in Module 1. The Pre-Test is also required as a sign of initial learning and engagement in our class. The final grade of those who fail to take the Pre- and Post-Tests will be penalized.

Each exam will provide an **equal opportunity** to students with different learning abilities. In this regard, each **exam has 3 parts**: **In Part 1**, there are Objective Questions or multiple choice; in **Part 2**, Short-Answer Questions that are a combination of objective and subjective questions; and in **Part 3**, Essay Questions, which are considered more subjective. In the **First Part** of the exam, there will be 7 objective questions (consisting of multiple choice and/or true-false questions), each worth 1 point. All questions must be answered. The **Second Part** of the exam consists of short-answer questions, each of which can be answered briefly in one sentence. In this part, students have options, and are required to **answer only 2** questions, not more and not less. There will be a penalty for answering more or less than 2 questions in this part. Each short-answer question is worth 3 points for a total of 6 points. The **Third Part** of the exam is made of essay questions, which are considered subjective questions. Students have options and are required to **answer only one essay** question, which is worth 7 points, including 2 points for the essay outline (see sample outline and essay format in Modules 4, 8, and 12). Organize your

thoughts and write down an **outline** with at least 5 Roman Numerals (subdivided into at least a couple of points) before starting the essay. For this outline, the **First** and **Last** Roman Numerals refer to the Introduction and Conclusion sections. The **other three** Roman Numerals must relate to the other three mini questions inside your essay question. The **outline is worth 2 points**, so take it seriously.

The essay must be an extensive answer (**at least 500 words in length**), which will be evaluated based on the following **criteria: clarity, content, organization, comprehensiveness, argument quality, and supporting evidence** (facts and examples). Before submitting your exam, make sure your essay answer is in single-spaced format, New Times Roman font, black color font, and 10-point font size. You are responsible for using proper **grammar and spell checking** your work. There is a penalty for violation of these rules. **Hint:** Use at least a separate paragraph for each of your Roman Numerals.

**Since UCF servers some nights go on backup (between 12 midnight to 6am) and some students were cut off in the past**, our exams cannot be open for more than a day. Each required exam is only open for one Thursday from 6:00am to 11:59pm. Based on UCF Course Development staff suggestions, our exams are designed for 45 minutes, but **you have up to 60-minutes to complete each**. The exceptions to this rule are the students registered with the UCF Student Disability Services. These students have double time for each exam, based on UCF rules. However, the Disability Students must ask the UCF Disability Services to provide the instructor with documentations of their status in the first week of the term. These students cannot use the extra time until the instructor receives the notification from the Disability Services.

The UCF Canvas System **does not save your answers**, if you violate the time even by a micro second. Depending on your Internet Connection to UCF, some students will get cut off at the 60-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 60<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

## Extra Credit

There is one **Optional Extra Credit** opportunity worth 5 points throughout the term. This Extra Credit is a Quiz that covers a number of **Optional Reading Assignments** in Module 12 at the end of the term. This quiz has the same format and requirements as a regular quiz, so read the Quiz section. The Extra Credit Quiz is linked in Module 12 and it is listed in our Class Schedule. The difference between the Extra Credit Quiz and other quizzes is that you have only 5 questions and have only 5 minutes of time for taking the Extra Credit Quiz.

**Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past**, this extra credit quiz cannot be open for more than a day. It is only open for one day from 6:00am to 11:59pm. The Extra Credit Quiz is designed for 2.5 minutes, based on UCF Course Development staff. However, **you have up to 5-minutes to complete it**. The exceptions to this rule are the students registered with the **UCF Student Disability Services**. These students have double time for the Extra Credit Quiz, based on UCF

rules. However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term. These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

Again, the Canvas System may either cut you off or keep you in time violation (depending on your Internet Connection to UCF). I suggest that you save and submit this quiz before the 5<sup>th</sup> minute. There is penalty point for time violations. One point is subtracted for each extra minute beyond 5 minutes. Disability Students have double time for Extra Credit Quiz, based on UCF rules.

## **Attendance, Engagement, & Participation**

### ***Attendance:***

For the online students (in W or V courses), students' **attendance** level is partly based on their active (or passive) record in our Optional Forums. There are 3 Optional forums: Questions, Tech Help, and "From the Grapevine:" For the complete description of each forum, please check the first one listed by Dr. Sadri. Students who want recognition for their activities should help their peers in these Optional Forums. Those who have a strong record will get my help for a higher final grade in our class, those individuals who are active by **helping other students** in our **Question, Technical Help, and Grapvine Forums** and participating in other Optional Forums will benefit and be eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade. If you feel that you do not have a strong attendance record and have taken a very passive role in our class, please complete the Extra Credit assignment (worth 5 points), linked in Module 12.

### ***Engagement:***

Inspired by the UCF educational mission, full **engagement** in class is essential in our online course. 1) In part, students' **engagement** is measured by observing how carefully each student follows all class instructions and rules (listed in the Syllabus Folder), announcements, and emails from the Professor and the Teaching Assistants (TAs). Students who ask questions whose answers are already in the above mentioned documents are obviously showing "**disengagement**" in our course. To encourage students to take the class rules seriously, each quiz has questions from the Syllabus Folder. 2) Class **engagement** is also measured by students' completing the Pre-Test in Module 1 and Post-Test in Module 12. 3) Finally, students' **engagement** is measured by meeting the UCF Financial Aid Requirement Report (in Module 0), by completing 2 simple assignments, based on Module Zero description. The final grade of those who show any "**disengagement**" is penalized by their level of passivity in this class, based on UCF rules.

### ***Participation:***

Obviously, students' **participation** is vital in our class. What do we mean by participation? **Participation means students actively completing the weekly course discussion postings.**

Students may present explanation, opinion, or relevant comments about an issue, based on my instructions in our Discussion Forum linked within each module. However, simply asking questions or bombarding the instructor with emails (whose answers are already in the syllabus) is not considered active participation. Of course, I expect my students to participate in our **Weekly Discussion Forums**.

**Are there any weekly participation grades?** Your weekly posting is evaluated on a **point system based on a rubric** which evaluates each posting from zero to 5 points. More specific posting instructions are linked in each module under the title: **Discussion Posting Guidelines**. If you are not sure about the acceptability of your work, then please make your postings by Sunday night. On Monday mornings, the instructor (or TAs) will send messages to students whose works are unacceptable or incomplete. Such students will have time before Tuesday night deadlines to revise their postings (in the Discussion Forum) and make them acceptable or complete. **If you make your posting after Sunday night, there is no time for instructor/TA comments, so you take a chance.** Thus, you may earn no points at all, despite your initial attempts. There are 11 opportunities for Discussion Postings: **the first three (Modules 1-3) are strongly recommended.** You have the option for the remaining postings to complete or not. There is also an Optional Posting in Module 12. Since the Discussion questions become much harder as the term goes by, you are strongly recommended to complete the earlier ones.

**How do you calculate your participation score?** It is easy to calculate your participation score. Please simply add the scores that you received for each posting. You may earn up to 30 points in total for 6 fully-completed Posting, based on our rubric and instructions. For detailed posting instructions, see the Discussion Posting Guidelines, linked in the module description page. There are 11 weekly Discussions. I drop the 5 lowest Postings for each student, and add their totals.

There is also an Optional Posting based on the Extra Credit Readings in Module 12 at the end of the term. Those who miss a week of Required Discussion Posting are strongly encouraged to use this optional opportunity to neutralize 1 missed posting that is graded based on the same rubric.

**Note:** Those who repeatedly violate syllabus rules may lose participation and engagement points. Such violations include, not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they had received my comments.

## **Other Assignments**

If the students take a laidback attitude towards the readings or the class discussion, the instructor may assign additional oral and/or written assignments in form of reports or research projects to stimulate participation.

## **Technical Challenges**

**Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is fully with the students.**

It is partially **due to Tech Problems** that we have a **generous drop policy** in our class to minimize the impact of tech problems. **To avoid Tech Problems**, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. This is especially **important for Exams and Quizzes** that are open only for one day (**Thursday 6:00am till 11:59pm**). You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

In fact, one reason that our quizzes and exams are **available only from 6am till 11:59pm** is that many of the UCF computers, servers, and network go to a backup (or repair) process between 12 (midnight) and 6am. Thus, I decreased the chance of my students being cut off from the UCF server during an exam or a quiz. Moreover, there is statistically less chance of computer crashes on Thursdays, so all our Exam and Quizzes are available **ONLY** on Thursdays.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and Canvas' server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

**Based on our recent experience, here are some useful suggestions:**

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.
2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.
3. Use **reliable updated Internet Browsers** that have no problems with UCF network.
4. **Avoid internet pick time** to take your quizzes and exams.
5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.
6. **Do NOT give other students your PID & NID** numbers or username & passwords.
7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.
8. If you use your peer's computer to take our quizzes (or exams), then you must login to **MyUCF** or **Canvas** after your peer **computer has been off (for at least 3 minutes)**. **Violators may experience Tech Problem, and their scores automatically go to ZERO.**
9. If you have any Technical Problem, please contact UCF Online Support about [Webcourses@UCF](mailto:Webcourses@UCF) tech issues at: <http://learn.ucf.edu/support/>



## Class Schedule & Assignments Spring 2022

Date	Topic	Reading & Assignments
Mon 1/10/2022	<b>UCF Semester Begins</b>	UCF Term officially begins
Tues 1/11	<b>Module 0: Course Orientation</b>	<p><b>Watch: Module Zero Videos</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Instructor’s Welcome &amp; Orientation Postings</li> <li>• Syllabus, Class Schedule, &amp; All Instructor’s Postings on All Forums in Discussion Section</li> <li>• <b>NOTE:</b> Reading class rules is important, since all quizzes cover them. Violation of class rules leads to participation penalty points for the lack of <b>FULL engagement</b> in our class.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read background lecture on <b>Political Science/International Relations (IR)</b>.</li> <li>• <b>NOTE:</b> You must <b>always</b> use our Course Mail for e-mailing Dr. Sadri and our class Teaching Assistant (TA).</li> </ul>

Thurs 1/13	<b>Module 0: Course Orientation</b>	<p><b>Required Assignments for UCF Financial Aid Report:</b></p> <ul style="list-style-type: none"> <li>• 1. Take the <b>Orientation Quiz ASAP</b></li> <li>• 2. Reply to instructor's "<b>I am</b>" <b>Message</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>
Thurs 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Drop</li> </ul>
Friday 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Add</li> </ul>
Tues 1/18	<b>Module 1: Introduction &amp; Development of IOs</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>ALL linked readings in our module</b></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/20	<b>Module 1: Introduction &amp; Development of IOs</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz 1:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>• <b>Take Pre-Test: It is required, but no preparation is necessary. It measures your basic knowledge of the course before we start.</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 1/25	<b>Module 2: Mainstream Approaches</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/27	<b>Module 2: Mainstream Approaches</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 2:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 2/1	<b>Module 3: Critical Approaches</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/3	<b>Module 3: Critical Approaches</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 3:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 3 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>

Tues 2/8	<b>Module 4: First Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 2/10	<b>Module 4: First Midterm Day</b>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• <b>First Midterm Exam Day.</b></li> <li>• <b>No Class: Exam 1 Required</b> for all and is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 1-3).</li> </ul>
Tues 2/15	<b>Module 5: Global Security</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/17	<b>Module 5: Global Security</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 4:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 5 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 2/22	<b>Module 6: Reginal Security</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/24	<b>Module 6: Reginal Security</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 5:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 6 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 3/1	<b>Module 7: Trade</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/3	<b>Module 7: Trade</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 6:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 7 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>

3/6-3/12/22	<b>SPRING BREAK</b>	<b>NO CLASSES</b>
Tues 3/15	<b>Module 8: Second Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 3/17	<b>Module 8: Second Midterm Exam</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Second Midterm Exam Day.</b></li> <li>• <b>No Class:</b> Our Exam is Only Required for those who earned less than 16 points on Exam 1. It is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 5-7).</li> </ul>
Tues 3/22	<b>Module 9-Part 1: Development &amp; Environment: Part 1: Development</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 3/24	<b>Module 9-Part 1: Development &amp; Environment :</b>  <b>Part 1: Development</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 3/29	<b>Module 9-Part 2: Development &amp; Environment:</b>  <b>Part 2: Environment</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/31	<b>Module 9-Part 2: Development &amp; Environment:</b>  <b>Part 2: Environment</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 7:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 9 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/5	<b>Module 10: Social &amp; Humanitarian Issues</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 4/7	<b>Module 10:</b> <b>Social &amp; Humanitarian Issues</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 8:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 10 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/12	<b>Module 11-Part 1: Global Governance:</b> <b>Part 1: Global Powers</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 4/14	<b>Module 11-Part 1: Global Governance:</b> <b>Part 1: Global Powers</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens</li> </ul>
Tues 4/19	<b>Module 11-Part 2: Global Governance:</b> <b>Part 2: International Leadership</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>



Thurs 4/21	<p><b>Module 11-Part 2: Global Governance:</b></p> <p><b>Part 2: International Leadership</b></p>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz 9:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 11 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/26	<p><b>Module 12:</b></p> <p><b>Extra Credit &amp; Review Session</b></p>	<p><b>Online Review Session:</b></p> <ul style="list-style-type: none"> <li>• Review your required readings &amp; notes.</li> <li>• Email your questions about the materials and exam to the Instructor and TA.</li> <li>• Read questions by your peers on the Question Forum, and try to answer their questions. They may do the same.</li> <li>• Dr. Sadri is available during Office Hours</li> </ul> <p><b>Optional Extra Credit:</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• If interested, complete OPTIONAL readings based on the module list.</li> </ul> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• If interested, make the Optional Discussion Posting, if you do not have enough required ones.</li> <li>• Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</li> </ul>

Thurs 4/28	<b>Module 12:</b> <b>Final Exam Day</b>	<p><b>Optional Extra Credit:</b></p> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</b></li> </ul>
Thurs 4/28	<b>Module 12:</b> <b>Final Exam Day</b>	<p><b>Assignments: No Face-to-Face Class</b></p> <ul style="list-style-type: none"> <li>• <b>Final Exam Day is on-line.</b></li> <li>• <b>No Class:</b> Our Final Exam is available <b>ONLY today</b> from 6:00am to 23:59 at course website (covering Modules 9-11).</li> <li>• <b>Post-Test is also available today and is due by 11:59pm. Taking it is required.</b></li> </ul>

# CPO3057: Contemporary Revolutions & Political Conflict Spring 2022 Syllabus



## Instructor Contact

<b>Instructor</b>	Dr. Houman Sadri
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<b>Office Hours</b>	T & Th: 12:00-14:30 by email, zoom, phone, or appointments.
<b>Phone</b>	(407) 823-2608
<b>E-mail</b>	Only via Course Mail

## Course Information

<b>Course Name</b>	Contemporary Revolutions and Political Conflicts
<b>Course ID &amp; Sections</b>	CPO3057 0W60
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Online Section:</b>	No face-to-face Class Meetings, BUT all our online students are advised to watch the class lecture videos

## Course Description & Objectives

Revolutions are fundamental changes in power or organizational structures that take place in a relatively short period of time. Aristotle described two types of political revolution:

1. Complete change from one constitution to another
2. Modification of an existing constitution.

Revolutions have occurred through human history and vary widely in terms of methods, duration, and motivating ideology. Their results include major changes in culture, economy, and sociopolitical institutions.

Scholarly debates about what does and does not constitute a revolution center around several issues. Early studies of revolutions primarily analyzed events in European history from a psychological perspective, but more modern examinations include global events and incorporate perspectives from several social sciences, including sociology and political science. Several generations of scholarly thought on revolutions have generated many competing theories and contributed much to the current understanding of this complex phenomenon.

In this course we view and summarize the necessary components of the available literature relating to revolutions. This interdisciplinary course provides a foundation for understanding the complex socio-political, cultural, and economic structure of revolutions. This class covers the major approaches, concepts, and methods which are the necessary tools for analyzing and comprehending this important phenomenon.

Another purpose of this course is to go beyond stereotypes, and to stimulate students' critical thinking by the analysis of events and issues from both comparative as well as cross-cultural perspectives. The next objective is to provide an accurate and unbiased recent picture of social, economic, legal, political, and security challenges of the revolutions and political conflicts in the post-Cold War period.

Moreover, this class is designed to stimulate critical analyses of events and issues in the global affairs space. It is not my place to train students to be conservative or liberal people, but to use our readings and my lectures to stimulate students to think critically when developing their own unique world view. More importantly, this course will also assist students in improving their written and oral communication skills, gaining an ability to translate knowledge from one context to another, and in applying theory to practice. Gaining this knowledge is important not only for students, but also for government and business employees and those who realize that we live in an increasingly global village.

## Format

Our **Web (or online)** course consists of only one section, which never meets in a regular classroom. However, you are **strongly encouraged to watch the lecture videos**, during which I give **hints** about quiz and exam questions. There is no required in-class attendance, but students should **think of our Web session like a Tuesday/Thursday course, which has required assignment deadlines on both Tuesdays and Thursdays**. The recorded sessions are available in an on-line digital format inside each module of our class at our course website. These recorded video lectures make understanding our course materials much easier. Our experience indicates that students who watch the videos do much better in our course than those who do not.

Every week, we start a new Reading Module (or lesson plan) on Tuesdays, and we have assignments due on Tuesdays and Thursdays. The required weekly Discussion Postings are always **due on Tuesdays at 11:59pm** sharp without any exception. Our three Exam Modules also start on Tuesdays: their Review Sessions are online on Tuesdays and the Exams themselves are always online on Thursdays. The **three Exam Modules** are modules numbers 4 (First Midterm Exam or Exam 1), 8 (Second Midterm Exam or Exam 2), and 12 (Final Exam). **The exams are available for only one day on Thursdays from 6am to 11:59pm, because UCF computer servers tend to go on backup between 12midnight and 6am, so they cut off students**. Also, every Thursday (with the exception of National Holidays), we have a quiz which is available only for one day from 6am to 11:59pm (for the same reason).

I prepared **powerpoint lectures** to make sense of a **great deal of readings** that students must complete in our **text and website articles**. Moreover, we heavily rely on our diverse readings which provide us with a variety of views and use them as additional lecture materials. I want my students to be exposed to many different ideas, not just one or two. In this course, we cover 12 Modules or lessons which consist of 9 Reading Modules and 3 Exam Modules. Each Reading Module covers at least one text chapter, and at least a few articles from our **website**. **Modules are organized as a One-Stop shop where related assignments, public discussions, postings, quizzes, exams, and surveys are linked inside modules for your convenience and efficiency**.

Each **reading module** is divided into six parts:

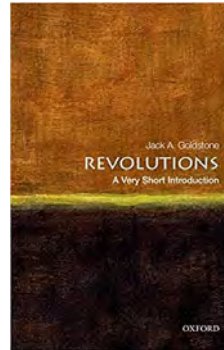
1. Reading modules begin with **required readings**, all of which must be completed before Tuesdays required postings' deadlines of 11:59pm. Of course, you may begin reading ahead, since you have access to your text, website articles, schedule, and modules.
2. Students are required to discuss the content of readings in our **online required Weekly Discussion** that is **due Tuesdays by 11:59pm**, which involves each student replying directly to instructor's analytical questions by using the Reply Button inside Instructor's Posting. This means that students **must read ALL** materials before the discussions begin; and they **must clearly document or cite ALL weekly readings in their posting**. For the complete list of requirements and format of the assignment, please see the **Discussion Posting Guidelines** linked inside the Module and see the Sample Posting in Module Zero. Remember that the Canvas System does not accept late postings. Moreover, we cannot accept any gradable assignment by e-mail or Course Mail.

3. Students should first complete **Required Readings** (including Book Chapters, Outlines, Summaries, Key Concepts, and Articles) for each module to better understand the subject before making their discussion posting. There are 12 discussion postings including the extra one in Module 12. The first 3 are easier, so I strongly suggest that you do them. For earning the full 30 points, however, you must complete 6 postings.
4. Moreover, there is an **Optional Question Forum** for **exchanges among students** who may have additional questions about the reading materials or current events. This optional forum is to facilitate communications among students, so they can exchange ideas and learn from one another. This fosters a **Community of Learner**, another UCF goal. The aim is to **empower students** by providing them the opportunity to act as teachers to help one another. Those students who act as teachers learn the materials better themselves, and those who listen to them tend to identify better with their own peers. This way, most reading questions are answered, vague points are clarified, and we ensure that the materials are clear for all students. So, this Forum should help students with their preparation for the quizzes and tests. Thus, we use the **Question Forum** as the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum only when the students' answers to the questions are not correct (or complete) or he may play the role of a devil's advocate by providing students with different perspectives.
5. For each reading module, the next step is a **quiz** that **covers all reading materials** of that particular module in addition to including questions from our course syllabus folder. **There are 9 reading modules and thus 9 quizzes.** You are required to take 3 of these 9 quizzes. However, I suggest that students take all 9 quizzes, so I can **drop their lowest 6 quizzes scores.** I add up their top 3 quizzes for their final total quiz score.
6. The final step in any module is the Weekly **Optional** (ungraded) **Survey**, which is available if you click on its link inside each module description page. These surveys are setup to be fully **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor via **Course Mail** or have a criticism of the course or the instructor during a particular module. **These ungraded Surveys include two parts:** the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your criticism or praise.** Since the surveys are fully anonymous, students should feel free to express themselves, make any constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students participating in the survey, he may address such criticism in the Question Forum. If you have no criticism, you are **NOT required to use these ungraded Optional Surveys.** Of course, you are also welcome to provide any positive input, if you like any aspect of the class which helps us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if **our Course Website** technology allows us. Our course materials with the exception of our required text are available on-line.

## Text

The following books and materials are **required** for our class:



James DeFronzo. *Revolutions and Revolutionary Movements*. 5th ed. Boulder, CO: Westview Press, 2014 (ISBN: 978-0813349244).

Jack Goldstone, *Revolutions: A Very Short Introduction*. Oxford, UK: Oxford Univ. Press, 2014 (ISBN: 978-0199858507).

Additional reading materials will be available at our class Website inside each module. You may access them via their links inside each Module.

## PowerPoint Information

Some of this course's content is displayed as PowerPoint files. If you do not have PowerPoint installed on your system, you can download a free PowerPoint Viewer from Microsoft for your Windows computer. If you have a Mac or Windows computer you can use OpenOffice.

## Teaching Philosophy

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of both familiar and unfamiliar topics and materials. My teaching goals are both to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

## General Policies

Based on the UCF's rules and standards, the instructor will pursue the following general policies:

1. **The professor reserves all rights to modify the content** of the syllabus, class schedule, and/or the course, as it becomes necessary. Student must pay attention.
2. With no exception, **students MUST only use Course Mail**, when they need to contact the professor and/or the class Teaching Assistant (TA).
3. If you receive no reply from the instructor (and/or TA) within **48-hours** (during regular business days & hours, M-F 8am-5pm) after sending your message (when he is **not** out-of-town), it means that he did not receive your message. Please re-send the message.
4. Respecting students' **privacy**, the instructor provides student's records only to the student himself/herself on a one-to-one basis. He will not discuss one student's case in front of others in any **public forum**. Students are also not allowed to discuss their private cases in the public forums of our course. Thus, students must **directly contact the instructor via Course Mail (not in class public forums)**, if they have questions about their own records, grades, or particular situations.
5. Dr. Sadri encourages and **welcomes questions** as well as comments from all students. However, he will not allow any student to intimidate other students or dominate the class discussion. No student is allowed to impose his/her ideas on others or create an unhealthy class environment.
6. Students Participation Score is penalized for **repeated questions whose answers are in the syllabus folder (including syllabus and more) documents** and course forums.
7. With our generous drop policy, there is no need for changes in deadlines. However, please inform the professor, if you face special career situations (eg. military deployment to the front) or personal issues (e.g. hospitalization) not listed on the UCF calendar.
8. Since our course materials are on-line, all students **MUST check Course Mail, class Web Forums, and their e-mails at least twice a day** (once in the morning and once at nights) for new class announcements, news, messages and/or updates by professor or TA.
9. Without exceptions, **ALL written (gradable) assignments** (postings, quizzes, and exams) **MUST be submitted to our Course Website**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.
10. In case of technical challenges with the Canvas, the Instructor may use students' e-mail addresses from the UCF e-Community. Update your e-mail address at the **Polaris** (UCF Registration) system otherwise you may not receive certain emergency messages.
11. If you have **an official name change** during the term, you must inform the instructor immediately, since UCF does not do that.
12. Students should regularly check our Website Assignments Deadline page and avoid submitting assignments to **our Course Website** at the last minute. The **Website clock** may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment, posting, quiz, or exam is accepted by e-mail or Course Mail**. It is your responsibility to submit assignments before the **Website** deadlines, Eastern Standard Time (EST).



13. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day (and time) when scores are posted or the discrepancy has occurred. No late (or last minute) appeals will be considered.
14. Students, who take a passive (or inactive) role in our class, especially during the first 4 weeks of the term, will be considered “**disengaged**,” based on UCF standards. They will be severely penalized on the case by case basis.

## **Make-Up Policy**

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**, since we have a very generous drop policy for each student throughout the term. Most students consider my “drop system” as a very generous make-up policy.

Remember that the **First Midterm Exam is required for all** without exception. After taking the First Exam, it can be replaced by the Second Midterm Exam, which has a higher score. However, the First and/or the Second Midterm Exams are **NOT** a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

### **Make-Up for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see UCF policy: <https://policies.ucf.edu/documents/4-401.pdf>>

## **UCF General COVID Statement**

We recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of our online class attendance, participation, and contributions.

### **UCF Statement Regarding Masks**

Since our class is a W (or fully online) course without any face-to-face time, we do not have the same Mask requirements as the face-to-face courses. However, it is important that students know the following UCF policy.

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

## UCF COVID & Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

## Ethics & Turnitin.com

In this course we will utilize **turnitin.com**, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from **turnitin.com** that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## University Writing Center

Besides a good deal of reading, our course involves a great amount of writing. When you have any challenges with writing assignments or if want to improve the quality of your work, see:

University Writing Center, Trevor Colbourn Hall 109  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197, <http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from their first-year to graduation in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

## Rules of Conduct

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>.

The instructor will follow the code and expects all students to do the same. As our Golden Rule (<https://goldenrule.sdes.ucf.edu/>) handbook clearly states, failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

## UCF Course Accessibility

The UCF 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, 407-823-2371).

## Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies.

The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Religious Observation

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19>

# Course Requirements & Grading System

The final grades are on a Point System. I do not use letter grades on assignments, postings, quizzes, or tests to avoid misleading interpretations of final grades. I encourage students to avoid letter grade interpretation of their scores. All Modules 0, 1, 2, & 3 assignments and the Final Exam are required for all. Exam 2 is ONLY required for those with low Exam 1 score.

Our course is organized to create **equal opportunity** for students with different learning abilities and skills. If students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 Optional Extra Credit Points for the final grade.

<b>CRITERIA</b>	<b>POINTS</b>
<b>3 (out of 9) online Quizzes, 10 points each</b>	<b>30</b>
<b>6 (out of 12) online Discussion Postings, 5 points each</b>	<b>30</b>
<b>Required First Exam (Second Exam is required for low scores)</b>	<b>20</b>
<b>Required Final Exam (online)</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>
<b>Extra Credit (online)</b>	<b>5</b>

Students are expected to participate in our **online discussion** forums. Individuals who are active by their early postings, extensive contribution to Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question, Technical, From the Grapevine) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

**NOTE:** Please feel free to check only your raw scores on the Canvas Gradebook anytime. However, **the Canvas provides Inaccurate and Misleading Grade Statistics**, because it does not take into account our generous drop policy. Canvas simply adds all your scores regardless of their quality, ranking, and dropping the lowest figures. For students, Canvas grade statistics often show a very high performance percentage which is seriously wrong. For the accurate report of your grade standing, please simultaneously email the professor and Teaching Assistants (TAs).

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

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade. The instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

## Quizzes

To learn about our course topic, one must understand diverse political issues at national, regional, and international levels. Based on our schedule, students are required to read (free of any cost) **articles** linked inside each Module of our **Webcourses@UCF online course** in association with each text chapter. To confirm that module readings are understood, there are **NINE CLOSED-BOOK** multiple choice online quizzes--each related to one reading module. **Closed-Book means that one is not supposed to use the reading materials while one takes the quiz.** Out of the 9 quizzes, only three quizzes are required for each student. However, students are welcome to take all other quizzes as well to maximize their total quiz scores.

With only 10 questions, each quiz is worth 10 points. It covers **all readings in one particular module plus questions from the Syllabus Folder (not just from our syllabus document)** to make sure that everyone understands the class rules in order to maximize their own benefits, according to the recommendation of the Course Development staff. Moreover, the same staff suggest that Quizzes (with 10 questions) should be set for only 5 minutes. However, I extended

the time limit to 10 minutes for each quiz. Our records show that majority of students take only about 5.5 minutes—a record very close to what the UCF staff has suggested for a time limit.

Now the question is: What should be done about those who need more time? I can certainly identify with those who may need more time, simply because of my own learning disabilities. Please do not repeat my personal challenging school experience due to ignore my learning disabilities for years and get yourself tested for learning disabilities and report it to the UCF Office of Disability. This way, you can legally receive double-time for the quizzes and tests, based on both Federal and UCF rules. If you do not have a learning disability, please contact the professor to help you improve your Study Habits and Methods in order to be more efficient and effective in taking the quizzes and ultimately earn higher scores.

Canvas System timing, depending on your type of Internet Connection to UCF system, causes some students to get cut off at the 10-minute time limit for the quizzes, while others may be in time violation. To avoid any penalty points, I strongly suggest that you submit your answers before the 10<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

**Moreover, UCF computer servers some nights go on backup (sometimes between 12 midnight to 6am), causing some students to be cut off in the past.** Thus, our quizzes cannot be open for more than a day. Each quiz is only open for one Thursday from 6:00am to 11:59pm, each quiz is linked inside its own module. As mentioned earlier, quizzes are designed for 5 minutes, but **you have up to 10-minutes to complete each.** The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time (i.e., 20 minutes) for each quiz, based on UCF rules. **However, the Disabled Student MUST ask the UCF Disability Services to provide the professor with confirmation of their status in the first week of the term.** These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

UCF aims to prepare students for both objective and subjective tests. Quizzes are examples of objective tests. The quiz questions are multiple-choice and/or true-false in nature. Since **there is no make-up for the quizzes,** it is strongly **recommended** that students **take all 9 quizzes** and maximize their chance of a higher total quiz score and avoid possible computer and network technical problems, which may lead to losing the opportunity to submit their quiz. To calculate students' total quiz scores the professor will **automatically drop their 6 lowest quiz scores** and use only the top 3 out of their 9 quiz scores for each student. Students may earn up to a total of 30 points for their total quiz score.

**Note:** It is normal that quizzes would be more challenging for some than for others. The key issue for success on the quizzes is to **master** the readings. This means that you must fully repeat the readings at least 3 times, which is what I also do while preparing for my lectures. **There is no shame in reading the materials 3 times, based on current educational standards.** For those students who do not **master** the readings, the 10-minute time limit will seem too short. For those who do not master the readings, it is impossible to cheat on the quizzes, because the Canvas System chooses 10 random questions from a large question pool for each student. **No two quizzes are the same** because the question pool is very large with at least a couple of hundred questions. Even if a few students take the same quiz together, they will certainly have different

sets of quiz questions within their own 10-minute quiz. Moreover, the quizzes get harder as the term moves on, so I made the first three easier quizzes required for all. There is no choice, but to **master** (or comprehend, not just memorize) the assigned readings. If you have questions, please ask us by direct emails.

## Exams

Our class has 3 exams: First and Second Midterm Exams as well as a Final Exam. The First Exam and the Final Exam are required for all students without exception. The Second Exam is only required for those whose First Exam score is low (i.e., below 16 out of 20 points or what students call “C” or less levels).

All 3 exams are **Closed-Book** online tests. In a **Closed-Book test**, one may mention our text or lecture materials (only from their memory), but one **does NOT directly "quote"** text or lectures (**with page numbers of the readings**). Students should **NOT document their test writings**. Documenting is **citing the author along with page numbers**. In a **closed-book** test, quoting or documenting is considered **plagiarism**, which is a punishable act based on UCF rules.

**Each exam covers about one-third of the course materials.** All students are **required to take the First Midterm Exam without exception**. Those who do not do well on the First Exam (or Exam 1) are then required to take the Second Midterm Exam (or Exam 2). For these two midterm exams, the instructor drops the lowest score for each student. If you miss an exam, it will automatically earn zero. The First or Second Midterm Exam is **not** a replacement for the Final Exam. The Final Exam is **required** for all students without exception. **The Final Exam covers the last third of the term.** There is **no make-up** for the Final Exam, so students must take it as scheduled, linked on Module 12. Please put our exam dates on your schedule.

After taking the Final Exam, please take the **Post-Test**, as a sign of your learning level and engagement in our class. The Post-Test has the same questions as the Pre-Test which is linked in Module 1. The Pre-Test is also required as a sign of initial learning and engagement in our class. The final grade of those who fail to take the Pre- and Post-Tests will be penalized.

Each exam will provide an **equal opportunity** to students with different learning abilities. In this regard, each **exam has 3 parts**: **In Part 1**, there are Objective Questions or multiple choice; in **Part 2**, Short-Answer Questions that are a combination of objective and subjective questions; and in **Part 3**, Essay Questions, which are considered more subjective. In the **First Part** of the exam, there will be 7 objective questions (consisting of multiple choice and/or true-false questions), each worth 1 point. All questions must be answered. The **Second Part** of the exam consists of short-answer questions, each of which can be answered briefly in one sentence. In this part, students have options, and are required to **answer only 2** questions, not more and not less. There will be a penalty for answering more or less than 2 questions in this part. Each short-answer question is worth 3 points for a total of 6 points. The **Third Part** of the exam is made of essay questions, which are considered subjective questions. Students have options and are required to **answer only one essay** question, which is worth 7 points, including 2 points for the essay outline (see sample outline and essay format in Modules 4, 8, and 12). Organize your

thoughts and write down an **outline** with at least 5 Roman Numerals (subdivided into at least a couple of points) before starting the essay. For this outline, the **First** and **Last** Roman Numerals refer to the Introduction and Conclusion sections. The **other three** Roman Numerals must relate to the other three mini questions inside your essay question. The **outline is worth 2 points**, so take it seriously.

The essay must be an extensive answer (**at least 500 words in length**), which will be evaluated based on the following **criteria: clarity, content, organization, comprehensiveness, argument quality, and supporting evidence** (facts and examples). Before submitting your exam, make sure your essay answer is in single-spaced format, New Times Roman font, black color font, and 10-point font size. You are responsible for using proper **grammar and spell checking** your work. There is a penalty for violation of these rules. **Hint:** Use at least a separate paragraph for each of your Roman Numerals.

**Since UCF servers some nights go on backup (between 12 midnight to 6am) and some students were cut off in the past**, our exams cannot be open for more than a day. Each required exam is only open for one Thursday from 6:00am to 11:59pm. Based on UCF Course Development staff suggestions, our exams are designed for 45 minutes, but **you have up to 60-minutes to complete each**. The exceptions to this rule are the students registered with the UCF Student Disability Services. These students have double time for each exam, based on UCF rules. However, the Disability Students must ask the UCF Disability Services to provide the instructor with documentations of their status in the first week of the term. These students cannot use the extra time until the instructor receives the notification from the Disability Services.

The UCF Canvas System **does not save your answers**, if you violate the time even by a micro second. Depending on your Internet Connection to UCF, some students will get cut off at the 60-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 60<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

## Extra Credit

There is one **Optional Extra Credit** opportunity worth 5 points throughout the term. This Extra Credit is a Quiz that covers a number of **Optional Reading Assignments** in Module 12 at the end of the term. This quiz has the same format and requirements as a regular quiz, so read the Quiz section. The Extra Credit Quiz is linked in Module 12 and it is listed in our Class Schedule. The difference between the Extra Credit Quiz and other quizzes is that you have only 5 questions and have only 5 minutes of time for taking the Extra Credit Quiz.

**Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past**, this extra credit quiz cannot be open for more than a day. It is only open for one day from 6:00am to 11:59pm. The Extra Credit Quiz is designed for 2.5 minutes, based on UCF Course Development staff. However, **you have up to 5-minutes to complete it**. The exceptions to this rule are the students registered with the **UCF Student Disability Services**. These students have double time for the Extra Credit Quiz, based on UCF



rules. However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term. These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

Again, the Canvas System may either cut you off or keep you in time violation (depending on your Internet Connection to UCF). I suggest that you save and submit this quiz before the 5<sup>th</sup> minute. There is penalty point for time violations. One point is subtracted for each extra minute beyond 5 minutes. Disability Students have double time for Extra Credit Quiz, based on UCF rules.

## **Attendance, Engagement, & Participation**

### ***Attendance:***

For the online students (in W or V courses), students' **attendance** level is partly based on their active (or passive) record in our Optional Forums. There are 3 Optional forums: Questions, Tech Help, and "From the Grapevine:" For the complete description of each forum, please check the first one listed by Dr. Sadri. Students who want recognition for their activities should help their peers in these Optional Forums. Those who have a strong record will get my help for a higher final grade in our class, those individuals who are active by **helping other students** in our **Question, Technical Help, and Grapvine Forums** and participating in other Optional Forums will benefit and be eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade. If you feel that you do not have a strong attendance record and have taken a very passive role in our class, please complete the Extra Credit assignment (worth 5 points), linked in Module 12.

### ***Engagement:***

Inspired by the UCF educational mission, full **engagement** in class is essential in our online course. 1) In part, students' **engagement** is measured by observing how carefully each student follows all class instructions and rules (listed in the Syllabus Folder), announcements, and emails from the Professor and the Teaching Assistants (TAs). Students who ask questions whose answers are already in the above mentioned documents are obviously showing "**disengagement**" in our course. To encourage students to take the class rules seriously, each quiz has questions from the Syllabus Folder. 2) Class **engagement** is also measured by students' completing the Pre-Test in Module 1 and Post-Test in Module 12. 3) Finally, students' **engagement** is measured by meeting the UCF Financial Aid Requirement Report (in Module 0), by completing 2 simple assignments, based on Module Zero description. The final grade of those who show any "**disengagement**" is penalized by their level of passivity in this class, based on UCF rules.

### ***Participation:***

Obviously, students' **participation** is vital in our class. What do we mean by participation? **Participation means students actively completing the weekly course discussion postings.**

Students may present explanation, opinion, or relevant comments about an issue, based on my instructions in our Discussion Forum linked within each module. However, simply asking questions or bombarding the instructor with emails (whose answers are already in the syllabus) is not considered active participation. Of course, I expect my students to participate in our **Weekly Discussion Forums**.

**Are there any weekly participation grades?** Your weekly posting is evaluated on a **point system based on a rubric** which evaluates each posting from zero to 5 points. More specific posting instructions are linked in each module under the title: **Discussion Posting Guidelines**. If you are not sure about the acceptability of your work, then please make your postings by Sunday night. On Monday mornings, the instructor (or TAs) will send messages to students whose works are unacceptable or incomplete. Such students will have time before Tuesday night deadlines to revise their postings (in the Discussion Forum) and make them acceptable or complete. **If you make your posting after Sunday night, there is no time for instructor/TA comments, so you take a chance.** Thus, you may earn no points at all, despite your initial attempts. There are 11 opportunities for Discussion Postings: **the first three (Modules 1-3) are strongly recommended.** You have the option for the remaining postings to complete or not. There is also an Optional Posting in Module 12. Since the Discussion questions become much harder as the term goes by, you are strongly recommended to complete the earlier ones.

**How do you calculate your participation score?** It is easy to calculate your participation score. Please simply add the scores that you received for each posting. You may earn up to 30 points in total for 6 fully-completed Posting, based on our rubric and instructions. For detailed posting instructions, see the Discussion Posting Guidelines, linked in the module description page. There are 11 weekly Discussions. I drop the 5 lowest Postings for each student, and add their totals.

There is also an Optional Posting based on the Extra Credit Readings in Module 12 at the end of the term. Those who miss a week of Required Discussion Posting are strongly encouraged to use this optional opportunity to neutralize 1 missed posting that is graded based on the same rubric.

**Note:** Those who repeatedly violate syllabus rules may lose participation and engagement points. Such violations include, not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they had received my comments.

## **Other Assignments**

If the students take a laidback attitude towards the readings or the class discussion, the instructor may assign additional oral and/or written assignments in form of reports or research projects to stimulate participation.

## **Technical Challenges**

**Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is fully with the students.**

It is partially **due to Tech Problems** that we have a **generous drop policy** in our class to minimize the impact of tech problems. **To avoid Tech Problems**, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. This is especially **important for Exams and Quizzes** that are open only for one day (**Thursday 6:00am till 11:59pm**). You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

In fact, one reason that our quizzes and exams are **available only from 6am till 11:59pm** is that many of the UCF computers, servers, and network go to a backup (or repair) process between 12 (midnight) and 6am. Thus, I decreased the chance of my students being cut off from the UCF server during an exam or a quiz. Moreover, there is statistically less chance of computer crashes on Thursdays, so all our Exam and Quizzes are available **ONLY** on Thursdays.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and Canvas' server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

**Based on our recent experience, here are some useful suggestions:**

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.
2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.
3. **Use reliable updated Internet Browsers** that have no problems with UCF network.
4. **Avoid internet pick time** to take your quizzes and exams.
5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.
6. **Do NOT give other students your PID & NID** numbers or username & passwords.
7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.
8. If you use your peer's computer to take our quizzes (or exams), then you must login to **MyUCF** or **Canvas** after your peer **computer has been off (for at least 3 minutes)**. **Violators may experience Tech Problem, and their scores automatically go to ZERO.**
9. If you have any Technical Problem, please contact UCF Online Support about [Webcourses@UCF](mailto:Webcourses@UCF) tech issues at: <http://learn.ucf.edu/support/>

## Class Schedule & Assignments Spring 2022

Date	Topic	Reading & Assignments
Mon 1/10/2022	<b>UCF Semester Begins</b>	UCF Term officially begins
Tues 1/11	<b>Module 0: Course Orientation</b>	<p><b>Watch: Module Zero Videos</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Instructor’s Welcome &amp; Orientation Postings</li> <li>• Syllabus, Class Schedule, &amp; All Instructor’s Postings on All Forums in Discussion Section</li> <li>• <b>NOTE:</b> Reading class rules is important, since all quizzes cover them. Violation of class rules leads to participation penalty points for the lack of <b>FULL engagement</b> in our class.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read background lecture on <b>Political Science/International Relations (IR)</b>.</li> <li>• <b>NOTE:</b> You must <b>always</b> use our Course Mail for e-mailing Dr. Sadri and our class Teaching Assistant (TA).</li> </ul>

Thurs 1/13	<b>Module 0: Course Orientation</b>	<p><b>Required Assignments for UCF Financial Aid Report:</b></p> <ul style="list-style-type: none"> <li>• 1. Take the <b>Orientation Quiz ASAP</b></li> <li>• 2. Reply to instructor's "<b>I am</b>" <b>Message</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>
Thurs 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Drop</li> </ul>
Friday 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Add</li> </ul>
Tues 1/18	<b>Module 1: Introduction</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>ALL linked readings in our module</b></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/20	<b>Module 1: Introduction</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz 1:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>• <b>Take Pre-Test: It is required, but no preparation is necessary. It measures your basic knowledge of the course before we start.</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 1/25	<b>Module 2: Causes, Processes, &amp; Outcomes</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/27	<b>Module 2: Causes, Processes, &amp; Outcomes</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 2:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 2/1	<b>Module 3: Ancient &amp; Renaissance Revolutions</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/3	<b>Module 3: Ancient &amp; Renaissance Revolutions</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 3:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 3 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>

Tues 2/8	<b>Module 4: First Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 2/10	<b>Module 4: First Midterm Day</b>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• <b>First Midterm Exam Day.</b></li> <li>• <b>No Class: Exam 1 Required</b> for all and is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 1-3).</li> </ul>
Tues 2/15	<b>Module 5: Constitutional Revolutions</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/17	<b>Module 5: Constitutional Revolutions</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 4:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 5 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
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Tues 2/22	<b>Module 6: Communist Revolutions</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/24	<b>Module 6: Communist Revolutions</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 5:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 6 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 3/1	<b>Module 7: Dictators &amp; Revolutions</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/3	<b>Module 7: Dictators &amp; Revolutions</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 6:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 7 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>



3/6-3/12/22	<b>SPRING BREAK</b>	<b>NO CLASSES</b>
Tues 3/15	<b>Module 8: Second Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 3/17	<b>Module 8: Second Midterm Exam</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Second Midterm Exam Day.</b></li> <li>• <b>No Class:</b> Our Exam is Only Required for those who earned less than 16 points on Exam 1. It is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 5-7).</li> </ul>
Tues 3/22	<b>Module 9: Modern Islamic Revolutions  Part 1: Iranian Revolution</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 3/24	<b>Module 9: Modern Islamic Revolutions</b>  <b>Part 1: Iranian Revolution</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 3/29	<b>Module 9: Modern Islamic Revolutions</b>  <b>Part 2: Islamic Revolutionary Movements</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/31	<b>Module 9: Modern Islamic Revolutions</b>  <b>Part 2: Islamic Revolutionary Movements</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 7:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 9 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/5	<b>Module 10: Color Revolutions &amp; Revolutions Via Democracy</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 4/7	<b>Module 10: Color Revolutions &amp; Revolutions Via Democracy</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 8:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 10 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 4/12	<b>Module 11: Revolutions Now &amp; Future</b>  <b>Part 1: Arab Revolutions</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 4/14	<b>Module 11: Revolutions Now &amp; Future</b>  <b>Part 1: Arab Revolutions</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens</li> </ul>
Tues 4/19	<b>Module 11: Revolutions Now &amp; Future</b>  <b>Part 2: Future Revolutions</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 4/21	<b>Module 11: Revolutions Now &amp; Future</b>  <b>Part 2: Future Revolutions</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 9:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 11 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 4/26	<b>Module 12: Extra Credit &amp; Review Session</b>	<p><b>online Review Session:</b></p> <ul style="list-style-type: none"> <li>• Review your required readings &amp; notes.</li> <li>• Email your questions about the materials and exam to the Instructor and TA.</li> <li>• Read questions by your peers on the Question Forum, and try to answer their questions. They may do the same.</li> <li>• Dr. Sadri is available during Office Hours</li> </ul> <p><b>Optional Extra Credit:</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• If interested, complete OPTIONAL readings based on the module list.</li> </ul> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• If interested, make the Optional Discussion Posting, if you do not have enough required ones.</li> <li>• Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</li> </ul>
Thurs 4/28	<b>Module 12: Final Exam Day</b>	<p><b>Optional Extra Credit:</b></p> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</b></li> </ul>

Thurs 4/28	<b>Module 12:</b> <b>Final Exam Day</b>	<b>Assignments: No Face-to-Face Class</b> <ul style="list-style-type: none"><li>• <b>Final Exam Day is on-line.</b></li><li>• <b>No Class:</b> Our Final Exam is available <b>ONLY today</b> from 6:00am to 23:59 at course website (covering Modules 9-11).</li><li>• <b>Post-Test is also available today and is due by 11:59pm. Taking it is required.</b></li></ul>
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# CPO3403: Politics of the Middle East Spring 2022 Syllabus



## Instructor Contact

<b>Instructor</b>	Dr. Houman Sadri
<b>Office</b>	School of Politics, Security, and International Affairs University of Central Florida 4297 Andromeda Loop N. Howard Phillips Hall 302 Orlando, FL 32816-1356
<b>Office Hours</b>	T & Th: 12:00-14:30 by email, zoom, phone, or appointments.
<b>Phone</b>	(407) 823-2608
<b>E-mail</b>	Only via Course Mail

## Course Information

<b>Course Name</b>	Politics of the Middle East
<b>Course ID &amp; Sections</b>	CPO3403 0W60
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2022
<b>Online Section:</b>	No face-to-face Class Meetings, BUT all our online students are advised to watch the class lecture videos

## Course Description & Objectives

This interdisciplinary course provides a foundation for understanding the complex socio-political, cultural, and economic structure of the Middle East, a vague term that includes the States of North Africa, the Persian Gulf, and the Eastern Mediterranean Sea (known as the Near East). This class covers the major approaches, concepts, and methods, which are the necessary tools for analyzing and comprehending the social structure, governmental institutions, in addition to the formal and informal policies of this vital geographic region.

Another purpose of this course is to go beyond stereotypes, and to stimulate students' critical thinking by the analysis of events and issues from both comparative as well as cross-cultural perspectives. The next objective is to provide an accurate and unbiased recent picture of social, economic, legal, political, and security challenges of the Middle Eastern nations in the post-Cold War period. The Middle East is a significant region for the West, because it is the source of the three major monotheistic religions of the world, and many of its natural resources, particularly the fossil fuels, are vital for the survival of the West. In the post-September 11<sup>th</sup>, the West (especially the US) is amazed by the level of anti-Western and anti-American sentiments in the region. Many ask: Why do they hate us? In response, some argue that we cannot do anything about the situation, while others suggest that the problem could have been avoided by a deeper and more comprehensive understanding of the Middle Eastern cultures, societies, and politics. Still others call for a revision of the failed Western policies in the last century in the region. These are some issues that we examine.

Another purpose of this class is to stimulate critical analyses of events and issues in global affairs. It is not my place to train students to be **conservative or liberal people**, but **I use our readings and my lectures to stimulate your minds**. However, **I have no political agenda**, especially since I am an independent, who does not even belong to any real political party. More importantly, this course will also assist students to improve their written and oral communication skills, to gain an ability to translate knowledge from one context to another, and to apply theory to practice. Gaining this knowledge is important not only for students, but also for government and business employees and those who realize that we live in an increasingly global village.

## Format

Our **Web (or online)** course consists of only one section, which never meets in a regular classroom. However, you are **strongly encouraged to watch the lecture videos**, during which I give **hints** about quiz and exam questions. There is no required in-class attendance, but students should **think of our Web session like a Tuesday/Thursday course, which has required assignment deadlines on both Tuesdays and Thursdays**. The recorded sessions are available in an on-line digital format inside each module of our class at our course website. These recorded video lectures make understanding our course materials much easier. Our experience indicates that students who watch the videos do much better in our course than those who do not.

Every week, we start a new Reading Module (or lesson plan) on Tuesdays, and we have assignments due on Tuesdays and Thursdays. The required weekly Discussion Postings are always **due on Tuesdays at 11:59pm** sharp without any exception. Our three Exam Modules also start on Tuesdays: their Review Sessions are online on Tuesdays and the Exams themselves are always online on Thursdays. The **three Exam Modules** are modules numbers 4 (First Midterm Exam or Exam 1), 8 (Second Midterm Exam or Exam 2), and 12 (Final Exam). **The exams are available for only one day on Thursdays from 6am to 11:59pm, because UCF computer servers tend to go on backup between 12midnight and 6am, so they cut off students.** Also, every Thursday (with the exception of National Holidays), we have a quiz which is available only for one day from 6am to 11:59pm (for the same reason).

I prepared **powerpoint lectures** to make sense of a **great deal of readings** that students must complete in our **text and website articles**. Moreover, we heavily rely on our diverse readings which provide us with a variety of views and use them as additional lecture materials. I want my students to be exposed to many different ideas, not just one or two. In this course, we cover 12 Modules or lessons which consist of 9 Reading Modules and 3 Exam Modules. Each Reading Module covers at least one text chapter, and at least a few articles from our **website**. **Modules are organized as a One-Stop shop where related assignments, public discussions, postings, quizzes, exams, and surveys are linked inside modules for your convenience and efficiency.**

Each **reading module** is divided into six parts:

1. Reading modules begin with **required readings**, all of which must be completed before Tuesdays required postings' deadlines of 11:59pm. Of course, you may begin reading ahead, since you have access to your text, website articles, schedule, and modules.
2. Students are required to discuss the content of readings in our **online required Weekly Discussion** that is **due Tuesdays by 11:59pm**, which involves each student replying directly to instructor's analytical questions by using the Reply Button inside Instructor's Posting. This means that students **must read ALL** materials before the discussions begin; and they **must clearly document or cite ALL weekly readings in their posting**. For the complete list of requirements and format of the assignment, please see the **Discussion Posting Guidelines** linked inside the Module and see the Sample Posting in Module Zero. Remember that the Canvas System does not accept late postings. Moreover, we cannot accept any gradable assignment by e-mail or Course Mail.
3. Students should first complete **Required Readings** (including Book Chapters, Outlines, Summaries, Key Concepts, and Articles) for each module to better understand the subject before making their discussion posting. There are 12 discussion postings including the extra one in Module 12. The first 3 are easier, so I strongly suggest that you do them. For earning the full 30 points, however, you must complete 6 postings.
4. Moreover, there is an **Optional Question Forum** for **exchanges among students** who may have additional questions about the reading materials or current events. This optional forum is to facilitate communications among students, so they can exchange ideas and learn from one another. This fosters a **Community of Learner**, another UCF goal. The aim is to **empower students** by providing them the opportunity to act as teachers to help one another. Those students who act as teachers learn the materials better themselves, and those who listen to them tend to identify better with their own peers.



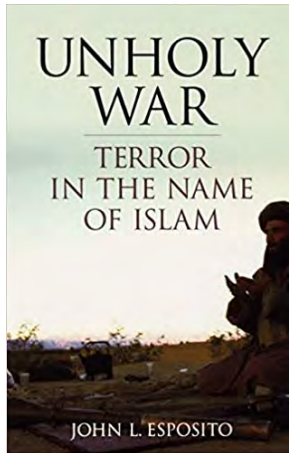
This way, most reading questions are answered, vague points are clarified, and we ensure that the materials are clear for all students. So, this Forum should help students with their preparation for the quizzes and tests. Thus, we use the **Question Forum** as the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum only when the students' answers to the questions are not correct (or complete) or he may play the role of a devil's advocate by providing students with different perspectives.

5. For each reading module, the next step is a **quiz** that **covers all reading materials** of that particular module in addition to including questions from our course syllabus folder. **There are 9 reading modules and thus 9 quizzes.** You are required to take 3 of these 9 quizzes. However, I suggest that students take all 9 quizzes, so I can **drop their lowest 6 quizzes scores.** I add up their top 3 quizzes for their final total quiz score.
6. The final step in any module is the Weekly **Optional** (ungraded) **Survey**, which is available if you click on its link inside each module description page. These surveys are setup to be fully **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor via **Course Mail** or have a criticism of the course or the instructor during a particular module. **These ungraded Surveys include two parts:** the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your criticism or praise.** Since the surveys are fully anonymous, students should feel free to express themselves, make any constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students participating in the survey, he may address such criticism in the Question Forum. If you have no criticism, you are **NOT required to use these ungraded Optional Surveys.** Of course, you are also welcome to provide any positive input, if you like any aspect of the class which helps us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if **our Course Website** technology allows us. Our course materials with the exception of our required text are available on-line.

## Text

The following book and materials are **recommended** for our class:



John L. Esposito, *Unholy War: Terror in the Name of Islam*, New York: Oxford University Press, 2002 (ISBN: 0-19-516886-0).

Additional reading materials will be available at our class Website inside each module. You may access them via their links inside each Module.

## **PowerPoint Information**

Some of this course's content is displayed as PowerPoint files. If you do not have PowerPoint installed on your system, you can download a free PowerPoint Viewer from Microsoft for your Windows computer. If you have a Mac or Windows computer you can use OpenOffice.

## **Teaching Philosophy**

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of both familiar and unfamiliar topics and materials. My teaching goals are both to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

## **General Policies**

Based on the UCF's rules and standards, the instructor will pursue the following general policies:

1. **The professor reserves all rights to modify the content** of the syllabus, class schedule, and/or the course, as it becomes necessary. Student must pay attention.
2. With no exception, **students MUST only use Course Mail**, when they need to contact the professor and/or the class Teaching Assistant (TA).
3. If you receive no reply from the instructor (and/or TA) within **48-hours** (during regular business days & hours, M-F 8am-5pm) after sending your message (when he is **not** out-of-town), it means that he did not receive your message. Please re-send the message.
4. Respecting students' **privacy**, the instructor provides student's records only to the student himself/herself on a one-to-one basis. He will not discuss one student's case in front of others in any **public forum**. Students are also not allowed to discuss their private cases in the public forums of our course. Thus, students must **directly contact the instructor via Course Mail (not in class public forums)**, if they have questions about their own records, grades, or particular situations.
5. Dr. Sadri encourages and **welcomes questions** as well as comments from all students. However, he will not allow any student to intimidate other students or dominate the class discussion. No student is allowed to impose his/her ideas on others or create an unhealthy class environment.
6. Students Participation Score is penalized for **repeated questions whose answers are in the syllabus folder (including syllabus and more) documents** and course forums.
7. With our generous drop policy, there is no need for changes in deadlines. However, please inform the professor, if you face special career situations (eg. military deployment to the front) or personal issues (e.g. hospitalization) not listed on the UCF calendar.
8. Since our course materials are on-line, all students **MUST check Course Mail, class Web Forums, and their e-mails at least twice a day** (once in the morning and once at nights) for new class announcements, news, messages and/or updates by professor or TA.
9. Without exceptions, **ALL written (gradable) assignments** (postings, quizzes, and exams) **MUST be submitted to our Course Website**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.
10. In case of technical challenges with the Canvas, the Instructor may use students' e-mail addresses from the UCF e-Community. Update your e-mail address at the **Polaris** (UCF Registration) system otherwise you may not receive certain emergency messages.
11. If you have **an official name change** during the term, you must inform the instructor immediately, since UCF does not do that.
12. Students should regularly check our Website Assignments Deadline page and avoid submitting assignments to **our Course Website** at the last minute. The **Website clock** may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment, posting, quiz, or exam is accepted by e-mail or Course Mail**. It is your responsibility to submit assignments before the **Website** deadlines, Eastern Standard Time (**EST**).
13. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day (and time) when scores are posted or the discrepancy has occurred. No late (or last minute) appeals will be considered.
14. Students, who take a passive (or inactive) role in our class, especially during the first 4 weeks of the term, will be considered **"disengaged,"** based on UCF standards. They will be severely penalized on the case by case basis.

## **Make-Up Policy**

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**, since we have a very generous drop policy for each student throughout the term. Most students consider my “drop system” as a very generous make-up policy.

Remember that the **First Midterm Exam is required for all** without exception. After taking the First Exam, it can be replaced by the Second Midterm Exam, which has a higher score. However, the First and/or the Second Midterm Exams are **NOT** a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

### **Make-Up for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see UCF policy: <https://policies.ucf.edu/documents/4-401.pdf>>

## **UCF General COVID Statement**

We recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of our online class attendance, participation, and contributions.

### **UCF Statement Regarding Masks**

Since our class is a W (or fully online) course without any face-to-face time, we do not have the same Mask requirements as the face-to-face courses. However, it is important that students know the following UCF policy.

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

### **UCF COVID & Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

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

## **Ethics & Turnitin.com**

In this course we will utilize **turnitin.com**, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from **turnitin.com** that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## **University Writing Center**

Besides a good deal of reading, our course involves a great amount of writing. When you have any challenges with writing assignments or if want to improve the quality of your work, see:

University Writing Center, Trevor Colbourn Hall 109  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197, <http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from their first-year to graduation in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

## **Rules of Conduct**

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>.

The instructor will follow the code and expects all students to do the same. As our Golden Rule (<https://goldenrule.sdes.ucf.edu/>) handbook clearly states, failure to comply with university rules

may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

## **UCF Course Accessibility**

The UCF 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, 407-823-2371).

### **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies.

The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Religious Observation**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19>

## **Course Requirements & Grading System**

The final grades are on a Point System. I do not use letter grades on assignments, postings, quizzes, or tests to avoid misleading interpretations of final grades. I encourage students to avoid letter grade interpretation of their scores. All Modules 0, 1, 2, & 3 assignments and the Final Exam are required for all. Exam 2 is ONLY required for those with low Exam 1 score.

Our course is organized to create **equal opportunity** for students with different learning abilities and skills. If students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 Optional Extra Credit Points for the final grade.

<b>CRITERIA</b>	<b>POINTS</b>
<b>3 (out of 9) online Quizzes, 10 points each</b>	<b>30</b>
<b>6 (out of 12) online Discussion Postings, 5 points each</b>	<b>30</b>
<b>Required First Exam (Second Exam is required for low scores)</b>	<b>20</b>
<b>Required Final Exam (online)</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>
<b>Extra Credit (online)</b>	<b>5</b>

Students are expected to participate in our **online discussion** forums. Individuals who are active by their early postings, extensive contribution to Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question, Technical, From the Grapevine) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

**NOTE:** Please feel free to check only your raw scores on the Canvas Gradebook anytime. However, **the Canvas provides Inaccurate and Misleading Grade Statistics**, because it does not take into account our generous drop policy. Canvas simply adds all your scores regardless of their quality, ranking, and dropping the lowest figures. For students, Canvas grade statistics often show a very high performance percentage which is seriously wrong. For the accurate report of your grade standing, please simultaneously email the professor and Teaching Assistants (TAs).

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

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade. The instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

## Quizzes

To learn about our course topic, one must understand diverse political issues at national, regional, and international levels. Based on our schedule, students are required to read (free of any cost) **articles** linked inside each Module of our **Webcourses@UCF online course** in association with each text chapter. To confirm that module readings are understood, there are **NINE CLOSED-BOOK** multiple choice online quizzes--each related to one reading module. **Closed-Book means that one is not supposed to use the reading materials while one takes the quiz.** Out of the 9 quizzes, only three quizzes are required for each student. However, students are welcome to take all other quizzes as well to maximize their total quiz scores.

With only 10 questions, each quiz is worth 10 points. It covers **all readings in one particular module plus questions from the Syllabus Folder (not just from our syllabus document)** to make sure that everyone understands the class rules in order to maximize their own benefits, according to the recommendation of the Course Development staff. Moreover, the same staff suggest that Quizzes (with 10 questions) should be set for only 5 minutes. However, I extended the time limit to 10 minutes for each quiz. Our records show that majority of students take only about 5.5 minutes—a record very close to what the UCF staff has suggested for a time limit.

Now the question is: What should be done about those who need more time? I can certainly identify with those who may need more time, simply because of my own learning disabilities. Please do not repeat my personal challenging school experience due to ignore my learning



disabilities for years and get yourself tested for learning disabilities and report it to the UCF Office of Disability. This way, you can legally receive double-time for the quizzes and tests, based on both Federal and UCF rules. If you do not have a learning disability, please contact the professor to help you improve your Study Habits and Methods in order to be more efficient and effective in taking the quizzes and ultimately earn higher scores.

Canvas System timing, depending on your type of Internet Connection to UCF system, causes some students to get cut off at the 10-minute time limit for the quizzes, while others may be in time violation. To avoid any penalty points, I strongly suggest that you submit your answers before the 10<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

**Moreover, UCF computer servers some nights go on backup (sometimes between 12 midnight to 6am), causing some students to be cut off in the past.** Thus, our quizzes cannot be open for more than a day. Each quiz is only open for one Thursday from 6:00am to 11:59pm, each quiz is linked inside its own module. As mentioned earlier, quizzes are designed for 5 minutes, but **you have up to 10-minutes to complete each.** The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time (i.e., 20 minutes) for each quiz, based on UCF rules. **However, the Disabled Student MUST ask the UCF Disability Services to provide the professor with confirmation of their status in the first week of the term.** These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

UCF aims to prepare students for both objective and subjective tests. Quizzes are examples of objective tests. The quiz questions are multiple-choice and/or true-false in nature. Since **there is no make-up for the quizzes,** it is strongly **recommended** that students **take all 9 quizzes** and maximize their chance of a higher total quiz score and avoid possible computer and network technical problems, which may lead to losing the opportunity to submit their quiz. To calculate students' total quiz scores the professor will **automatically drop their 6 lowest quiz scores** and use only the top 3 out of their 9 quiz scores for each student. Students may earn up to a total of 30 points for their total quiz score.

**Note:** It is normal that quizzes would be more challenging for some than for others. The key issue for success on the quizzes is to **master** the readings. This means that you must fully repeat the readings at least 3 times, which is what I also do while preparing for my lectures. **There is no shame in reading the materials 3 times, based on current educational standards.** For those students who do not **master** the readings, the 10-minute time limit will seem too short. For those who do not master the readings, it is impossible to cheat on the quizzes, because the Canvas System chooses 10 random questions from a large question pool for each student. **No two quizzes are the same** because the question pool is very large with at least a couple of hundred questions. Even if a few students take the same quiz together, they will certainly have different sets of quiz questions within their own 10-minute quiz. Moreover, the quizzes get harder as the term moves on, so I made the first three easier quizzes required for all. There is no choice, but to **master** (or comprehend, not just memorize) the assigned readings. If you have questions, please ask us by direct emails.

## Exams

Our class has 3 exams: First and Second Midterm Exams as well as a Final Exam. The First Exam and the Final Exam are required for all students without exception. The Second Exam is only required for those whose First Exam score is low (i.e., below 16 out of 20 points or what students call “C” or less levels).

All 3 exams are **Closed-Book** online tests. In a **Closed-Book test**, one may mention our text or lecture materials (only from their memory), but one **does NOT directly "quote"** text or lectures (**with page numbers of the readings**). Students should **NOT document their test writings**. Documenting is **citing the author along with page numbers**. In a **closed-book test**, quoting or documenting is considered **plagiarism**, which is a punishable act based on UCF rules.

**Each exam covers about one-third of the course materials.** All students are **required to take the First Midterm Exam without exception**. Those who do not do well on the First Exam (or Exam 1) are then required to take the Second Midterm Exam (or Exam 2). For these two midterm exams, the instructor drops the lowest score for each student. If you miss an exam, it will automatically earn zero. The First or Second Midterm Exam is **not** a replacement for the Final Exam. The Final Exam is **required** for all students without exception. **The Final Exam covers the last third of the term.** There is **no make-up** for the Final Exam, so students must take it as scheduled, linked on Module 12. Please put our exam dates on your schedule.

After taking the Final Exam, please take the **Post-Test**, as a sign of your learning level and engagement in our class. The Post-Test has the same questions as the Pre-Test which is linked in Module 1. The Pre-Test is also required as a sign of initial learning and engagement in our class. The final grade of those who fail to take the Pre- and Post-Tests will be penalized.

Each exam will provide an **equal opportunity** to students with different learning abilities. In this regard, each **exam has 3 parts**: **In Part 1**, there are Objective Questions or multiple choice; in **Part 2**, Short-Answer Questions that are a combination of objective and subjective questions; and in **Part 3**, Essay Questions, which are considered more subjective. In the **First Part** of the exam, there will be 7 objective questions (consisting of multiple choice and/or true-false questions), each worth 1 point. All questions must be answered. The **Second Part** of the exam consists of short-answer questions, each of which can be answered briefly in one sentence. In this part, students have options, and are required to **answer only 2** questions, not more and not less. There will be a penalty for answering more or less than 2 questions in this part. Each short-answer question is worth 3 points for a total of 6 points. The **Third Part** of the exam is made of essay questions, which are considered subjective questions. Students have options and are required to **answer only one essay** question, which is worth 7 points, including 2 points for the essay outline (see sample outline and essay format in Modules 4, 8, and 12). Organize your thoughts and write down an **outline** with at least 5 Roman Numerals (subdivided into at least a couple of points) before starting the essay. For this outline, the **First** and **Last** Roman Numerals refer to the Introduction and Conclusion sections. The **other three** Roman Numerals must relate to the other three mini questions inside your essay question. The **outline is worth 2 points**, so take it seriously.

The essay must be an extensive answer (**at least 500 words in length**), which will be evaluated based on the following **criteria: clarity, content, organization, comprehensiveness, argument quality, and supporting evidence** (facts and examples). Before submitting your exam, make sure your essay answer is in single-spaced format, New Times Roman font, black color font, and 10-point font size. You are responsible for using proper **grammar and spell checking** your work. There is a penalty for violation of these rules. **Hint:** Use at least a separate paragraph for each of your Roman Numerals.

**Since UCF servers some nights go on backup (between 12 midnight to 6am) and some students were cut off in the past**, our exams cannot be open for more than a day. Each required exam is only open for one Thursday from 6:00am to 11:59pm. Based on UCF Course Development staff suggestions, our exams are designed for 45 minutes, but **you have up to 60-minutes to complete each**. The exceptions to this rule are the students registered with the UCF Student Disability Services. These students have double time for each exam, based on UCF rules. However, the Disability Students must ask the UCF Disability Services to provide the instructor with documentations of their status in the first week of the term. These students cannot use the extra time until the instructor receives the notification from the Disability Services.

The UCF Canvas System **does not save your answers**, if you violate the time even by a micro second. Depending on your Internet Connection to UCF, some students will get cut off at the 60-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 60<sup>th</sup> minute starts. Time violations are penalized by 1 point for each extra minute.

## Extra Credit

There is one **Optional Extra Credit** opportunity worth 5 points throughout the term. This Extra Credit is a Quiz that covers a number of **Optional Reading Assignments** in Module 12 at the end of the term. This quiz has the same format and requirements as a regular quiz, so read the Quiz section. The Extra Credit Quiz is linked in Module 12 and it is listed in our Class Schedule. The difference between the Extra Credit Quiz and other quizzes is that you have only 5 questions and have only 5 minutes of time for taking the Extra Credit Quiz.

**Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past**, this extra credit quiz cannot be open for more than a day. It is only open for one day from 6:00am to 11:59pm. The Extra Credit Quiz is designed for 2.5 minutes, based on UCF Course Development staff. However, **you have up to 5-minutes to complete it**. The exceptions to this rule are the students registered with the **UCF Student Disability Services**. These students have double time for the Extra Credit Quiz, based on UCF rules. However, the Disability Students **MUST** ask the UCF Disability Services to provide the instructor with documentations of their status in the **VERY** first week of the term. These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

Again, the Canvas System may either cut you off or keep you in time violation (depending on your Internet Connection to UCF). I suggest that you save and submit this quiz before the 5<sup>th</sup> minute. There is penalty point for time violations. One point is subtracted for each extra minute beyond 5 minutes. Disability Students have double time for Extra Credit Quiz, based on UCF rules.

## **Attendance, Engagement, & Participation**

### ***Attendance:***

For the online students (in W or V courses), students' **attendance** level is partly based on their active (or passive) record in our Optional Forums. There are 3 Optional forums: Questions, Tech Help, and "From the Grapevine:" For the complete description of each forum, please check the first one listed by Dr. Sadri. Students who want recognition for their activities should help their peers in these Optional Forums. Those who have a strong record will get my help for a higher final grade in our class, those individuals who are active by **helping other students** in our **Question, Technical Help, and Grapvine Forums** and participating in other Optional Forums will benefit and be eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade. If you feel that you do not have a strong attendance record and have taken a very passive role in our class, please complete the Extra Credit assignment (worth 5 points), linked in Module 12.

### ***Engagement:***

Inspired by the UCF educational mission, full **engagement** in class is essential in our online course. 1) In part, students' **engagement** is measured by observing how carefully each student follows all class instructions and rules (listed in the Syllabus Folder), announcements, and emails from the Professor and the Teaching Assistants (TAs). Students who ask questions whose answers are already in the above mentioned documents are obviously showing "**disengagement**" in our course. To encourage students to take the class rules seriously, each quiz has questions from the Syllabus Folder. 2) Class **engagement** is also measured by students' completing the Pre-Test in Module 1 and Post-Test in Module 12. 3) Finally, students' **engagement** is measured by meeting the UCF Financial Aid Requirement Report (in Module 0), by completing 2 simple assignments, based on Module Zero description. The final grade of those who show any "**disengagement**" is penalized by their level of passivity in this class, based on UCF rules.

### ***Participation:***

Obviously, students' **participation** is vital in our class. What do we mean by participation? **Participation means students actively completing the weekly course discussion postings.** Students may present explanation, opinion, or relevant comments about an issue, based on my

instructions in our Discussion Forum linked within each module. However, simply asking questions or bombarding the instructor with emails (whose answers are already in the syllabus) is not considered active participation. Of course, I expect my students to participate in our **Weekly Discussion Forums**.

**Are there any weekly participation grades?** Your weekly posting is evaluated on a **point system based on a rubric** which evaluates each posting from zero to 5 points. More specific posting instructions are linked in each module under the title: **Discussion Posting Guidelines**. If you are not sure about the acceptability of your work, then please make your postings by Sunday night. On Monday mornings, the instructor (or TAs) will send messages to students whose works are unacceptable or incomplete. Such students will have time before Tuesday night deadlines to revise their postings (in the Discussion Forum) and make them acceptable or complete. **If you make your posting after Sunday night, there is no time for instructor/TA comments, so you take a chance.** Thus, you may earn no points at all, despite your initial attempts. There are 11 opportunities for Discussion Postings: **the first three (Modules 1-3) are strongly recommended**. You have the option for the remaining postings to complete or not. There is also an Optional Posting in Module 12. Since the Discussion questions become much harder as the term goes by, you are strongly recommended to complete the earlier ones.

**How do you calculate your participation score?** It is easy to calculate your participation score. Please simply add the scores that you received for each posting. You may earn up to 30 points in total for 6 fully-completed Posting, based on our rubric and instructions. For detailed posting instructions, see the Discussion Posting Guidelines, linked in the module description page. There are 11 weekly Discussions. I drop the 5 lowest Postings for each student, and add their totals.

There is also an Optional Posting based on the Extra Credit Readings in Module 12 at the end of the term. Those who miss a week of Required Discussion Posting are strongly encouraged to use this optional opportunity to neutralize 1 missed posting that is graded based on the same rubric.

**Note:** Those who repeatedly violate syllabus rules may lose participation and engagement points. Such violations include, not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they had received my comments.

## **Other Assignments**

If the students take a laidback attitude towards the readings or the class discussion, the instructor may assign additional oral and/or written assignments in form of reports or research projects to stimulate participation.

## **Technical Challenges**

**Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is fully with the students.**

It is partially **due to Tech Problems** that we have a **generous drop policy** in our class to minimize the impact of tech problems. **To avoid Tech Problems**, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. This is especially **important for Exams and Quizzes** that are open only for one day (**Thursday 6:00am till 11:59pm**). You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

In fact, one reason that our quizzes and exams are **available only from 6am till 11:59pm** is that many of the UCF computers, servers, and network go to a backup (or repair) process between 12 (midnight) and 6am. Thus, I decreased the chance of my students being cut off from the UCF server during an exam or a quiz. Moreover, there is statistically less chance of computer crashes on Thursdays, so all our Exam and Quizzes are available **ONLY** on Thursdays.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and Canvas' server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

**Based on our recent experience, here are some useful suggestions:**

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.
2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.
3. Use **reliable updated Internet Browsers** that have no problems with UCF network.
4. **Avoid internet pick time** to take your quizzes and exams.
5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.
6. **Do NOT give other students your PID & NID** numbers or username & passwords.
7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.
8. If you use your peer's computer to take our quizzes (or exams), then you must login to **MyUCF** or **Canvas** after your peer **computer has been off (for at least 3 minutes)**. **Violators may experience Tech Problem, and their scores automatically go to ZERO.**
9. If you have any Technical Problem, please contact UCF Online Support about **Webcourses@UCF** tech issues at: <http://learn.ucf.edu/support/>

## Class Schedule & Assignments Spring 2022

Date	Topic	Reading & Assignments
Mon 1/10/2022	<b>UCF Semester Begins</b>	UCF Term officially begins
Tues 1/11	<b>Module 0: Course Orientation</b>	<p><b>Watch: Module Zero Videos</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Instructor’s Welcome &amp; Orientation Postings</li> <li>• Syllabus, Class Schedule, &amp; All Instructor’s Postings on All Forums in Discussion Section</li> <li>• <b>NOTE:</b> Reading class rules is important, since all quizzes cover them. Violation of class rules leads to participation penalty points for the lack of <b>FULL engagement</b> in our class.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read background lecture on <b>Political Science/International Relations (IR)</b>.</li> <li>• <b>NOTE:</b> You must <b>always</b> use our Course Mail for e-mailing Dr. Sadri and our class Teaching Assistant (TA).</li> </ul>

Thurs 1/13	<b>Module 0: Course Orientation</b>	<p><b>Required Assignments for UCF Financial Aid Report:</b></p> <ul style="list-style-type: none"> <li>• 1. Take the <b>Orientation Quiz ASAP</b></li> <li>• 2. Reply to instructor's "<b>I am</b>" <b>Message</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>
Thurs 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Drop</li> </ul>
Friday 1/13	<b>Module 0: Course Orientation</b>	<ul style="list-style-type: none"> <li>• UCF Late Registration: Last Day to Add</li> </ul>
Tues 1/18	<b>Module 1: Introduction</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>ALL linked readings in our module</b></li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/20	<b>Module 1: Introduction</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz 1:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>• <b>Take Pre-Test: It is required, but no preparation is necessary. It measures your basic knowledge of the course before we start.</b></li> <li>• Weekly Optional Survey Opens today</li> </ul>



Tues 1/25	<b>Module 2: States, Beliefs, &amp; Ideologies</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 1/27	<b>Module 2: States, Beliefs, &amp; Ideologies</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 2:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 1 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 2/1	<b>Module 3: Groups, Classes, &amp; Families</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Required Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/3	<b>Module 3: Groups, Classes, &amp; Families</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 3:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 3 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>

Tues 2/8	<b>Module 4: First Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 2/10	<b>Module 4: First Midterm Day</b>	<b>Assignment:</b> <ul style="list-style-type: none"> <li>• <b>First Midterm Exam Day.</b></li> <li>• <b>No Class: Exam 1 Required</b> for all and is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 1-3).</li> </ul>
Tues 2/15	<b>Module 5: Patrimonial Leadership</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/17	<b>Module 5: Patrimonial Leadership</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 4:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 5 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>

Tues 2/22	<b>Module 6: Leaders &amp; Change</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 2/24	<b>Module 6: Leaders &amp; Change</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 5:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 6 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>
Tues 3/1	<b>Module 7: Political Institutions</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Listed readings in our module</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Finish <b>ALL</b> readings before your posting</li> <li>Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/3	<b>Module 7: Political Institutions</b>	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Quiz 6:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 7 Readings &amp; Syllabus Folder)</li> <li>Weekly Optional Survey Opens today</li> </ul>

3/6-3/12/22	<b>SPRING BREAK</b>	<b>NO CLASSES</b>
Tues 3/15	<b>Module 8: Second Midterm Review</b>	<b>Review Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before you send an email or post any questions</li> <li>• Online exam review session.</li> </ul>
Thurs 3/17	<b>Module 8: Second Midterm Exam</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Second Midterm Exam Day.</b></li> <li>• <b>No Class:</b> Our Exam is Only Required for those who earned less than 16 points on Exam 1. It is available on-line <b>ONLY today</b> from 6:00am to 11:59pm at our website (covering Modules 5-7).</li> </ul>
Tues 3/22	<b>Module 9-Part 1: Regional Conflicts:  Arab-Israeli Conflict</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 3/24	<b>Module 9-Part 1:</b> <b>Regional Conflicts:</b> <b>Arab-Israeli Conflict</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 3/29	<b>Module 9-Part 2:</b> <b>Regional Conflicts</b> <b>Persian Gulf Conflicts</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 3/31	<b>Module 9-Part 2:</b> <b>Regional Conflicts</b> <b>Persian Gulf Conflicts</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 7:</b> available <b>only</b> today 6:00am-11:59pm (covering All Module 9 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/5	<b>Module 10: Oil, Politics, &amp; Development</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 4/7	<b>Module 10: Oil, Politics, &amp; Development</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 8:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 10 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/12	<b>Module 11- Part 1: Country Studies: Large States</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>
Thurs 4/14	<b>Module 11- Part 1: Country Studies: Large States</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Weekly Optional Survey Opens</li> </ul>
Tues 4/19	<b>Module 11- Part 2: Country Studies: Small States</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Listed readings in our module</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li>• Finish <b>ALL</b> readings before your posting</li> <li>• Your <b>Discussion Posting</b> is due by 11:59pm.</li> </ul>

Thurs 4/21	<b>Module 11- Part 2: Country Studies: Small States</b>	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• <b>Quiz 9:</b> available <b>only</b> today 6:00am-11:59pm (covering Module 11 Readings &amp; Syllabus Folder)</li> <li>• Weekly Optional Survey Opens today</li> </ul>
Tues 4/26	<b>Module 12: Extra Credit &amp; Review Session</b>	<b>online Review Session:</b> <ul style="list-style-type: none"> <li>• Review your required readings &amp; notes.</li> <li>• Email your questions about the materials and exam to the Instructor and TA.</li> <li>• Read questions by your peers on the Question Forum and try to answer their questions. They may do the same.</li> <li>• Dr. Sadri is available during Office Hours</li> </ul> <b>Optional Extra Credit:</b> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• If interested, complete OPTIONAL readings based on the module list.</li> </ul> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• If interested, make the Optional Discussion Posting, if you do not have enough required ones.</li> <li>• Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</li> </ul>

Thurs 4/28	<b>Module 12:</b> <b>Final Exam Day</b>	<p><b>Optional Extra Credit:</b></p> <p><b>Optional Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)</b></li> </ul>
Thurs 4/28	<b>Module 12:</b> <b>Final Exam Day</b>	<p><b>Assignments: No Face-to-Face Class</b></p> <ul style="list-style-type: none"> <li>• <b>Final Exam Day is on-line.</b></li> <li>• <b>No Class:</b> Our Final Exam is available <b>ONLY today</b> from 6:00am to 23:59 at course website (covering Modules 9-11).</li> <li>• <b>Post-Test is also available today and is due by 11:59pm. Taking it is required.</b></li> </ul>



# Syllabus INR 2002, OW60

## Spring 2022

### Instructor Contact

Instructor	Mark Schafer
Office	305D Howard Phillips Hall
Office Hours	Tues 1-3 pm, Fri 9-11 (Meetings by Zoom or phone; please email to schedule)
Phone	(407) 823-3328
E-mail	mark.schafer@ucf.edu

### Course Information

Course Name	International Relations – Theory and Practice
Course ID & Section	INR 2002 – AW60
Credit Hours	3
Semester/Year	Spring 2022
Location	Online only

### Course Description

**UCF Catalog Description:** Analysis of the fundamental principles and factors affecting interstate relations and their application to contemporary global developments.

**Course Overview:** This course is designed to introduce you to the theories and practices of global politics. The course deals with two primary dimensions of international politics. The first covers the important theories and concepts of international relations. This will be covered primarily in class lectures and discussions; there is no required textbook for this course. The only *required* book for this course is a novel by Isaac Asimov called *Foundation*. This novel deals fictitiously with many issues pertaining to international relations in general and will be the basis for some provocative discussion throughout the semester. This book should be available at the UCF Bookstore (and perhaps elsewhere in town).

The second primary dimension of the class deals with current issues, practices and problems in today's international setting. In order to accomplish this you are *required* to read international news stories available for free by way of yahoo.com, which I'll show you in class early in the semester. Pay particular attention to international and global happenings, such as events in Iran, North Korea, Afghanistan, Russia, the European Union, Africa, global trade and economic issues, and others as they emerge. Note that you must stay current with these stories. Not only will many modules have an assignment pertaining to current events, but the three exams will have a number of current events questions on them. You can get supplemental international news from sources such as the following (but remember that the yahoo.com stories are required):

1. Listen to National Public Radio (NPR) news programs (particularly *All Things Considered* in the late afternoon and *Morning Edition* in the morning). NPR can be found on the FM dial at 90.7 and is an excellent source of interesting and in-depth international news.
2. Read the international news stories in major magazines such as *Time*, the *Economist*, or *Newsweek*.
3. Watch national news on television and pay particular attention to the international news stories.

**Prerequisite:** ENC 1102

## Course Objectives and Learning Outcomes

- Increased knowledge of international relations theories and practices.
- Improved academic skills in the following areas: reading, writing, communicating, and particularly thinking critically.

## Required Readings

- *Foundation* by Isaac Asimov
- International stories at yahoo.com

## Course Requirements

Assignment	Date	Percent of Final Grade
First Exam	Feb 11	25
Second Exam	Mar 25	25
Final Exam	Apr 27	25
First Short Paper	Feb 25	7.5
Second Short Paper	Apr 8	7.5
Req. Class Discussion	semester	10

Exams will be multiple choice and medium-length essay questions.

## Class Discussion

### Required Discussion Participation

Note above that participation in class discussion is a required component of this course (10% of your overall grade). For most discussion assignments, you will need to make two entries to the discussion topic, one that is an original post, and one that is a reply to another student's original post. Be sure to follow the specific directions for each of these required discussion topics.

### Optional Discussion Participation and Bonus Grade

In addition to the required participation in discussion, each module will have an optional discussion topic focusing on the lecture videos for that module. In the optional discussion topic, you may comment on the lecture material, contribute additional information regarding the lecture topic, ask questions about the lecture, and respond to others' posts in the discussion topic. In other words, the lecture discussion topic should resemble open discussions in a regular classroom.

Every time you participate in one of these optional discussion topics, you can receive bonus points, up to two points per post or reply (see the Discussion Grading Rubric linked on the home page for the course), and a maximum of four points total for each module. The points from these optional discussions will go toward a bonus that will be added to your overall grade for the semester, up to 5% addition to your grade. So, for instance, if you earn an 87.5% overall for the semester, but you were very active in the optional lecture discussions and you earn a 4.1% bonus, that gets added to your overall grade, for a new total of 91.6%, and instead of getting a B, you would get an A. And, because this is such a large possible bonus, please note that I do NOT round grades up at all. In other words, if you get an 89.99% overall, but never participate in the optional discussions, then your final grade will be a B.

### Missed Assignments/Make-Ups

Papers and assignments must be completed on time. Exams and quizzes may not be rescheduled or postponed. **Exceptions will be allowed only under extreme, documented circumstances.** Under such circumstances, you are required to notify me prior to the date or as soon as possible if prior notice is impossible.

## Evaluation and Grading

Final Percent for Course	Grade
90% - 100%	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
Below 60%	F

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this

course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

## Disability Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

## Third-party Notes

Third parties may be selling class notes and other materials 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.

## Deployed Active Military Duty

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Campus Safety Statement for an Online-only Course

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

## Religious Observances

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

# Course Calendar

(Note: This class is divided into 12 different modules. Content and assignments for each module will become available as we reach that point in the semester.)

Module 1: Course introduction and overview; global geography.

Module 2: Realism, Idealism, and Interdependence: Core Theories of International Relations.

-Read Part I in *Foundation*.

Module 3: Foundations of the “Nation-State” System.

Module 4: International Organizations; Organizing for Peace.

-Read: Part II in *Foundation*.

- **FIRST EXAM: February 11**

Module 5: Foreign Policy Decision Making and the Levels of Analysis.

-Read Chapters 1 and 2 in Part III of *Foundation*.

- **FIRST SHORT PAPER DUE: February 25**

Module 6: Power, Conflict, and War I.

Module 7: Power, Conflict, and War II

-Read the rest of Part III in *Foundation*.

Module 8: Arms Control; International Law

- **SECOND EXAM: March 25**

Module 9: International Political Economy: Liberalism, Mercantilism, and Marxism I.

-**SECOND SHORT PAPER DUE: April 8**

Module 10: International Political Economy: Liberalism, Mercantilism, and Marxism II.

-Read Part IV in *Foundation*.

Module 11: Development and Underdevelopment.

Module 12: Contemporary Global Issues and Challenges; and review for final exam.

-Read Part V in *Foundation*.

- **FINAL EXAM: April 27**



# Syllabus

## Seminar in International Politics, INR 6007, OW60

### Spring 2022

#### Instructor Contact

Instructor	Mark Schafer
Office	305D Howard Phillips Hall
Office Hours	Tuesdays 1:00 to 3:00 pm Fridays 9:00 to 11:00 am (Meetings by Zoom or phone only; please email to schedule)
Phone	(407) 823-3328
E-mail	mark.schafer@ucf.edu

#### Course Information

Course Name	Seminar in International Politics
Course ID & Section	INR 6007 – OW60
Credit Hours	3
Semester/Year	Spring 2022
Location	Online only

#### Course Description

**UCF Catalog Description:** Introduces the student to the advances in international relations theory and research through a broad sampling of approaches and methods.

**Course Overview:**

This course is designed to cover the major theories and approaches in the field of international relations (IR). Though this is an online course, the structure intends to replicate one of the most important aspects of any graduate seminar: class discussion of the topics at hand. This means that you must be very active with discussion posts and replies each week, and this will reflect heavily in your grade for the course.

The basis of our discussions will be two books: *International Relations Theories* edited by Tim Dunne, Milja Kurki, and Steve Smith (Oxford University Press, Oxford, UK, fourth edition, 2016), and *Foreign Policy Analysis* by Valerie M. Hudson and Benjamin S. Day (Rowman & Littlefield, Lanham, MD, third edition, 2020). The former is a reader with contributions by a number of major scholars in the field of IR. However, that book does not cover the important subfield of foreign policy analysis, hence the second book, which is an excellent treatment of the subfield. A typical week in the course will require you to watch a short introductory video, read two to three chapters from one of these books, and engage actively throughout the week with your posts and replies in the online discussion topic for the week.

In addition to your participation in class discussion, there are two other components of your final grade: a final research paper and a paper that presents the proposal and preliminary work for your final research paper. Note that there are no exams in this class and there are no weekly reaction papers on the readings. Instead, your participation in class discussions will represent your knowledge of and critical thinking about the readings each week. I cannot emphasize enough how important your preparation for and participation in those discussions is. This is not the place to post hasty, overly-general, or simple comments; it is not the place to be sloppy or to turn in poorly-written work. Instead, think through and carefully prepare your thoughts and comments. They will be judged accordingly.

**Prerequisite:** Admission to a graduate degree-seeking program.

## Course Objectives and Learning Outcomes

- Increased knowledge of international relations theories and approaches.
- Improved academic skills in the following areas: reading, writing, communicating, and particularly thinking critically.
- Enhanced research skills resulting in a conference-quality research paper.

## Required Readings

1. *International Relations Theories* edited by Tim Dunne, Milja Kurki, and Steve Smith (Oxford University Press, Oxford, UK, fourth edition, 2016)
2. *Foreign Policy Analysis* by Valerie M. Hudson and Benjamin S. Day (Rowman & Littlefield, Lanham, MD, third edition, 2020)

## Course Requirements

Assignment	Due	% of final grade
Paper proposal/preliminary work	Mar 4	20
Final paper	Apr 8	45
Discussion	semester	35

## Missed Assignments/Make-Ups

All assignments must be completed on time. **Exceptions will be allowed only under extreme, documented circumstances.** Under such circumstances, you are required to notify me prior to the date or as soon as possible if prior notice is impossible.

## Evaluation and Grading

Final Percent for Course	Grade
90% - 100%	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
Below 60%	F

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Disability Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

## Third-party Notes

Third parties may be selling class notes and other materials 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.

## Deployed Active Military Duty

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Campus Safety Statement for an Online-only Course

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

## Religious Observances

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

## Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**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 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.

**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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

# Course Calendar

(Note: This class is divided into 13 different modules – approximately one per week. Content and assignments for each module will become available as we reach that point in the semester.)

Module 1: Course introduction and overview. Read the Introduction and Chapter 1 in *International Relations Theories*.

Module 2: Realism. Read Chapters 2 and 3 in *International Relations Theories*.

Module 3: Liberalism. Read Chapters 4 and 5 in *International Relations Theories*.

Module 4: The English School, and Constructivism. Read Chapters 6 and 9 in *International Relations Theories*.

Module 5: Marxism and Postcolonialism. Read Chapters 7 and 12 in *International Relations Theories*.

Module 6: Critical Theory and Poststructuralism. Read Chapters 8 and 11 in *International Relations Theories*.

Module 7: Feminism, and Normative IR. Read Chapters 10 and 13 in *International Relations Theories*.

**\*Paper Proposal/preliminary work due: March 4\***

Module 8: Green Theory, and Globalization. Read Chapters 14 and 13 in *International Relations Theories*.

Module 9: Foreign Policy Analysis (FPA): Introduction, Individuals, Small Groups. Read Chapters 1, 2, and 3 in *Foreign Policy Analysis*.

Module 10: FPA: State- and System Levels. Read Chapters 4, 5, and 6 in *Foreign Policy Analysis*.

Module 11: Theoretical Integration, and the Future of FPA. Read Chapters 7 and 8 in *Foreign Policy Analysis*.



Module 12: **\*Final paper due: April 8\*** -- no other readings or assignments

Module 13: Concluding Discussions. Read Chapter 16 in *International Relations Theories*.

# **Kurdish Politics: Violence, Identity, and Democracy (CPO 4400)**

University of Central Florida School of Politics, Security,  
and International Affairs Spring 2022

Instructor: Miroslav Shapovalov, PhD

Course Modality: online (W)  
3 credit hours

Office Hours (email or zoom calls only):  
MW 9:00am-10:30am  
[Miroslav.shapovalov@ucf.edu](mailto:Miroslav.shapovalov@ucf.edu)

## **I. Description and Goals**

The Kurdish people are one of the largest ethnic groups in the Middle East forming large minorities in Iran, Iraq, Syria, and Turkey. They are also one of the largest ethnic groups without a state of their own in the world. While they have faced various forms of discrimination and violence since the early 20<sup>th</sup> century, Kurdish political movements have achieved significant gains since the late 20<sup>th</sup> century. They have established self-rule in Iraq, and more recently in Syria, and currently play crucial roles in internationalized civil wars in these two countries. Kurdish nationalism is also a major political movement in Turkey. UCF is home to [the nation's first and only academic entity](#) dedicated to the study of Kurdish issues. Originally developed as a part of this program, this unique course offers a comprehensive introduction to Kurdish politics, one of the most intractable issues in the contemporary world. It has three objectives:

- Develop students' ability to understand the relationship between social identity, democratic rule, and violence in a comparative perspective
- Help students follow current Kurdish affairs in the Middle East and politics through a critical and engaging lens
- Provide students with an enriched and sophisticated understanding of politics of a region and people central to American foreign policy

On completing this course students will be able to:

- Identify different characteristics and aspects of Kurdish and Middle Eastern politics.
- Evaluate the causes and dynamics of political violence in a comparative perspective.
- Analyze the relevance of Kurdish politics for the US.

## II. Requirements

All assignments are to be completed or submitted via [webcourses@UCF](mailto:webcourses@UCF).

Assignment	Weight (in %)	Date
<i>Map Exercise</i>	10	January 19
<i>Short Exam I</i>	10	January 28
<i>Discussion Board I</i>	5	February 4
<i>Short Question I</i>	5	February 11
<i>Short Exam II</i>	10	February 25
<i>Discussion Board II</i>	5	March 4
<i>Short Question II</i>	5	March 18
<i>Short Exam III</i>	10	March 25
<i>Discussion Board III</i>	5	April 6
<i>Short Question III</i>	5	April 15
<i>Discussion Board IV</i>	5	April 22
<i>Short Exam IV</i>	10	April 24
<i>Debate paper</i>	20	April 29

\*Note that total is 105% because you are required to contribute to three out of four discussion boards. There will be several extra credit opportunities throughout the semester.

- ❖ Map Exercise: Kurdistan is not a sovereign country lacking internationally recognized borders. For this reason, many different maps have been produced to depict the Kurdish political and demographic geography since the early 20<sup>th</sup> century. Identify a historical or contemporary map that purports to show Kurds/Kurdistan from online or printed sources. Write a paragraph (around 300 words) discussing its credibility and how this map informs/obstructs your understanding of the Kurdish geography. The map and discussion will be electronically submitted in WORD format via [webcourses@ucf](mailto:webcourses@ucf) by 11:59 pm on Monday, January 19.
- ❖ Four short exams are composed of multiple-choice, fill-in-the-blanks, and short answers. They are not cumulative. Questions come from both the lectures and required readings. All exams are due 11:59 pm on Fridays. See the table above for specific dates.
- ❖ Three Short questions are based on specific topics we cover throughout the semester. Each response (around 250 words) is worth 5 percent of your grade.
- ❖ Debate Paper: Each student will also write a research paper on one of the topics listed at the end of this syllabus. Detailed information about the papers, due April 29, is provided in Section VII at the end of this syllabus.
- ❖ Discussion Boards: There are four online discussion boards. Each student is expected to contribute to three of these boards. Contributions will involve reflections informed by two readings for each topic as well as reactions to other student comments. Each contribution is worth 5% of the final grade For detailed instructions see Discussion Board Assignment description in Canvas.

Students must notify their instructor in advance if they intend to miss class for a *religious observance*. For more information, see [the UCF policy](#).

## Grade and Make-Up Policy

The deadline dates are non-negotiable outside of the rules explained below. Students who fail to complete Map Exercise, Short Paper, and Debate Paper assignments on time automatically receive **0 points for the assignment**.

**Short questions, map exercises, debate paper:** students may submit their assignments up to two days late (10% of the assignment's grade penalty per 24 hours).

**Discussion boards:** late submissions are not accepted.

**Short exams:** students who miss short exams are given make-ups only if they can provide **proper documentation** for their acceptable absence. Make-ups must be taken within four days of the original short exam date.

Per the Undergraduate Catalog, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If a student is experiencing any of these events, they should notify the instructor as soon as possible and request to submit the assignment at a later date. If notification is provided post-factum, reasonable proof of the emergency will be required. The instructor reserves the right to select the content and format of the make-up assignment based on the material covered in the course.

The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

### **III. Statement Regarding COVID-19**

To protect members of our community, everyone is [required to wear a facial covering](#) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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Students should contact their instructor(s) as soon as possible if they miss class 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.

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Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

#### **IV. Academic Honesty**

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

#### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by **an F for the course** without any exception and leniency. If you are not sure what constitutes as academic dishonesty while doing your research, you should consult Dr. Shapovalov at once.

#### **V. Accessibility**

The UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations.

Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from Dr. Shapovalov.

## **VI. Course Schedule & Readings**

The following textbook is used in this class in addition to the other readings listed under each week. Additional Sources are not required but will be helpful for discussion boards and debate papers. News reports about contemporary events will be made available during the semester. There may be some changes in required readings throughout the semester.

David McDowall, [\*A Modern History of the Kurds\*](#). 4<sup>th</sup> ed. London: I. B. Tauris, 2021 (Hereafter MHK).

### ***Week I (January 10-16)***

- *An Introduction to Kurds and Kurdistan: Society, Culture, History, and Politics*
  1. McDowall, *MHK*, Introduction & Book I (skim chps. 2-3 & 5, read chps. 1, 4, 6 closely).

#### Additional Sources:

Michael Eppel. [\*A People without a State: The Kurds from the Rise of Islam to the Dawn of Nationalism\*](#). University of Texas Press, 2016.  
Gareth Stansfield and Mohammed Shareef. [\*The Kurdish Question Revisited\*](#). Hurst, 2017.  
Council on Foreign Relations - [\*The Time of the Kurds\*](#)

### ***Week II (January 17- January 23)***

- *Ethnic Conflict & Nationalism in Comparative Perspective*
  1. Gidon A. G. Gottlieb. "[Nations without States](#)." *Foreign Affairs* (May 1994): 100-12.
  2. Andreas Wimmer, "[Who Owns the State? Understanding Ethnic Conflict in Post-Colonial Societies](#)." *Nations and Nationalism* 3 (December 1997): 631-66.

#### Additional Sources:

Andreas Wimmer. [\*Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity\*](#). Cambridge University Press, 2002.  
Güneş Murat Tezcür and Mehmet Gurses. "[Ethnic exclusion and mobilization: the Kurdish conflict in Turkey](#)." *Comparative Politics* 49 (2017): 213-234.

### **Week III (January 24 - 30)**

- *From Empires to Nation-States: The Kurdish Predicament*
  1. McDowall, *MHK*, Book II (chps. 7-10).
  2. Wendelmoet Hamelink and Hanifi Barış. "[Dengbêjs on borderlands: Borders and the state as seen through the eyes of Kurdish Singer-Poets.](#)" *Kurdish Studies* 2 (2014): 34-60.

#### Additional Sources:

- Martin Van Bruinessen. [Agha, Shaikh, and State: The Social and Political Structures of Kurdistan](#). Zed Books, 2002.
- Hakan Özoğlu. [Kurdish Notables and the Ottoman State: Evolving Identities, Competing Loyalties, and Shifting Boundaries](#). SUNY Press, 2004.
- Senem Aslan. [Nation Building in Turkey and Morocco](#). Cambridge University Press, 2014.
- Michael Gunter. "[The Kurdish question in perspective.](#)" *World Affairs* 166 (2004): 197-205.
- Güneş Murat Tezcür. "[A century of the Kurdish question.](#)" *Ethnopolitics* 18 (2019): 1-12.

### **Week IV (January 31 - February 6)**

- *The Rise of Kurdish Nationalism: The Kurdish Revolts and a Republic*
  1. McDowall, *MHK* chapter 11.
  2. Archie Roosevelt Jr. "[The Kurdish Republic of Mahabad.](#)" *The Middle East Journal* 1 (1947): 247-69.

#### Additional Sources:

- William Eagleton, [The Kurdish Republic of 1946](#). Oxford UP, 1963.

### **Week V (February 7 - 13)**

- *From Tribal Resistance to Popular Mobilization: The Kurds in Iraq*
  1. McDowall, *MHK*, chapters 14-16.

#### Additional Sources:

- Dana Adams Schmidt. [Journey among Brave Men](#). Little, Brown, and Co., 1964.
- [Turtles Can Fly](#) (Kûsî Jî Dikarî Bifirin)
- [The Kurdistan Memory Programme](#)

### **Week VI (February 14 - February 20)**

- *From Contentious Mobilization to Violent Insurgency: The PKK in Turkey*
  1. McDowall, *MHK*, chapters 19-20.
  2. Hamit Bozarslan. "[Kurds and the Turkish State.](#)" in *The Cambridge History of Turkey*, ed. Reşat Kasaba, Vol 4. Cambridge University Press, 2008, pp. 333-56.

#### Additional Sources:

- David Romano. [The Kurdish Nationalist Movement: Opportunity, Mobilization and Identity](#). Cambridge UP, 2006.

Aliza Marcus. [\*Blood and Belief: The PKK and the Kurdish Fight for Independence\*](#). New York University Press, 2009.

Güneş Murat Tezcür, "[Violence and nationalist mobilization: The onset of the Kurdish insurgency in Turkey](#)." *Nationalities Papers* 43 (2015): 248-66.

Güneş Murat Tezcür, "[Ordinary people, extraordinary risks: Participation in an ethnic rebellion](#)." *American Political Science Review* 110 (2016): 247-264.

### **Week VII (February 21 - 27)**

- *From Arab Belt to Rojava Revolution: The Kurdish Revival in Syria*
  1. Michiel Leezenberg. "[The ambiguities of democratic autonomy: the Kurdish movement in Turkey and Rojava](#)." *Southeast European and Black Sea Studies* 16 (2016): 671-6
  2. Bülent Küçük and Ceren Özselçuk. "[The Rojava experience: possibilities and challenges of building a democratic life](#)." *South Atlantic Quarterly* 115 (2016): 184-196.
  3. [Rojava: Syria's Secret Revolution](#).

#### Additional Sources:

Jordi Tejel. [\*Syria's Kurds: History, Politics and Society\*](#). Routledge, 2009.

Harriet Allsopp and Wladimir van Wilgenburg. [\*The Kurds of Northern Syria\*](#). IB Tauris, 2019.

Nazan Üstündağ. "[Self-defense as a revolutionary practice in Rojava, or how to unmake the state](#)." *South Atlantic Quarterly* 115 (2016): 197-210.

### **Week VIII (February 28 - March 6)**

- *All Quiet on the Eastern Front? The Kurds in Iran*
  1. McDowall, *MHK*, chapters 12 and 13.
  2. Güneş Murat Tezcür, and Peyman Asadzade. "[Ethnic nationalism versus religious loyalty: The case of Kurds in Iran](#)." *Nations and Nationalism* 25, no. 2 (2019): 652-672.
  3. Kamal Soleimani and Ahmad Mohammadpour. "[The securitisation of life: Eastern Kurdistan under the rule of a Perso-Shi'i state](#)." *Third World Quarterly* 41 (2020): 663-682

#### Additional Sources:

Abbas Vali. [\*Kurds and the State in Iran: The Making of Kurdish Identity\*](#). I.B. Tauris, 2011.

Olivier Grojean. "Identities and Ethnic Hierarchy: The Kurdish Question in Iran since 1979" in [\*The Kurdish Question Revisited\*](#). Eds. Gareth Stansfield and Mohammed Shareef. Hurst, 2017.

Shahram Akbarzadeh, Zahid Shahab Ahmed, Costas Laoutides, and William Gourlay. "[The Kurds in Iran: balancing national and ethnic identity in a securitised environment](#)." *Third World Quarterly* 40, no. 6 (2019): 1145-1162

Abbas Vali. [\*Forgotten Years of Kurdish Nationalism in Iran\*](#). Palgrave, 2020.

### **Week IX (March 14 - 20)**

- *Nonviolent Contentious Kurdish Politics in Turkey*
  1. Nicole F. Watts, "[Activists in Office: Pro-Kurdish Contentious Politics in Turkey](#)."
  2. *Ethnopolitics* 5 (2006): 125-44.
  3. Kelda Jamison, "[Hefty dictionaries in incomprehensible tongues: commensurating code and language community in Turkey](#)." *Anthropological Quarterly* 89 (2016): 31-62.



#### Additional Sources:

- Nicole F. Watts. [\*Activists in Office: Kurdish Politics and Protest in Turkey\*](#). Washington UP, 2010.
- Cuma Çiçek. [\*The Kurds of Turkey: National, Religious and Economic Identities\*](#). I. B. Tauris, 2016).
- Serra Hakyemez, "[Margins of the Archive: Torture, Heroism, and the Ordinary Prison No. 5 in Turkey](#)." *Anthropological Quarterly* 90 (2017): 107-38.
- Zeki Sarigil and Ekrem Karakoc. "[Inter-ethnic \(in\) tolerance between Turks and Kurds: implications for Turkish democratisation](#)." *South European society and politics* 22 (2017): 197-216.
- Deniz Yonucu. "[The absent present law: An ethnographic study of legal violence in Turkey](#)." *Social & Legal Studies* 27 (2018): 716-733.

#### **Week X (March 21 - 27)**

- *Mass Murder and Genocide: From Anfal to Sinjar*
  1. McDowall, *MHK*, chapter 17.
  2. Choman Hardi, *Gendered Experiences of Genocide: Anfal Survivors in Kurdistan-Iraq*. Routledge, 2011, ch. 6.
  4. Payam Akhavan, Sareta Ashraph, Barzan Barzani, and David Matyas. "[What Justice for the Yazidi Genocide?: Voices from Below](#)." *Human Rights Quarterly* 42 (2020): 1-47.
  5. [Al-Jazeera Documentary on the Anfal](#)

#### Additional Sources:

- Joost R. Hiltermann. [\*A Poisonous Affair: America, Iraq, and the Gassing of Halabja\*](#). Cambridge UP, 2007.
- Choman Hardi. [\*Gendered Experiences of Genocide: Anfal Survivors in Kurdistan-Iraq\*](#). Routledge, 2011.

#### **Week XI (March 28 - April 3)**

- *The KRG: A Rentier State without Statehood*
  1. McDowall, *MHK*, chapter 18.
  2. Gareth Stansfield, "[The Unraveling of the post-First World War State System? The Kurdistan Region of Iraq and the Transformation of the Middle East](#)." *International Affairs* 89 (2013): 259-82.
  3. Morgan L. Kaplan. "[Foreign support, miscalculation, and conflict escalation: Iraqi Kurdish self-determination in perspective](#)." *Ethnopolitics* 18 (2019): 29-45.

#### Additional Sources:

- Gareth Stansfield, [\*Iraqi Kurdistan: Political Development and Emergent Democracy\*](#). Routledge, 2003.
- Denise Natali. [\*Kurdish Quasi-State: Development and Dependency in Post-Gulf War Iraq\*](#). Syracuse UP, 2010.
- Erlend Paasche. "[The Role of Corruption in Reintegration: Experiences of Iraqi Kurds upon Return from Europe](#)." *Journal of Ethnic and Migration Studies* 42 (2016): 1076-93.

#### **Week XII (April 4 - 10)**

- *Politics of Religion: Islam and Minorities*

1. Michael Leezenberg, "Religion among the Kurds: Between Naqshbandi Sufism and IS Salafism," in [The Kurdish Question Revisited](#), eds. Gareth Stansfield and Mohammed Shareef. Hurst, 2017.
2. Gülay Türkmen. "[Negotiating symbolic boundaries in conflict resolution: religion and ethnicity in Turkey's Kurdish conflict.](#)" *Qualitative Sociology*41 (2018): 569-591.

Additional Sources:

- Cathy Otten. [With Ash on their Faces: Yezidi Women and the Islamic State](#). OR Books, 2017.
- Nadia Murad. [The Last Girl: My Story of Captivity, and My Fight against the Islamic State](#) Tim Duggan Book, 2017.
- Edith Szanto. "[Zoroaster was a Kurd!": Neo-Zoroastrianism among the Iraqi Kurds.](#)" *Iran and the Caucasus*22 (2018): 96-110
- Güneş Murat Tezcür. [Kurds and Yezidis in the Middle East: Shifting Identities, Borders, and the Experience of Minority Communities](#). I.B. Tauris, 2021.

**Week XIII (April 11 - 17)**

- *Politics of Gender: Kurdish Women Fighters and Activists*
  1. Bahar Şimşek Joost Jongerden. "[Gender revolution in Rojava: The voices beyond tabloid geopolitics.](#)" *Geopolitics* (2018): 1-23.
  2. Güneş Murat Tezcür. "[A path out of patriarchy? Political agency and social identity of women fighters.](#)" *Perspectives on Politics*(2019): 1-18.

Additional Sources:

- Shahrazad Mojab, ed. [Women of a Non-State Nation: The Kurds](#). Mazda Publishers, 2001.
- Ozlem Goner. "[A collective memory in production: gender politics of 1938 in Turkey.](#)" *Dialectical Anthropology*43 (2019): 207-231.
- Handan Çağlayan. [Women in the Kurdish Movement](#). Palgrave, 2020.
- The Virtual Kurdish Forum on Friday, November 20.

**Week XIV (April 18 - April 24)**

- *A Comparative Perspective: African Americans and Kurds*
  1. Eduardo Bonilla-Silva, [Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States](#). 4<sup>th</sup>ed. MD: Rowman & Littlefield Publishers, 2009, chps. 1 & 4.
  2. Cenk Saraçoğlu. "[The Changing Image of the Kurds in Turkish Cities: Middle-Class Perceptions of Kurdish Migrants in Izmir.](#)" *Patterns of Prejudice* 44 (2010): 239-60.

## VII. Debate Papers

Students are required to write a debate paper by choosing one of the topics listed below. The papers should be electronically submitted in WORD format via webcourses@UCF by 11:59 pm on **December 7**. Turnitin.com, an automated system which instructors can use to compare each student's assignment quickly and easily with billions of web sites, as well as an enormous database of student papers that grows with each submission, will process papers. Late submissions are not accepted under any condition.

Papers should be **conceptual** and **analytical** (rather than purely descriptive) meaning they identify competing/opposing perspectives, demonstrate familiarity with the differences and similarities between rival points of view, and offer a compelling argument. They should also discuss other plausible arguments and evaluate their strengths and weaknesses in a fair manner.

Papers are evaluated according to five criteria: a) the quality and scope of research, b) the quality of writing and organization, c) the accuracy of knowledge, d) the coherence and consistency of argumentation, and e) grammar, style, and format. All conventional citation styles are acceptable. Students are most welcome to consult me whenever they need guidance and suggestions.

UCF Library's website provides access to numerous search engines that will enable students to locate relevant sources in a time efficient manner. Search engines such as LexisNexis, Google Scholar, JSTOR, WorldCat, and Web of Science are valuable tools for doing research. Electronic sources edited by anonymous users are not accepted as reliable sources. Papers should not rely on Wikipedia entries. Debate papers should be **around 2,000** including a **separate bibliography that should include at least 8 reliable sources**.

### Paper Topics

#### 1. *Kurdish Independence in Iraq*

The Kurdish resistance against central rule in Iraq has a long history. After Saddam's failed invasion of Kuwait in 1990 and the collapse of his regime following the US invasion in 2003, the Kurdish regions of Iraq have become de facto independent. The Kurdish government in Iraq organized an independence referendum in September 2017. An overwhelming majority of participants voted yes. However, internal Kurdish divisions and lack of international support ultimately led to a swift Iraqi victory that resulted in the loss of oil-rich Kirkuk region and other disputed territories. Write a paper assessing the feasibility of Kurdish independence. What factors prevent/facilitate it?

#### 2. *Democratization and the Kurdish Question in Turkey*

The PKK, a violent Kurdish insurgency, has been fighting against the Turkish state since 1984. Turkey has been unable to defeat the PKK militarily, while the PKK has failed to achieve its strategic goals of liberated areas. A peace process, initiated in early 2013, failed and violence returned with greater intensity in summer 2015. Since then, the Kurdish question in Turkey has been securitized with waves of repression targeting pro-Kurdish activists and politicians. Write a paper assessing the prospects for a peaceful resolution of

this armed conflict. Relatedly, what institutional designs (power-sharing, democratic autonomy, federalism, etc.) could best address the demands of the opposing sides and ensure the sustainability of peace?

### *3. Rojava: The Kurdish Self-Rule in Syria*

Taking advantage of the dismantling of the central state, The PYD, originally established by the PKK, declared three autonomous regions in northern Syria across the Turkey border in 2012. Two of these regions came under intense attacks by the self-declared Islamic State (IS) that were ultimately defeated by the PYD armed wing, the YPG and heavy US air strikes. While the PYD established its control over large parts of northeastern and northern Syria by 2017, Turkish incursions in January 2018 and October 2019 resulted in significant territorial losses for the PYD. Write a paper assessing the prospects of Kurdish self-rule in Syria. Is it in the strategic interests of the US to support Kurdish self-rule?

### *4. Kurds of Iran*

Iran has a large minority of Kurds characterized by sectarian and linguistic divisions. Kurdish demand for autonomy in Iran fueled by widespread socioeconomic and political grievances has been a potent force throughout the 20<sup>th</sup> century. At the same time, Kurdish political activism in the Islamic Republic has been less mobilized and visible than other countries. Write a paper assessing the saliency of the Kurdish question in Iran. What factors contribute to relative political silence among the Kurds in Iran?

## Course Syllabus

University of Central

Florida College of

Sciences

School of Politics, Security,  
and International Affairs

**POS 3703.0005 - SCOPE & METHODS OF POLITICAL SCIENCE**

**(Credit: 3 Units) Spring 2022**

### INSTRUCTOR INFORMATION

Miroslav Shapovalov, PhD

Main office Phone: 407-823-2608

Office Hours (Zoom by appointment):

E-mail: [miroslav.shapovalov@ucf.edu](mailto:miroslav.shapovalov@ucf.edu)

Wednesday/Friday 9-10 AM

For communication with your instructor please use Canvas inbox at [webcourses@ucf.edu](mailto:webcourses@ucf.edu). I typically respond within two business days.

### COURSE DESCRIPTION

POS 3703 - Scope and Methods of Political Science

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): None.

Corequisite(s): None.

Prerequisite(s) or Corequisite(s): [POS 2041](#) or C.I.

This course is designed to introduce students to the skills for interpreting, conducting, presenting, and analyzing political science statistical research. Over the course of the term, you will learn how to think like social scientists while developing various skills required by the discipline: How to choose which method to employ, how to undertake original research (complete with data collection and analysis), and how to present your findings to colleagues. The goal at the end of this class is to help you understand and conduct quantitative political research that will be useful in both academic and professional settings.

## COURSE OBJECTIVES

On successful completion of this course, you will be able to:

- Describe and assess the logic of political science research in particular and of scientific research in general;
- Comprehend the basic concepts, steps, and design involved in the systematic research process;
- Achieve an intuitive understanding on using statistical software for data analysis;
- Learn how to analyze data, communicate research findings, and be an intelligent consumer of research.

## COURSE REQUIRED TEXT AND MATERIALS

Barry C. Edwards and Philip H. Pollock III, *The Essentials of Political Analysis* (CQ Press, 6th edition, 2020).

### *Additional Materials:*

*The Essentials of Political Analysis* student companion website:

<http://edge.sagepub.com/pollock>

This site is a particularly good resource for review of course materials.

## SOFTWARE

The class assignments and workshops (labs) will be on STATA - a general-purpose professional statistical software package, for data analysis in this course. The course is based on the assumption that you have no prior experience with the software. My only assumption is that you possess a basic statistical knowledge and a working knowledge of MS Office (Specifically Excel) as they are required to facilitate your implementation of the practical part of the course. To complete the take-home assignments using STATA or R, you must use PCs in the HPH 310 computer lab, the small computer lab in HPH 312 from 8 am to 5 pm during weekdays, purchase the software and install it on your own PC or use STATA on the UCF Apps platform.

You can purchase Stata at: <https://www.stata.com/order/>

The recommended version is Stata/IC 17. Please note that the price is approximately \$200 **for a lifelong subscription**. Despite the relatively high price of STATA, it will be of use in most fields of social science.

**\*\* IMPORTANT!!** Please be advised not to purchase Small Stata because it cannot handle the large datasets we will use in class.

**\*\*** You can use STATA (without paying for it) through the UCF apps platform but in order to do that you need to go to <https://apps.ucf.edu/> and request it access by clicking – **submit a ticket** citing the course name, instructor of the class and code of the class (see above). Please note that after the first week I will ensure you have access to STATA on the UCF apps platform.

## **QUESTIONS REGARDING THE COURSE MATERIAL AND THE DISCUSSION BOARD**

The Webcourses page has a discussion board which gives you an opportunity to post questions regarding the course material and computing on STATA. In addition to office hours, please use this board to ask questions about lectures, problem sets, and other course materials. Such a mode of communication will allow students to see other students' questions and learn from them. I will regularly check the board and answer the questions posted, although everyone else is also encouraged to contribute to the discussion. Do not email your questions directly to me unless they are of personal nature because you will only receive a short message telling you to post the general question into the discussion board so that the entire class can benefit from the information.

## **GRADED ASSIGNMENTS AND COURSE REQUIREMENTS**

Chapter Lab Reports ( $\times 10$ ) – (2 points each = 20 points)  
Take home assignments ( $\times 2$ ) – (15 points each = 30 points)  
Quizzes (top 2 of 3) – (5 points each = 10 points)  
Midterm – 20 points  
Final Exam – 20 points

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Total = 100 Points

### **Chapter Lab Reports (20%)**

Completing a chapter lab work every week is required as for every correctly submitted lab report, you will receive up to two (2) points. This course includes an overall of 10 labs through the course. You will be required to use Excel and Stata to complete most of the labs. Please note that I will not accept a written answer, which is practically identical to another student in the class working on the same lab session.

### **Take-Home Assignments (30%).**

You will be given two regular assignments during the term. The homework assignments will include a number of theoretical questions as well as statistical computing exercises using STATA. Each student is to attempt all problems individually. You may work together and collaborate on your homework assignments, but your final product must be your own.

### **Quizzes (10%):**

The students will be given three surprise quizzes throughout the course relating to the content of the chapters covered in the course. Only the top 2 quizzes will be counted towards the final grade.

### **Take-Home Exams (40%).**

Two exams, covering the topics covered in the course class will be given in the middle and at the end of the semester. The two exams will include a number of theoretical questions as well as statistical computing exercises using STATA Both exams will be scheduled well in advance and will be available for 24 hours.

### **Grade, Make-ups and late submissions policy**

Students who fail to complete Chapter labs, take home assignments or exams by the deadlines will automatically receive **0 points for the assignments**.

With the exception of the Midterm and Final exams, all assignments may be submitted within two days after the deadline with no grade penalty to give students the flexibility of an online course. Be advised: the assignments are not accepted after two days.

**Exams:** students who miss short exams are given make-ups only if they are able to provide proper documentation for their acceptable absence. Make-ups must be taken within three days of the original short exam date.

Per the Undergraduate Catalog, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.” If a student is experiencing any of these events, they should notify the instructor as soon as possible and request to submit the assignment at a later date. If notification is provided post-factum, reasonable proof of the emergency will be required. The instructor reserves the right to select the content and format of the make-up assignment based on the material covered in the course.

The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

The following grade scale is applicable in this class:

**Grade Scale**

<b>A</b>	100-94
<b>A-</b>	93-90
<b>B+</b>	89-87
<b>B</b>	86-84
<b>B-</b>	83-80
<b>C+</b>	79-77
<b>C</b>	76-74
<b>C-</b>	73-70
<b>D+</b>	69-67
<b>D</b>	60-66
<b>F</b>	59-0

Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

**ATTENDANCE POLICY**

This course is completely online which means that no face-to-face classes (in person or via zoom) will be held. The students are free to study the class materials at their own schedule, as long as the course deadlines are met.



### **University Services and Resources**

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### **Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## **POLICY STATEMENTS**

### **Statements regarding COVID-19**

To protect members of our community, everyone is [required to wear a facial covering](#) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **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. See [CDC guidance for COVID-19 symptoms](#).

Students should contact their instructor(s) as soon as possible if they miss class 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.

### **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.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## 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](#).

## ACADEMIC INTEGRITY

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by an F for the course without any exception and leniency. If you are not sure what constitutes as academic dishonesty while doing your research, you should consult Dr. Shapovalov at once.

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

### Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### COPYRIGHT

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### COURSE SCHEDULE<sup>1</sup>

SESSION & DATE		
Week 1 1/10-1/16	PREPARATION: ASSIGNMENTS: TOPICS:	Buy textbook(s) / Read Chapter 1 -- <b>Introduction to the Course/Concepts and Measurements I</b>
Week 2 1/17-1/23	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 1 Lab 1 <b>Concepts and Measurements II</b>
Week 3 1/24-1/30	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 2 Lab 2 <b>Measuring and Describing Variables</b>
Week 4 1/31-2/6	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 3 Take Home Assignment 1 <b>Proposing Explanations, Framing Hypotheses, and Making Comparisons</b>

<sup>1</sup> Note: The content of the syllabus and course schedule are subject to change and update at the instructor's discretion if necessary.

Week 5 2/7-2/13	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 4 Lab 3 <b>Research Design, Research Ethics, and Evidence of Causation</b>
Week 6 2/14-2/20	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 5 Lab 4 <b>Making Controlled Comparisons</b>
Week 7 2/21-2/27	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 6 Lab 5 <b>Foundations of Statistical Inference</b>
Week 8 2/28-3/6	PREPARATION: ASSIGNMENTS: TOPICS:	Review Chapters 1-6, — <b>*MIDTERM EXAM*</b>
Week 9 3/14-3/20	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 7 Lab 6 (mean comparisons) <b>Tests of Significance and Measures of Association I</b>
Week 10 3/21-3/27	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 7 (cont.), 8 (TBD) <sup>2</sup> Lab 7 (Chi-Square and Measures of Association) <b>Tests of Significance and Measures of Association II</b>
Week 11 3/28-4/3	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 8 Lab 8 <b>Correlation and Linear Regression</b>
Week 12 4/4-4/10	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 9 Take Home Assignment 2 (Correlation, linear regression, logistic regression, dummy variables) <b>Logistic Regression I</b>
Week 13 4/11-4/17	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 9 (cont.) Lab 9 <b>Logistic Regression II</b>
Week 14 4/18-4/24	PREPARATION: ASSIGNMENTS: TOPICS:	Read Chapter 10 Lab 10 <b>Conducting Your Own Political Analysis</b>
Week 15 4/25-5/2	PREPARATION: ASSIGNMENTS: TOPICS:	Review chapters 1-10 and take home assignments <b>*FINAL EXAM*</b>

<sup>2</sup> Depending on the students' progress, we may begin working with Linear Regressions in Week 10



## POS 4023-0001: The Politics of LGBTQ+ Policy

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

### Course Syllabus

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Instructor:	Dr. Gary Smith	Term:	Spring 2022
Office Location:	215A Howard Phillips Hall	Class Meeting Days:	Tuesdays
Office Hours:	Wed, Tr, Fri: 12:00pm – 1:00pm and by appointment	Class Meeting Time:	6:00pm-8:50pm
Phone:	407-823-5910 <b>No phone calls without appointment</b>	Class Location:	HS1: 126
Email:	<a href="mailto:Gary.smith@ucf.edu">Gary.smith@ucf.edu</a> or Webcourses@UCF messaging	Course Modality:	Lecture

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### Course Description

Examines LGBTQ+ politics in the US. Topics include: political activism, civil rights, socio-political backlash, political behavior and representation, marriage equality and other LGBTQ+ policies.

This course will be a broad survey of the major events of the LGBTQ+ civil rights movement, its effect on policy, public opinion, political behavior, and representation. While this course will place an emphasis on American political developments, there will be a brief survey of the status of international LGBTQ+ political outcomes.

### Student Learning Outcomes

At the conclusion of this course, students will be able to:

- Compare and contrast historical and contemporary political experiences of the LGBTQ+ community
- Identify and define factors relevant to LGBTQ+ policy debates (ex. Marriage and family recognition)
- Discuss contemporary public-policy-making at the national, state, and local levels
- Demonstrate improved written and oral communication skills
- Demonstrate critical research skills

### Enrollment Requirements

**Prerequisite:** ENC 1102

### Course Activities

#### *Current Events Expectation*

Because this is, at its core, a Political Science course students will be expected to follow current events.

Because this course has an emphasis on American political developments, I prefer that current events

topics focus on domestic political events. However, students can incorporate international stories that are directly related to the substance of the course. Each class will start with an approximately 10-minute discussion of current events, students should be ready to engage with one another about these topics. Multiple-choice current events questions **will appear on each exam**. You are not required to use a single source for your current events; however, I will be pulling current events questions from the [AP Newswire](#).

#### *In-Class Participation (10% of grade)*

Simply being present in class is not going to be sufficient for credit, you will be expected to be engaged with the materials and the discussion taking place during the class meeting. This can take the form of asking questions, discussing current events, answering questions, or engaging in structured discussions with your classmates. To receive credit for each class meeting, you will need to provide a slip of paper that provides your name, the date, and a brief summation of your contribution. Simply writing “**I spoke in class**” **will not be sufficient to receive credit**. It goes without saying that you cannot participate if you do not attend classes. You must submit at least 7 participation slips to receive full credit, and you can only submit one per class.

#### *Midterm (30% of Grade)*

The midterm exam will consist of 3 short essay questions (30-points each) and 20 multiple-choice current events questions (0.5-points each). This exam will be given during the normal class time on Tuesday, March 15<sup>th</sup>. A study session will be provided near the end of the class prior to the exam. Students are expected to provide their own Green Book and brown Scantron on the day of the exam.

#### *Final Exam (35% of Grade)*

The final exam will consist of 3 short essay questions (30-points each) and 20 multiple-choice current events questions (0.5-points each). This exam will be given during the designated final exam period. The exam will be cumulative, and a study session will be provided near the end of the final class. Students are expected to provide their own Green Book and brown Scantron on the day of the exam.

#### *Term Paper (25% of Grade)*

Students will be expected to complete a research paper by the final class of the term. The topic can be any topic of choosing as long as it's related to the core topic of this class. However, I only allow a maximum of three students to write on the same topic. Your paper topic needs to be approved by the start of class on March 15<sup>th</sup>. More details about the form of the paper will be provided in class.

#### **Important Dates**

Important dates can include any university holidays or closures, drop/withdrawal deadlines, exam dates, assignment deadlines, or other dates in the [UCF Academic Calendar](#) that pertain to your course. Major assignment deadlines will be provided in the course calendar below

#### **Assignment Submission**

Participation grades will be submitted at the end of each course, exams are taken in class on dates provided, term papers and term paper topics are submitted to the appropriate assignments in Webcourses.

All grades will be posted in Webcourses once grades are completed.

#### **Final Exam**

Tuesday, May 3<sup>rd</sup>, 2022 7:00pm to 9:50pm

## **Assessment and Grading Procedures**

### **Grading Methods**

#### *Grade Scale*

- A – 100% - 90%
- B – 89% - 80%
- C – 79% - 70%
- D – 69% - 60%
- F - <59%

### **Make-up Exams and Assignments**

Per university policy, students are allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. Students are expected to notify the instructor in advance of the expected absence or deadline so the appropriate accommodations can be made.

#### *Late Work Policy*

Late work is not accepted without a documented, university-approved excuse. Any work turned in after the deadline will incur a 10-point penalty for each class meeting that it is late. If the work is more than five class meetings late, it will not be accepted.

In the event that you are experiencing difficulties keeping up with course work, it is imperative that you contact me in advance.

#### **Extra Credit**

In an effort to encourage civic engagement, I offer 5-points of extra credit on the lowest exam grade if students provide evidence that they are registered to vote. If, for any reason, you are not eligible to register, you will be provided an alternative assignment in Webcourses. This information/assignment must be completed by the final class meeting.

#### **Grade Dissemination**

To comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. This section can indicate how you will return graded assignments to the individual student. All assignment grades will be posted in Webcourses.

## **Course Materials and Resources**

### *Required Textbooks*

*LGBTQ Politics: A Critical Reader*. Editors Marla Brettschneider, Susan Burgess, and Christine Keating. New York University Press (2017). ISBN: 9781479834099

Morgan, Kyle and Rodriguez, Meg. 2020. *The American LGBTQ Rights Movement: An Introduction*.

\*This text is available for free through the UCF Library and in the Webcourse\*

Mezey, Susan Gluck. 2019. *Transgender Rights from Obama to Trump*. Routledge: New York.

\*This text is available for free through the UCF Library and in the Webcourse\*

## **Policy Statements**

### ***Academic Integrity***

Students should familiarize themselves with UCF's [Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### ***Personal Academic Dishonesty Policy***

To build on the university policy, I have a zero-tolerance personal policy regarding cheating, plagiarism, and/or academic dishonesty. If I suspect any form of academic dishonesty, **you will receive an "F" for the course and will be referred to the Student Conduct Office**. This means it is the student's responsibility to reach out to the instructor if they have any uncertainty about what may constitute plagiarism.



### ***Unauthorized Use of Websites and Internet Resources***

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. 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 could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

### ***Unauthorized Distribution of Class Notes***

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

### ***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. 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 \(SAS\)](#) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### ***Campus Safety Statement***

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#)
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access [a first-aid kit or AED](#) (Automated External Defibrillator).
- To stay informed about emergency situations, [students can sign up to receive UCF text alerts](#). Log-in to myUCF, Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### ***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 Schedule

Week	Topic	Prepared Materials <sup>1</sup>
1: 1/11	<p style="text-align: center;">Course Introduction</p> <p style="text-align: center;">Federalism Refresher</p> <p style="text-align: center;">The 14<sup>th</sup> Amendment</p> <p style="text-align: center;">Understanding Identity Politics</p>	<p>Monroe, et al. 2000*</p> <p>Bernstein, Mary. 2005*</p> <p>The 10<sup>th</sup> Amendment to the U.S. Constitution*</p> <p>The 14<sup>th</sup> Amendment to the U.S. Constitution*</p>
2: 1/18	<p style="text-align: center;">1900-1968 Early Politics: The Cost of Coming Out</p> <p style="text-align: center;">Theories of Contentious Politics</p> <p style="text-align: center;">Emergence of a Political Movement</p>	<p>Klandermans and van Stekelenburg. 2013. "Social Movements and Dynamics of Collective Action"*</p> <p>Chs. 1 &amp; 2: <i>The American LGBTQ Rights Movement: An Introduction</i>*</p> <p><i>One Inc v. Olesen (1958)*</i></p>
3: 1/25	<p style="text-align: center;">1969 – 1980 Gay Liberation, Movement Consolidation, and Stonewall</p> <p style="text-align: center;">Pride in Diversity</p>	<p>Huddy, L. 2013. "From Group Identity to Political Cohesion and Commitment"*</p> <p>Chs. 3 &amp; 4: <i>The American LGBTQ Rights Movement: An Introduction</i>*</p> <p><i>Baker v. Nelson (1972)</i> overview*</p>
4: 2/1	<p style="text-align: center;">1973 – 1993 Adversity, The AIDS Era, and Formal Political Organization</p>	<p>CHs 5 &amp; 6 <i>The American LGBTQ Rights Movement: An Introduction</i>*</p> <p><i>Bowers v. Hardwick (1986)*</i></p> <p>Introduction &amp; Chapter 4: <i>Critical Reader</i></p>
5: 2/8	<p style="text-align: center;">1993 – 2016 LGBTQ Rights Movement, Pt I</p> <p style="text-align: center;">State movement on LGBTQ+ Rights</p> <p style="text-align: center;">Hate Crimes Legislation</p>	<p>Ch. 7: <i>The American LGBTQ Rights Movement: An Introduction</i>*</p> <p><i>Romer v. Evans (1996)*</i></p> <p><i>Boy Scouts of America v. Dale (1999)*</i></p> <p><i>Lawrence v. Texas (2003)*</i></p>

<sup>1</sup> All materials in this category must be read **before** class and, where appropriate, will be provided in Webcourses (indicated by \*). Additionally, check Webcourses for additional preparation materials.

6: 2/15	1993 – 2016 LGBTQ Rights Movement, Pt II  Marriage Equality	DeFilippis. 2018. “Introduction.”*  DeGagne. 2018. “Defining Sexuality through the Courts in California’s Proposition 8”*  <i>United States v. Windsor</i> (2012)* <i>Obergefell v. Hodges</i> (2015)*  Chs. 19 & 21: <i>Critical Reader</i>
7: 2/22	2016 – Present After Marriage Equality	Epilogue: <i>The American LGBTQ Rights Movement: An Introduction</i> *  <i>Masterpiece Cakeshop v. Colorado</i> (2017)  Chs. 14: <i>Critical Reader</i>
8: 3/1	2016 – Present Public Opinion of LGBTQ+ People	Ch 15. <i>Critical Reader</i>  Kazyak and Stange. 2018. “Backlash or a Positive Response Public Opinion of LGB Issues after <i>Obergefell v. Hodges</i> .”*  Lee. 2018. “Black LGB Identities and Perceptions of Same-Sex Marriage.”*  “LGBTQ Politics After Marriage.”*
9: 3/8	<b>Spring Break</b>	
10: 3/15	Midterm Exam in Class	
11: 3/22	LGBTQ Political Representation Bringing the “Bs” In.	Chs. 6, 16, 17, & 18: <i>Critical Reader</i>
12: 3/29	The TQ+ - Gender Identity & Politics, pt. I	Murib 2015*  <i>Trans Rights from Obama to Trump</i> : Intro & Chs 1, 2, & 3*  Barnett et al. 2018*
13: 4/5	The TQ+ - Gender Identity & Politics, pt. II	<i>Trans Rights from Obama to Trump</i> : Chs 4, 5, & Conclusion*  Castle 2018*

14: 4/12	Global LGBTQ Issues, pt I	Chs 23 & 24: <i>Critical Reader</i>
15: 4/19	Global LGBTQ Issues, pt II	Chs 25 & 26: <i>Critical Reader</i> Final Exam Review
Final Exam: 5/3, 7:00 – 9:50pm		



## INR 4085 – Women, Gender and Globalization

School of Politics, Security and International Relations, University of Central  
Florida

### Syllabus

Instructor Information		Course Information	
<b>Instructor</b>	Dr. Mariam Irene Tazi-Preve	<b>Term:</b>	Spring 2022
<b>Office:</b>	HPH 102	<b>Section:</b>	
<b>Phone</b>	4078235929	<b>Credits:</b>	3
<b>E-mail</b>	mariam.tazi-preve@ucf.edu	<b>Class Time:</b>	Tuesday/Thursday, 12:00 – 1:15pm
<b>Office hours:</b>	<u>In office (HPH 102):</u> Tuesday 1:45pm-2:45 pm and Thursday 1:45pm-2:45 pm And by appointment	<b>Classroom:</b>	BA1 213

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### Course Overview

This course examines the way discrimination of women works in a global perspective. We will also have a look at the impact of globalization on gender relations, the role of gender in economic structures and social processes comprising globalization and in political practices around the world. The course uses an interdisciplinary approach to examine the interconnected relations of different types of inequalities (gender, race, class, sexuality). We will focus on care, work and health and will deeper dive into the special relationship of economy and gender. And in different gender theories. We will further look at approaches to change inequity on a global level by discussing diverse thought systems and indigenous thinking.

## Course Objectives

1. The main objectives of this course are:
2. This course will give students an ability to use the critical methodologies of women's and gender studies to analyze how gender constructions shape the realities of women's lives
3. To provide students with a comprehensive introduction with the phenomenon of inequity on a global scale.
4. To provide students with an understanding of the various ways in which gender interacts with economic and political processes at the national and international level.
5. To offer students outlooks into a balanced and just world (theories, societies).
6. To develop key skills required for the successful study of political science and for the graduate job market.

By the end of the course students should:

1. Have the basic tools to understand the nature and impact of globalization.
2. Be able to identify the ways in which a gendered approach restructures the study of globalization and development projects.
3. Be able to apply conceptual tools to analyze gendered processes of globalization and the politics of gender in a globalizing world in particular cases and regions.

## Course Prerequisites

None

## Required Texts and Materials

Benería, Lourdes; Berik, Günseli; Floro, Maria S. 2016. Gender, Development and Globalization. Economics as if all people mattered. New York: Routledge.

Criado-Perez, Caroline. 2019. Invisible Women. Exposing data in a world designed for men. London: Chatto and Windus.

Lorber, Judith. 2014. Gender Inequality. Feminist Theories and Politics. Oxford University Press.

Seager, Joni. 2018. The Women's Atlas. Penguin Publishing Group.

Texts will be used partly from these both books, partly provided as pdf, uploaded to WebCourses. It is required to read the texts before they will be addressed in class. In addition, students should endeavor to keep abreast of the news by reading the major newspapers either in print or online.

## Attendance Policy

Attendance is mandatory. Two unexcused absence are permitted.

Please get in contact with me in case of any further absence. Reasons for acceptable absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Timely arrival to class is also required; repeated tardiness will have an effect on your grade. Repeated violations of class or university/program policies may result in ejection from class and/or the program.

## Course Requirements

### 1) **Assignment** completed by January 14, 11.59pm

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the announced academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid (check webcourses Assignments).

At the beginning of each week, we will start a new topic. There will be a set of general readings, which you will be expected to have completed before class. It will be used as a basis for discussion or other methods (e.g. text analysis, teamwork). Additionally we will work with material from the electronic and print press.

2) **Midterm exam** will take place March 3.

3) **Final exam** will take place April 28.

4) **Essay and Class Presentation.** Groups of 3 students will write an essay on any issue coming up in class and which is coming up in the literature. How did it become a major political issue? What kinds of people, interest groups and ideologies are active?

Class presentation. Within the course the groups will present the topic of the essay and the reason why they chose it to the class. Plan on a presentation of about 10 minutes, followed by questions and class discussion for another 10 minutes.

Written essay. The written elaborated essay should be the equivalent of about 5 typed, one and half-spaced pages. All sources have to be carefully cited and quoted as reference in the end of the text.

**THE WRITTEN ESSAY IS DUE APRIL 21 and handed over to me in paper.**

## Grading Scale

Grades will be based on the following:

Mid-term exam (30%)

Final exam (30%)

Project (presentation plus written essay) (30%)

Class participation in discussions (10%)



## Mid and Final Examinations

There will be two examinations in this course. You must take these exams. Failure to do so will result in a grade of "F" for the entire course. In case of a serious extenuating circumstance that prevents the student from taking the exam the student is responsible for contacting the instructor **before** the examinations. In addition, the student is responsible for providing valid and convincing medical documentation.

As with any other course, I urge you not to fall behind on the readings. Each week we will be covering a lot of new information and if you do not keep up, it can become overwhelming the day before the exam. In addition, keep in mind that the final examination will be cumulative.

Please take note of the following course stipulations:

- Late assignments will not be accepted unless valid medical documentation is presented and only when arrangements have been made before the due date. Make-up assignments will have a different format than those assigned to the rest of the class.
- If you have a particular concern about a grade received, you need to make an appointment with me and bring specific points which you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down.
- Please do come and see me if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

## Grading

The grade distribution for the course will be as follows:

Points	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Mistakes can be made while entering the grades, so you are responsible for monitoring your grades and making sure that they are accurate. You have two weeks after the grades are posted to challenge or request a correction to your grades. After this time, grades become final.

If you wish to challenge your grade you must make an appointment with the professor and present the evidence to show that your grade is incorrect.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

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### **Course Policies: Student Expectations**

**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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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.

**Disability Access:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment and will lose protocol points. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, texting *etc.*, and have been warned may suffer a reduction in their final class grade.

**Academic Dishonesty, Plagiarism, or Cheating:**

Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for 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.

1. Unauthorized assistance, cheating: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
3. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

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://z.ucf.edu/>. In my class, the first incidence of cheating results in a warning and a zero for the assignment. The second incidence will result in an F for the course and a "Z designation" on your transcript.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of class. If any assignment falls on a day in which you observe a religious holiday, it is your responsibility to notify the instructor by the end of the second week of class. In addition, it is your responsibility to make alternative arrangements for completing that particular assignment.

## COURSE SCHEDULE

### **Week 1: Introduction**

Tuesday January 11: Introduction

Thursday January 13:

- Video, e.g. Women in India <https://www.youtube.com/watch?v=izcRFXzoxqY>
- Video, e.g. Women in the USA <https://www.youtube.com/watch?v=sTDaeR3eWxA>
- The Women's Atlas, Women in the World p. 11-35

### **Week 2: Getting Real. Discrimination of Women**

Tuesday January 18: The Women's Atlas, Women in the World p. 36-80

Thursday January 20: Criado-Perez, p. 1-66

### **Week 3: Understanding Why: Feminist and Gender Theories**

Tuesday January 25:

Video: Definition of Feminism, e.g.

<https://www.youtube.com/watch?v=ipitXG5dta0&list=PLF47C1FA569B18FA5>

- Introduction and Definitions Lorber, p.1-17
- Liberal Feminism Lorber, Gender Inequality, p. 27-50
- Marxist Feminism Lorber, Gender Inequality, p.51-73

Thursday January 27:

- Postmodern, Queer, Lorber, Judith, p.284-303
- Transnational Feminism Lorber, Gender Inequality, p. 90-121.
- Human Rights: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p. 33-35

### **Week 4: Women seen Globally, Definition of Globalization**

Tuesday February 1:

- Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.1-21
- Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.93-107

Thursday February 3:

- UN goal <https://www.un.org/sustainabledevelopment/gender-equality/>  
(follow the money!)
- CEDAW <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

### **Week 5 : The Problem with Development**

Tuesday February 8: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p. 41-58

Thursday February 10: Mies/Shiva. Ecofeminism, Subsistence, p. 55-69 (PDF)

### **Week 6 Care-Work**

Tuesday February 15: Criado-Perez, p. 69-91

Thursday February 17: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.179-198

### **Week 7 “Work Work”**

Tuesday February 22 Criado-Perez, p. 92-127

Thursday February 24: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.135-163

### **Week 8 Housewifization and Colonialism**

Tuesday March 1: Mies Maria, Housewifization, p. 74-111 (PDF)

Thursday March 3: MIDTERM EXAM

### **Week 9: *Spring Break, no class***

### **Week 10: Property and Poverty**

Tuesday March 15: Women’s Atlas, p. 169-182

Thursday March 17: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.107-134

### **Week 11: Women’s Health and Public Life**

Tuesday March 22: Criado-Perez, p. 195-216

Thursday March 24: Criado-Perez, p.217-235

### **Week 12: Critical Theory of Patriarchy and Indigenous Thinking**

Tuesday March 29

-Critical Theory of Patriarchy, Werlhof, p.68-85 (PDF)

-Claudia Werlhof: <http://gift-economy.com/women-and-the-gift-economy/> (then go to Werlhof)

Thursday March 31:

-Barbara Alice Mann. Rematriation of the Truth

<http://gift-economy.com/rematriation-of-the-truth/>

-Rauna Kuokkanen, Towards an "Indigenous Paradigm" from a *Sami Perspective* (PDF)

### **Week 13: Approaches to Change Inequality on a Global Level**

Tuesday April 5: Benería, Lourdes; Berik, Günseli; Floro, Maria S p. 227-253

Thursday April 7: Bernedette Muthien *The Khoisan - South Africa*, p.145-158. (PDF)

### **Week 14: Matrilinear Societies Past and Present**

Tuesday April 12:

-Göttner-Abendroth, Heide. 2009. The Deep Structure of Matriarchal Society. Findings and Political Relevance of Modern Matriarchal Studies. In: Heide Göttner-Abendroth (ed.). *Societies of Peace: Matriarchies, Past, Present and Future*, p.17-28. (PDF)

-Göttner-Abendroth, Matriarchal Societies. *Juchitan, Mexico*, p.253-268 (PDF)

Thursday April 14:

Wednesday Göttner-Abendroth, Matriarchal Societies *The Hopi, USA*, p.269-295 (PDF)

Barbara Alice Mann *The Iroquois*, p.57-69 (PDF)

FINAL PAPERS DUE

### **Week 15: Ecofeminism and the Gift-Economy**

Tuesday April 19:

-Vaughan, Genevieve (ed.). 2007. Introduction In: *Women and the Gift Economy. A radically different worldview is possible*, Inanna, Toronto: 1-23. <http://gift-economy.com/women-and-the-gift-economy/> (then click on Introduction)

-Interview with Gen Vaughan <http://gift-economy.com/ideas-for-our-times/>

Thursday April 21: Mies/Shiva, *Indigenous*, p. 164-173 (PDF)

### **Week 16: Final Week**

Tuesday April 26: STUDY DAY, no class

Thursday April 28: **10am – 12.50pm!**

**FINAL EXAM**



## INR 4085 – Women, Gender and Globalization

School of Politics, Security and International Relations, University of Central  
Florida

### Syllabus

Instructor Information		Course Information	
<b>Instructor</b>	Dr. Mariam Irene Tazi-Preve	<b>Term:</b>	Spring 2022
<b>Office:</b>	HPH 102	<b>Section:</b>	
<b>Phone</b>	4078235929	<b>Credits:</b>	3
<b>E-mail</b>	mariam.tazi-preve@ucf.edu	<b>Class Time:</b>	Tuesday/Thursday, 12:00 – 1:15pm
<b>Office hours:</b>	<u>In office (HPH 102):</u> Tuesday 1:45pm-2:45 pm and Thursday 1:45pm-2:45 pm And by appointment	<b>Classroom:</b>	BA1 213

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### Course Overview

This course examines the way discrimination of women works in a global perspective. We will also have a look at the impact of globalization on gender relations, the role of gender in economic structures and social processes comprising globalization and in political practices around the world. The course uses an interdisciplinary approach to examine the interconnected relations of different types of inequalities (gender, race, class, sexuality). We will focus on care, work and health and will deeper dive into the special relationship of economy and gender. And in different gender theories. We will further look at approaches to change inequity on a global level by discussing diverse thought systems and indigenous thinking.

## **Course Objectives**

1. The main objectives of this course are:
2. This course will give students an ability to use the critical methodologies of women's and gender studies to analyze how gender constructions shape the realities of women's lives
3. To provide students with a comprehensive introduction with the phenomenon of inequity on a global scale.
4. To provide students with an understanding of the various ways in which gender interacts with economic and political processes at the national and international level.
5. To offer students outlooks into a balanced and just world (theories, societies).
6. To develop key skills required for the successful study of political science and for the graduate job market.

By the end of the course students should:

1. Have the basic tools to understand the nature and impact of globalization.
2. Be able to identify the ways in which a gendered approach restructures the study of globalization and development projects.
3. Be able to apply conceptual tools to analyze gendered processes of globalization and the politics of gender in a globalizing world in particular cases and regions.

## **Course Prerequisites**

None

## **Required Texts and Materials**

Benería, Lourdes; Berik, Günseli; Floro, Maria S. 2016. Gender, Development and Globalization. Economics as if all people mattered. New York: Routledge.

Criado-Perez, Caroline. 2019. Invisible Women. Exposing data in a world designed for men. London: Chatto and Windus.

Lorber, Judith. 2014. Gender Inequality. Feminist Theories and Politics. Oxford University Press.

Seager, Joni. 2018. The Women's Atlas. Penguin Publishing Group.

Texts will be used partly from these both books, partly provided as pdf, uploaded to WebCourses. It is required to read the texts before they will be addressed in class. In addition, students should endeavor to keep abreast of the news by reading the major newspapers either in print or online.



## Attendance Policy

Attendance is mandatory. Two unexcused absence are permitted.

Please get in contact with me in case of any further absence. Reasons for acceptable absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Timely arrival to class is also required; repeated tardiness will have an effect on your grade. Repeated violations of class or university/program policies may result in ejection from class and/or the program.

## Course Requirements

### 1) **Assignment** completed by January 14, 11.59pm

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the announced academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid (check webcourses Assignments).

At the beginning of each week, we will start a new topic. There will be a set of general readings, which you will be expected to have completed before class. It will be used as a basis for discussion or other methods (e.g. text analysis, teamwork). Additionally we will work with material from the electronic and print press.

2) **Midterm exam** will take place March 3.

3) **Final exam** will take place April 28.

4) **Essay and Class Presentation.** Groups of 3 students will write an essay on any issue coming up in class and which is coming up in the literature. How did it become a major political issue? What kinds of people, interest groups and ideologies are active?

Class presentation. Within the course the groups will present the topic of the essay and the reason why they chose it to the class. Plan on a presentation of about 10 minutes, followed by questions and class discussion for another 10 minutes.

Written essay. The written elaborated essay should be the equivalent of about 5 typed, one and half-spaced pages. All sources have to be carefully cited and quoted as reference in the end of the text.

**THE WRITTEN ESSAY IS DUE APRIL 21 and handed over to me in paper.**

## Grading Scale

Grades will be based on the following:

Mid-term exam (30%)

Final exam (30%)

Project (presentation plus written essay) (30%)

Class participation in discussions (10%)

## Mid and Final Examinations

There will be two examinations in this course. You must take these exams. Failure to do so will result in a grade of "F" for the entire course. In case of a serious extenuating circumstance that prevents the student from taking the exam the student is responsible for contacting the instructor **before** the examinations. In addition, the student is responsible for providing valid and convincing medical documentation.

As with any other course, I urge you not to fall behind on the readings. Each week we will be covering a lot of new information and if you do not keep up, it can become overwhelming the day before the exam. In addition, keep in mind that the final examination will be cumulative.

Please take note of the following course stipulations:

- Late assignments will not be accepted unless valid medical documentation is presented and only when arrangements have been made before the due date. Make-up assignments will have a different format than those assigned to the rest of the class.
- If you have a particular concern about a grade received, you need to make an appointment with me and bring specific points which you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down.
- Please do come and see me if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

## Grading

The grade distribution for the course will be as follows:

Points	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Mistakes can be made while entering the grades, so you are responsible for monitoring your grades and making sure that they are accurate. You have two weeks after the grades are posted to challenge or request a correction to your grades. After this time, grades become final.

If you wish to challenge your grade you must make an appointment with the professor and present the evidence to show that your grade is incorrect.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

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### **Course Policies: Student Expectations**

**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.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

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.

**Disability Access:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment and will lose protocol points. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, texting *etc.*, and have been warned may suffer a reduction in their final class grade.

**Academic Dishonesty, Plagiarism, or Cheating:**

Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for 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.

1. Unauthorized assistance, cheating: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
3. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

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://z.ucf.edu/>. In my class, the first incidence of cheating results in a warning and a zero for the assignment. The second incidence will result in an F for the course and a "Z designation" on your transcript.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Religious Observances:** Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of class. If any assignment falls on a day in which you observe a religious holiday, it is your responsibility to notify the instructor by the end of the second week of class. In addition, it is your responsibility to make alternative arrangements for completing that particular assignment.

## COURSE SCHEDULE

### **Week 1: Introduction**

Tuesday January 11: Introduction

Thursday January 13:

- Video, e.g. Women in India <https://www.youtube.com/watch?v=izcRFXzoxqY>
- Video, e.g. Women in the USA <https://www.youtube.com/watch?v=sTDaeR3eWxA>
- The Women's Atlas, Women in the World p. 11-35

### **Week 2: Getting Real. Discrimination of Women**

Tuesday January 18: The Women's Atlas, Women in the World p. 36-80

Thursday January 20: Criado-Perez, p. 19-105

### **Week 3: Understanding Why: Feminist and Gender Theories**

Tuesday January 25:

Video: Definition of Feminism, e.g.

<https://www.youtube.com/watch?v=ipitXG5dta0&list=PLF47C1FA569B18FA5>

- Introduction and Definitions Lorber, p.1-17
- Liberal Feminism Lorber, Gender Inequality, p. 27-50
- Marxist Feminism Lorber, Gender Inequality, p.51-73

Thursday January 27:

- Postmodern, Queer, Lorber, Judith, p.284-303
- Transnational Feminism Lorber, Gender Inequality, p. 90-121.
- Human Rights: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p. 33-35

### **Week 4: Women seen Globally, Definition of Globalization**

Tuesday February 1:

- Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.1-21
- Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.93-107

Thursday February 3:

- UN goal <https://www.un.org/sustainabledevelopment/gender-equality/>  
(follow the money!)
- CEDAW <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

### **Week 5 : The Problem with Development**

Tuesday February 8: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.1-40

Thursday February 10: Mies/Shiva. Ecofeminism, Subsistence, p. 55-69 (PDF)

**Week 6 Care-Work**

Tuesday February 15: Criado-Perez, p. 428-472

Thursday February 17: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.179-198

**Week 7 “Work Work”**

Tuesday February 22 Criado-Perez, p. 176-267

Thursday February 24: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.135-178

**Week 8 Housewifization and Colonialism**

Tuesday March 1: Mies Maria, Housewifization, p. 74-111 (PDF)

Thursday March 3: MIDTERM EXAM

**Week 9: *Spring Break, no class***

**Week 10: Property and Poverty**

Tuesday March 15: Women’s Atlas, p.232-246

Thursday March 17: Benería, Lourdes; Berik, Günseli; Floro, Maria S. , p.107-134

**Week 11: Women’s Health and Public Life**

Tuesday March 22: Criado-Perez, p.276-332

Thursday March 24: Criado-Perez, p.333-398

**Week 12: Critical Theory of Patriarchy and Indigenous Thinking**

Tuesday March 29

-Critical Theory of Patriarchy, Werlhof, p.68-85 (PDF)

-Claudia Werlhof: <http://gift-economy.com/women-and-the-gift-economy/> (then go to Werlhof)

Thursday March 31:

-Barbara Alice Mann. Rematriation of the Truth

<http://gift-economy.com/rematriation-of-the-truth/>

-Rauna Kuokkanen, Towards an "Indigenous Paradigm" from a *Sami Perspective* (PDF)

### **Week 13: Approaches to Change Inequality on a Global Level**

Tuesday April 5: Benería, Lourdes; Berik, Günseli; Floro, Maria S p. 227-253

Thursday April 7: Bernedette Muthien *The Khoisan - South Africa*, p.145-158. (PDF)

### **Week 14: Ecofeminism and the Gift-Economy**

Tuesday April 12:

-Vaughan, Genevieve (ed.). 2007. Introduction In: Women and the Gift Economy. A radically different worldview is possible, Inanna, Toronto: 1-23. <http://gift-economy.com/women-and-the-gift-economy/> (then click on Introduction)

-Interview with Gen Vaughan <http://gift-economy.com/ideas-for-our-times/>

Thursday April 14: Mies/Shiva, Indigenous, p. 164-173 (PDF)

### **Week 15: Matrilinear Societies Past and Present**

Tuesday April 19:

-Göttner-Abendroth, Heide. 2009. The Deep Structure of Matriarchal Society. Findings and Political Relevance of Modern Matriarchal Studies. In: Heide Göttner-Abendroth (ed.). Societies of Peace: Matriarchies, Past, Present and Future, p.17-28. (PDF)

-Göttner-Abendroth, Matriarchal Societies. *Juchitan, Mexico*, p.253-268 (PDF)

Thursday April 21:

Wednesday Göttner-Abendroth, Matriarchal Societies *The Hopi, USA*, p.269-295 (PDF)

Barbara Alice Mann *The Iroquois*, p.57-69 (PDF)

FINAL PAPERS DUE

### **Week 16: Final Week**

Tuesday April 26: STUDY DAY, no class

Thursday April 28: **10am – 12.50pm!**

**FINAL EXAM**

# GEO2370-21Fall 0001

## Resource Geography

School of Politics, Security, and International Affairs

3 Credit Hours

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### Table of Contents

- [General Course Information](#)
- [Course Description](#)
- [Course Materials and Resources](#)
- [Student Learning Outcomes](#)
- [Course Activities](#)
- [Grading Information](#)
- [Course Schedule](#)
- [Policy Statements](#)

### Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Philips Hall
- Office Hours: Mondays 2:00 PM
- Phone: [407-823-2608](tel:407-823-2608)
- Digital Contact: [Richard.Tyre@ucf.edu](mailto:Richard.Tyre@ucf.edu)

## Course Information

- Term: Spring 2022
- Course Number & Section: GEO2370 Section 1
- Course Name: Resource Geography
- Credit Hours: 3
  - Class Meeting Time: Mondays and Wednesdays 3:00-4:15
- Class Location: CB1 Room 319 Course Modality: **Face to Face**

## Enrollment Requirements



Course Prerequisites (if applicable): none  
Course Co-requisites (if applicable): none

## Course Description

Analysis of basic principles and problems associated with development, use, conservation, and management of natural resources, with special emphasis on the United States

## Course Materials and Resources

### Required Materials/Resources

All required materials/resources will be posted on Canvas.

## Student Learning Outcomes

### Course Focus

Physical geography is the study of the earth's dynamic systems: its air, water, weather climate, landforms, rocks, soils, plants, ecosystems and biomes and how humans interact with the earth's systems. Physical geography is the study of the world around you. It will help you to understand why afternoon rain showers and hurricanes frequent central Florida and what causes seasons. Everyone, every day, interacts with the earth's dynamic systems. I challenge you to join me on an exploration of the complex, and exciting world in which you live!

This is an introductory level college course in Physical Geography. It requires no prior experience with the subject.

### Course Objectives

1. To provide the student with the basic principles associated with resource development and use.
2. Students will learn about the use, conservation, and management of natural resources.
3. Define natural resources and become familiar with specific examples.
4. Analyze the economic factors that control the use of natural resources.
5. Investigate the political importance on natural resource issues.
6. Examine the ecological effects of natural resource consumption.
7. Debate the ethical implication of exploitation, conservation, and preservation
8. Investigate the issues associated with agriculture, grazing, forestry, and biodiversity.
9. Analyze the use of water resources.

10. Understand the cultural factors that influence the use of natural resources.
11. Investigate traditional and non-traditional energy resources.
12. Investigate the possibility of sustainability.
13. Produce advanced discussions on select resource issues and topics
14. Formulate an advanced level of understanding of the geography of resources.

## Course Activities

Each unit will include one or two activities to help facilitate learning. The course is split into different themes. These themes are:

- 1: What is Nature?
- 2: Regionalism in the United States
- 3: Resource Theories & Management
- 4: Resource Identities
- 5: Resource Applications

## Activity Submissions

All activities, quizzes, and exams are to be submitted online via the links provided.

## Attendance/Participation

After meeting as a class, the students will have time to synthesize the information and formulate responses to the questions or projects. Some assignments may take weeks to complete while others only a few days. Assignment due dates will be announced when the assignment posts. Late work will be accepted on a case-by-case basis at the discretion of the instructor.

## Assessment and Grading Procedures

The table shows the weight distribution for each assignment.	
Assignment	Percentage of Grade
Quizzes & Assignments	50%
Debate Reflections	15%

Debates	10%
Final Exam	25%
Total	100%

The table shows the range for each letter grade and uses a plus/minus system.	
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

Consult the latest Undergraduate or Graduate [catalogLinks to an external site.](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

### January

10/12: Introduction to the Course and Landscape Reading, & What is Nature Discussion

17/19: No Class Monday, January 17, MLK Jr Day & United States Geography

24/26: Regionalism in the United States and Regional Identities

31/2: Development Theories & Development Theories Applications

### February

7/9: Introduction to the Debates and Assign Debate Topics & Environmental Capitalism

14/16: Group Meeting Times for the Debates

21/23: Debate 1 & 2

28/2: Debate 3 & 4 and Assign Final Presentation Topics

### March

7/9: Spring Break

14/16: Population and Resource Management

21/23: Identities in Resources & Group Meeting Day

28/30: Group Meeting Day and Final Presentations 1

### April

4/6: Final Presentations 2 & 3

11/13: Final Presentations 4 & 5

18/20: Final Presentations 6 & 7

25: Final Presentations 8

Final Exam: Wednesday, April 27 at 1:00 PM

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# University Services and Resources

## Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

## Policy Statements

[Academic Integrity](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)

World Political Geography

GEO 3471

Section 1

Spring 2022

Richard E. Tyre - Instructor  
School of Politics, Security, & International Affairs  
University of Central Florida  
Office Hours: M 2:00

Office: 102 Howard Phillips Hall  
Email: [Richard.Tyre@UCF.edu](mailto:Richard.Tyre@UCF.edu)

### Course Objectives

Students will be able to:

- analyze the impact of political geography and its concepts on the global issues.
- appreciate the intersection between political science, international relations, and geography.
- understand the actors and stakeholders behind major global conflict issues.
- critically analyze the popular media and print for accuracy and political bias.
- participate in real-life simulated work in Political Geography.

### Course Focus

We think of politics and geography as separate areas of interest; after all we have two separate disciplines, Political Science and Geography, each with their own institutional expressions, their own textbooks, etc. But in many ways they should be looked at as a seamless whole. Human geography is produced and politics is at the center of that production. Likewise politics always has a geography and cannot avoid it; think of the simple distinction between „domestic“ and „foreign“ policy or the structure of the American state: the idea of a distinction between state and federal governments and their respective, *geographically defined*, jurisdictions. Hence: **Political Geography**.

In this course we will develop and apply a framework for looking at the world through this particular lens; making certain things stand out, eliciting attention that previously might not have been forthcoming. Political geography is everywhere: in the city, in the

country that we call the United States, in the world, and, yes, in this lecture room. You cannot understand the world without it, though politicians, and geographers for that matter, have often tried to. It will open your eyes.

### Required Texts

*World Regional Geography* by Caitlin Finlayson

This is an open source book available at  
<<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=335>>

### Media

The course will utilize the BBC World News. Every day, students should stay informed with global issues via the BBC website and World Service bulletin. The World Service bulletin is a daily 5 minute presentation of the global news. It is highly advised to stay current on global issues.

This is easily accessed via: <[news.bbc.co.uk](http://news.bbc.co.uk)>, then selecting Video and Audio.

### Supplementary Course Materials

Supplementary course materials will include readings from articles, newspapers or websites.

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### Final Grading Scale

A > 93	B+ 87 – 89.99	C+ 77 – 79.99	D+ 66 – 69.99
A- 90 – 92	B 83 – 86	C 72 - 76	D 62 – 65
	B- 80 – 82	C- 70 - 71	D- 60 – 61
			F < 59.99

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## Grading Criteria

Mid-Term Exam: 20%

Individual Assignments & Quizzes: 40%

Debate Analysis: 20%

Final Exam: 20%

- ***Mid-Term Exam***

The first half of the semester, we will examine the different geographic regions of the world. The Mid-Term Exam focuses on the World Regional Geography aspect of the class.

- ***Individual Assignments, Quizzes, & Group Projects***

Throughout the semester, many individual assignments will be posted online. Each project, quiz, and assignment will be worth between 3-8% of your final grade. Collectively, these assignments and projects will be worth 40% of the overall grade for the course. Late assignments will be accepted for a 50% reduction in the grade after one class. Assignments more than 1 week late will not be accepted.

- ***Debate Analysis***

Throughout the second half of the semester, debate topics will post. Students are asked to examine **BOTH** sides of these debate topics and arrive to class prepared to discuss the merits of **BOTH** sides. Debate points must be typed and ready to discuss at the assigned classes and will be turned in for a grade online.

Debate Topics:

1: Supranationalism

2: Electoral Geography

3: Colonialism

4 The Role of the United States in the World



## 5: War & International Conflict

- ***Final Exam***

A non-comprehensive final exam will be available after the final class of the semester.

### **Attendance Policy:**

I do not hold a formal attendance policy. Attendance, however, will help each student understand the materials from the course and analyze the readings for their value to the course. This is a 3000 level course. We will simulate real-life work in Political Geography. Treat this course as a career. Throughout the semester, I will randomly take attendance and for each time you are not present, I will deduct 5% from your final grade.

### **In-Class Communication**

The style of learning in this class requires open communication and respect for all other opinions. It is not my goal to force you to think as I think, but rather, to form your own global ideas and defend them. Throughout the class, you may be called out to defend your ideas. Do your best and just know that your inability to believe the same things I believe will NOT negatively affect your final grade, rather, I welcome healthy and constructive debate, but I do demand respect for differing opinions.

## Course Schedule

January

12: Introduction to Geography and North American Geography

19: Geography of Latin America and Geography of Africa

26: Geography of Middle East with Israel and Geography of Europe

February

2: Geography of Asia with Oceania and Mid-Term Exam Opens

9: Introduction to Political Geography and Theories in Political Geography

16: Political Geography Theory Applications

23: Borders and Spaces

March

2: Supranationalism

9: No Class: Spring Break

16: Colonialism

23: Electoral Geography

30: The United States in the World and Hegemony

April

6: Terrorism

13: War and Conflicts with Flashpoints

20: Final Ideas from Political Geography and Review for Final Exam

Final Exam: Wednesday, April 27 at 7:00 PM

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

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# INR 4603.0W60 International Relations Theory

## Spring 2022 Syllabus

### Course Information

Course Name	International Relations Theory
Course ID & Section	INR 4603.0W60
Credit Hours	3 credit hours
Semester/Year	Spring 2022
Class meeting time & location/mode	Not applicable — class is online and asynchronous in Webcourses

### Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III School of Politics, Security & International Affairs
Office	102 Howard Philips Hall
Office Hours	Tuesdays 1:00-2:30 PM and Thursdays 1:00-4:00 PM & by appointment by Zoom ( <a href="https://ucf.zoom.us/j/3142725238">https://ucf.zoom.us/j/3142725238</a> ) or phone
Phone	407-823-2659
E-mail	<a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a>

### Course Description

Theoretical trends prevalent in the study of international relations will be covered, including realism, liberalism, Marxism, feminism, and post-modernism. In a curricular sense, this course can be used to satisfy the Advanced Core Requirements for the International and Global Studies Major or Area C requirements for the Political Science Major.

Prerequisite: ENC 1102 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.

**Important Advice:** I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness—without compromising on standards—to help you do your best. You should do

the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

## Course Objectives

- Objective One: help students understand the origins and central tenets of the major theoretical perspectives in the study of international relations,
- Objective Two: help students understand the strengths and weaknesses of these theoretical perspectives,
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication.

## Required Text

- Paul Viotti and Mark Kauppi. 2020. *International Relations Theory*. 6<sup>th</sup> Edition. Lanham, MD: Rowman & Littlefield.

## Course Mode via Webcourses

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

## COVID-19 Response

**Mask wearing:** Should you need to visit campus, UCF expects that students, faculty and staff wear respiratory masks while indoors consistent with CDC guidance and with Florida's State University System in an effort to help protect our campus community. However, by policy nobody is allowed to require individuals to wear masks if they choose not to do so.

### COVID-19 and Illness Notification

If you become ill with symptoms of COVID-19, stay home and contact your primary care physician, who will determine whether testing or treatment is needed. UCF students and employees must call the UCF COVID Line at 407-823-2509. Also, do not come to campus if anyone living in your residence has tested positive or is sick with Covid-19 symptoms. Students should contact their instructor(s) as soon as possible if they miss class 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.

Students and employees can continue to get tested at no cost via drive-up or appointment at Garage A through Aventus Biolabs. The site is open from 9 a.m. to 5 p.m. Mondays through Saturdays. Testing is recommended if you have symptoms of COVID-19, or you are within three to five days of exposure to the virus.

Also follow these best practices while awaiting test results and if you test positive for COVID-19:

- Do not leave your home, except to get medical care, until cleared by your healthcare provider.
- Do not share household items.
- Wear a mask around others if contact is necessary.
- Report if you have tested positive for COVID-19 by calling the UCF COVID Line at 407-823-2509 and follow nurses' instructions. Clearance forms will be required prior to returning to class or work on campus.

Annual flu vaccinations are even more important while COVID-19 is still present. Flu shots are available for free for all UCF students, thanks to the Student Health Fee, via walk up or during other appointments at Student Health Services. Flu shots also are available at Student Health Services and UCF Health for faculty and staff, with the costs potentially covered through insurance.

### **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## Course Requirements and Grade Table

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Assignments</b>	<b>% of Final Grade</b>	<b>Assignment Scores*</b>	<b>Component Score = column B x column C</b>	<b>Due Date</b>
Quizzes & Information Literacy Tutorial	50			See the Course Schedule below
Course Paper	20			April 17, 11:59 PM
Midterm Exam	15			March 4 12:01 AM & March 6 11:59 PM
Final Exam	15			April 27 12:01 AM & April 29 11:59 PM
Total	100%		<b>Add each of your component scores to get your anticipated final grade</b>	

\* Add grades for each type of assignment and divide by the number of grades for this task, except for discussion post grades which should be added.

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

**Quizzes and Information Literacy Tutorial Assessment:** Multiple choice quizzes may cover any materials covered in modules. Those quizzes will open at 12:01 AM on the last Friday of each module and close at 11:59 PM on the last Sunday of each module (see our Course Schedule below). The lowest quiz grade for each student will be dropped when calculating final course grades. Also, by midnight on Sunday, Feb. 13<sup>th</sup>, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual

of Style, 16th Edition” and the assessment included in it, which will be counted as a separate quiz. That tutorial should help to improve short course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores. This assignment can be found from the Assignments tab for our class in Webcourses/Canvas

**Important Note:** 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 ideally due by 11:59 on Friday, January 14, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz, and submit it.

**Course paper:** You will write a research paper that uses an international relations theory to explain a particular aspect of international relations of a country of your own choosing. The things you explain should pertain to things such as states or their leaders acting to: engage in colonialism, wage war or bolster their military defenses, form alliances, make peace, or enter into other cooperative efforts such as trade agreements (i.e., they should usually be behaviors that involve their interactions with other countries). Your account should consider historical factors, assesses the political nature of the event, and explain the theory that best explains the phenomenon and why that is so based on the historical information. Naturally, you should also discuss the historical origins and development of the theory that you think best explains the case.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 2,000-2,100 words in length (not including your title page and bibliography/works cited page) using Chicago citation style and 1-inch margins, and double-spacing with 12-point font, and c) cite relevant assigned course materials to support your analysis along with 3 other academic sources such as an academic journal article or book. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.



This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Political and historical discussion	20%
Theoretical discussion, application, and assessment	30%
Proper documentation and citation	20%
Organization of paper	10%
<hr/>	
	100%

Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. Also, students have a tendency to lose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so you should consult the section below on academic dishonesty for details on how to avoid plagiarism. For example, I deduct one point for missing words or marks of punctuation, two points for sentence fragments or run-on sentences and five points for each failure to appropriately cite sources. Thus, you should take steps to minimize those kinds of flaws in your writing, including becoming familiar with Chicago style using the literacy tutorial referenced in the Academic Honesty section below. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities.

**Midterm Exam and Final Exam:** These will be online multiple-choice exams with each question having only one correct answer for each question. The Midterm Exam will cover Modules 1 through 5. The Final Exam will be cumulative, but it will be more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Warning: Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam.

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance

and want latitude for completing assignments. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from completing a quiz.

Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse or a reason that is sufficiently verifiable, compelling significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points "off-the-top." Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please ensure that you direct your energies accordingly.

**Grading Scale:** Assignment grades will be recorded in Webcourses.

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

**Communicating with the Instructor Online:** This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. Communicate online with the instructor using either his UCF email address ([Paul.Vasquez@ucf.edu](mailto:Paul.Vasquez@ucf.edu)) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly. Check the class announcements in Webcourses several times each week for any changes or updates from Dr. Vasquez.

**Academic Integrity Expectations: Do not cheat.** It's much better to have a low assignment grade or even a low score on your transcript than an indicator of cheating. None of us can be smart about everything, but we can all choose to be people who are honest and humble with integrity. Good employers want those kinds of people, even if their grades are a little lower because of it.

Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit; 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>) and UCF's student handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary, respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (<http://goldenrule.sdes.ucf.edu/zgrade>).

## Campus Safety

Though most emergency situations are primarily relevant to face-to-face courses, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. Therefore, to stay informed about emergency situations, you can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert," fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." In the event you need to come to campus, you can learn about how to respond to active-shooter situations

through this video:

<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**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.

**Course Accessibility Statement**: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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). 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. 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.

**University Writing Center**: 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 dates 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. The main location is in Trevor Colbourn Hall, Room 109, which can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>. 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.

### Course Schedule

Topic	Assignments	Open & close dates	Open & close times
<b>Syllabus</b>	Syllabus Quiz	Jan. 10 - Jan. 14 (or ASAP for late enrollees)	12:01 AM & 11:59 PM
<b>Module 1: Modern IR Theory</b>  Chapter 1. Thinking About IR Theory (approx. 20 pages)	Quiz	Jan. 10 - Jan. 23	12:01 AM & 11:59 PM
<b>Module 2: The Ancients</b>  Chapter 10. The Ancients: Greek, Chinese & Indian Thought (approx. 65 pages)	Quiz	Jan. 24 - Jan. 30	12:01 AM & 11:59 PM
<b>Module 3: The Greeks &amp; Romans</b>  Chapter 11. Greco-Roman Thought and the Middle Ages (approx. 40 pages)	Quiz Information Literacy Tutorial	Jan. 31 - Feb. 13	12:01 AM & 11:59 PM
<b>Module 4: The Modern State System</b>  Chapter 12. The Rise of the State & Modern Political Thought (approx. 60 pages)	Quiz	Feb. 14 - Feb. 20	12:01 AM & 11:59 PM
<b>Module 5: Realism</b>  Chapter 2. Realism: The State & Balance of Power (approx. 42 pages)	Quiz	Feb. 21 - March 6	12:01 AM & 11:59 PM
	Midterm Exam	March 4 – March 6	12:01 AM & 11:59 PM

<p><b>Module 6: Liberalism</b></p> <p>Chapter 3. Liberalism: Interdependence &amp; Global Governance (approx. 33 pages)</p>	<p>Quiz</p>	<p>March 7- March 20</p>	<p>12:01 AM &amp; 11:59 PM</p>
<p><b>Module 7: Economic Structuralism</b></p> <p>Chapter 4. Economic Structuralism: Global Capitalism &amp; Postcolonialism (approx. 30 pages)</p>	<p>Quiz</p>	<p>March 21 - March 27</p>	<p>12:01 AM &amp; 11:59 PM</p>
<p><b>Module 8: The English School</b></p> <p>Chapter 5. The English School: International Society &amp; Grotian Rationalism (approx. 20 pages)</p>	<p>Quiz</p>	<p>March 28 - April 3</p>	<p>12:01 AM &amp; 11:59 PM</p>
<p><b>Module 9: Interpretive Understandings</b></p> <p>Chapter 6. Constructivist Understandings Chapter 7. Positivism, Critical Theory, and Postmodern Understandings Chapter 8. Feminist Understandings in IR Theory (approx. 80 pages)</p> <p>Optional, but not required: Joseph Paul Vasquez, III. "Patriot Games, War Games, and Political Football: A Constructivist Analysis of Militarization in an American Sport." <i>Journal of Global Security Studies</i> 5, no. 2 (2020): 299-318. <a href="https://academic.oup.com/jogss/article-abstract/5/2/299/5812735">https://academic.oup.com/jogss/article-abstract/5/2/299/5812735</a> (This article can be accessed for free through the UCF Library. You will not have to pay extra to purchase this article!)</p>	<p>Quiz Course Paper</p>	<p>April 4 - April 17</p>	<p>12:01 AM &amp; 11:59 PM</p>
<p><b>Module 10: Normative Considerations</b></p> <p>Chapter 9. Normative IR Theory: Ethics &amp; Morality (approx. 30 pages)</p>	<p>Quiz</p>	<p>April 18 - April 24</p>	<p>12:01 AM &amp; 11:59 PM</p>
	<p>Final Exam</p>	<p>April 27 - April 29</p>	<p>12:01 AM &amp; 11:59 PM</p>

### Other important Dates:

Date	Event
Friday, Jan. 14, 11:59 P.M.	Drop/Add deadline
Friday, March 25, 11:59 P.M.	Withdrawal deadline

### General procedures for each module

#### Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading in each module.
2. **Online Materials:** Watch and take notes over the assigned videos.
3. **Quiz:** Go to the Assignments Tool and complete the quiz for each module between the last Friday of the module and the Sunday when it closes. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.

# INR2002.0W61 IR Theory & Practice

## Spring 2022 Syllabus

### Course Information

Course Name	International Relations Theory & Practice
Course ID & Section	INR 2002.0W61
Credit Hours	3 credit hours
Semester/Year	Spring 2022
Time & Location	Not applicable; class is online and asynchronous in Webcourses

### Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III UCF School of Politics, Security, and International Affairs
Office	102 Howard Philips Hall
Office Hours	Tuesday 1:00-2:30 PM & Thursday 1:00-4:00 PM; and by appointment over Zoom ( <a href="https://ucf.zoom.us/j/3142725238">https://ucf.zoom.us/j/3142725238</a> ) or by phone
Phone	407-823-2659
E-mail	<a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a>

### Course Description

There are a lot of countries out there. In fact, the world is full of them! In this course we will examine factors that influence the behavior of states and other international actors. We will begin by reviewing some important events in world history and explore the issue of globalization today. Second, we will delve into issues related to war, peace, and international security. Our study of these topics will focus on issues related to power politics among states and some alternative perspectives. Specifically, we will consider phenomenon such as foreign policy, military force, and terrorism. In the final half of the course, we will examine issues related to international political economy, international organizations and human rights, the gap between rich and poor countries and global environmental challenges. In a curricular sense, this course can be used



to satisfy Basic Core Requirements for IGS Majors or the Area B requirement for students majoring in Political Science.

Prerequisite: ENC 1102 or consent of the instructor.

Note: This course provides a good foundation for students planning to take INR 4603 to help satisfy the Advanced Core Requirements for the IGS Major or the Area C requirement for student majoring in Political Science.

**Important Advice:** I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness—without compromising on standards—to help you do your best. You should do the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

## Course Objectives

- Objective One: help students understand trends and developments in the practice of international relations as well as major theoretical perspectives and insights offered by political scientists
- Objective Two: help students understand the influence of international relations on their own lives
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication

## Required Materials

- REVEL for International Relations by John C. Pevehouse and Joshua Goldstein, Brief Edition, 7e or 8e is the digital text you'll be using to access assignments throughout the semester. To access your materials, follow the link address (unique to this course) below.
  - Go to: <https://console.pearson.com/enrollment/0y6zcf>
  - Sign in or create a Pearson Account.
  - Click View access options to redeem your access code or buy instant access. (If you are waiting for financial aid, you can use course materials for free temporarily until your temporary access expires.)
  - If you need help, check out these Revel student resources: <https://www.pearsonhighered.com/revel/students/support/>
- The e-text includes videos you should watch as well as practice quizzes and tests, which are optional to complete that do not count toward you grade. All graded assignments will be completed in Webcourses/Canvas. None of them will be done in REVEL for a grade. Since I am not requiring you to use the hardcopy text, I have not asked the bookstore to purchase hardcopies. Of course, if you prefer to work with hardcopies of the text, you can order a hardcopy on your own and use the E-text until the hardcopy arrives.

## Course Mode via Webcourses

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

### **COVID-19 Response:**

**Mask wearing:** Should you need to visit campus, UCF expects that students, faculty, and staff wear respiratory masks while indoors consistent with CDC guidance and with Florida's State University System in an effort to help protect our campus community. However, by policy nobody is allowed to require individuals to wear masks if they choose not to do so.

### **COVID-19 and Illness Notification**

If you become ill with symptoms of COVID-19, stay home and contact your primary care physician, who will determine whether testing or treatment is needed. UCF students and employees must call the UCF COVID Line at 407-823-2509. Also, do not come to campus if anyone living in your residence has tested positive or is sick with Covid-19 symptoms. Students should contact their instructor(s) as soon as possible if they miss class 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.

Students and employees can continue to get tested at no cost via drive-up or appointment at Garage A through Aventus Biolabs. The site is open from 9 a.m. to 5 p.m. Mondays through Saturdays. Testing is recommended if you have symptoms of COVID-19, or you are within three to five days of exposure to the virus.

Also follow these best practices while awaiting test results and if you test positive for COVID-19:

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- Do not share household items.
- Wear a mask around others if contact is necessary.
- Report if you have tested positive for COVID-19 by calling the UCF COVID Line at 407-823-2509 and follow nurses' instructions. Clearance forms will be required prior to returning to class or work on campus.

Annual flu vaccinations are even more important while COVID-19 is still present. Flu shots are available for free for all UCF students, thanks to the Student Health Fee, via walk up or during other appointments at Student Health Services. Flu shots also are available at Student Health Services and UCF Health for faculty and staff, with the costs potentially covered through insurance.

### 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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### Course Requirements and Grade Table

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Assignments</b>	<b>% of Final Grade</b>	<b>Assignment Scores*</b>	<b>Component Score = column B x column C</b>	<b>Open/Due Date</b>
Quizzes & Information Literacy Tutorial	50			See the Course Schedule below
Midterm Exam	15			March 4 12:01 AM & March 6 11:59 PM
1 <sup>st</sup> Course Paper	10			See the Course Schedule below
2 <sup>nd</sup> Course Paper	10			
Final Exam	15			April 27 12:01 AM & April 29 11:59 PM
Total	100%	<b>Add Column D to estimate grade →</b>		

\* Add grades for each type of assignment and divide by the number of grades for this task, except for discussion post grades which should be added.

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

**Quizzes and Information Literacy Tutorial Assessment:** These will include online multiple-choice quizzes with one correct answer for each question. These quizzes will usually cover substantive information from each module covering any assigned courses materials, including course readings, videos, lectures, etc. Those quizzes will open at 12:01 AM on the last Friday of each module and close at 11:59 PM on the last Sunday of each Module. Before Module 4 concludes you will also be expected to complete the UCF Online Information Literacy tutorial “Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition” and the assessment included in it, which will be counted as a separate quiz. This tutorial can be found in Webcourses. This tutorial should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores.

**Important Note:** 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 ideally due by 11:59 on Friday, January 14, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz and submit it.

**Midterm Exam and Final Exam:** Multiple choice exams will be administered after Module 4 and Module 8. The final exam will be cumulative to the extent that it will cover some material from the midterm exam, but it will be much more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester.

**Course papers:** You will write **two** short course papers in response to **three** discussion prompts that will be released over the course of the semester. Obviously, this gives you a degree of choice as to which two you will complete. The first option will be about a topic related to international security, the second option will be about economics and international organizations, and the third option will be about North-South relations. The topics will not be released earlier to discourage collaborative cheating. Consult the Course Schedule below to see when the prompts will be released. While papers that are just a few days late will be accepted with a penalty (see the Missed Assignments/Make-Up Policy section below), papers that are more than three days late will not be accepted. Thus, you should think carefully about which topic you think you would do best with before you decide to pass up writing on a topic in favor of doing a later topic.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) cite relevant assigned course materials to support your analysis. While other academic sources can be used such as an academic journal article or book, you are not required to do so. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

When each discussion prompt is released, it will include a breakdown of how points will be allocated. Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing, so take steps to minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism.

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from completing a quiz.

Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse or a reason that is sufficiently verifiable, compelling significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points "off-the-top." Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please ensure that you direct your energies accordingly.

## Evaluation and Grading

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements. Assignment grades will be recorded in Webcourses.

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

**Communicating with the Instructor Online:** This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. Communicate online with the instructor using either his UCF email address ([Paul.Vasquez@ucf.edu](mailto:Paul.Vasquez@ucf.edu)) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly. Check the class announcements in Webcourses several times each week for any changes or updates.

## Academic Integrity Expectations

**Do not cheat.** Students are prohibited from cheating by including, but not limited to: 1) attempting to use, possess or disseminate unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit, 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including

using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>) and UCF's student handbook, *The Golden Rule* (<https://goldenrule.sdes.ucf.edu/>).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary, respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (<http://goldenrule.sdes.ucf.edu/zgrade>).

## Campus Safety

Though most emergency situations are primarily relevant to face-to-face courses, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. Therefore, to stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colburn Hall, Room 117/ (407) 823-5130)/ [sarc@ucf.edu](mailto:sarc@ucf.edu) . If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**UCF Counseling Center** (Building #27/ (407) 823-2811): Students experiencing formidable mental health 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.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

**University Writing Center:** 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. The main location is in Colbourn 109 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>.



## Course Schedule

Topic	Assignments	Open & close dates	Open & close times
<b>Syllabus</b>	Syllabus Quiz	Jan. 10 - Jan. 14 (or ASAP for late enrollees)	12:01 AM & 11:59 PM
<b>Module 1: Introduction to IR</b>  Chapter 1. The Globalization of International Relations	Quiz	Jan. 10 - Jan. 23	12:01 AM & 11:59 PM
<b>Module 2: Realism</b>  Chapter 2. Realist Theories	Quiz	Jan. 24 - Feb. 6	12:01 AM & 11:59 PM
<b>Module 3: Liberalism</b>  Chapter 3. Liberal and Social Theories	Quiz	Feb. 7 - Feb. 20	12:01 AM & 11:59 PM
<b>Module 4: Violent Conflict</b>  Chapter 4. Conflict, War and Terrorism	Quiz Information Literacy Tutorial	Feb. 21 - March 6	12:01 AM & 11:59 PM
	Midterm Exam	March 4 - March 6	12:01 AM & 11:59 PM
<b>Module 5: Trade and Finance</b>  Chapter 5. Trade and Finance	Quiz Paper A due (Security topic will be released on March 17)	March 7 - March 20	12:01 AM & 11:59 PM
<b>Module 6: Global Governance</b>  Chapter 6. International Organizations, Law and Human Rights	Quiz Paper B due (Economics & international organizations topic will be released on March 31)	March 21 – April 3	12:01 AM & 11:59 PM

<p><b>Module 7: North-South Relations</b></p> <p>Chapter 7. North-South Relations</p> <p>Watch the documentary: <a href="#">Firestone and the Warlord   Watch S2014 E3   FRONTLINE   PBS   Official Site</a> or <a href="https://www.pbs.org/wgbh/frontline/film/firestone-and-the-warlord/">https://www.pbs.org/wgbh/frontline/film/firestone-and-the-warlord/</a> 1:23 minutes</p>	<p>Quiz Paper C due (North-South relations topic will be released on April 14)</p>	<p>April 4 - April 17</p>	<p>12:01 AM &amp; 11:59 PM</p>
<p><b>Module 8: The Global Environment</b></p> <p>Chapter 8. Environment and Technology</p>	<p>Quiz</p>	<p>April 18 - April 24</p>	<p>12:01 AM &amp; 11:59 PM</p>
	<p>Final Exam</p>	<p>April 27 – April 29</p>	<p>12:01 AM &amp; 11:59 PM</p>

### Other important Dates:

Date	Event
Friday, Jan. 14, 11:59 P.M.	Drop/add deadline
Friday, March 25, 11:59 P.M.	Withdrawal deadline

**General procedures for each module (more details will be provided with each module as it is released)**

### Required Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading.
2. **Online Materials:** Do the assigned online assignments, including watching the instructor videos.
3. **Quiz:** Go to the Quizzes Tab and complete the quiz for each module between 12:01 AM on the last Friday of each module and 11:59 PM on the last Sunday of each module. This quiz is based on topics related to each module's content. You have one attempt to complete this quiz, which is usually open for approximately 15 minutes. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.

**Spring 2022 Syllabus**  
**POS 4407.0002 The Intelligence Community**

**Dr. Paul Vasquez**

**The UCF School of Politics, Security & International Affairs**

**Class:** Tuesday and Thursday 10:30 – 11:45 AM in Business Administration 1 (BA1) 0121

**Credit hours:** 3

**Office Hours:** Tuesdays 1:00-2:30 PM and Thursdays 1:00-4:00 PM & by appointment over Zoom (<https://ucf.zoom.us/j/3142725238>) or phone

**Email:** [paul.vasquez@ucf.edu](mailto:paul.vasquez@ucf.edu); **Phone:** (407) 823-2659

**Instructor's office:** Howard Phillips Hall (PH) 102A

**Course Description:** To the extent that average American has thought about international relations and national security issues, there is probably a good chance that it has been with some regard to intelligence activities, since these kinds of matters are seemingly ubiquitous in American popular culture. In this class, we look beyond Hollywood's dashing heroes in tuxedos and their high-tech gizmos to try to understand the history, development and functions of the real U.S. intelligence community as well as the challenge that pose to a democratic form of government. We will also consider how the intelligence community in the U.S. has functioned in comparison with other national intelligence efforts across space and time. Prerequisite: ENC 1102 or POS 2041 or equivalent.

**Required materials:** Required materials for this course include the following textbook:

Mark M. Lowenthal. 2020. *Intelligence: From Secrets to Polity*. 8<sup>th</sup> Edition. Thousand Oaks: Sage/CQ Press.

**Course Objectives:** In terms of substance, this course is designed to give students a better understanding of: 1) the historical development, structure and functions of the U.S. intelligence community; and 2) the relevance of intelligence activities to the larger study of international relations and political science. With regards to skill development, students will have the opportunity to demonstrate their capacity 3) to use databases for research purposes and 4) to improve their writing ability.

**\*\*\*\*Important Advice:** You should attend class each day to internalize lecture material and participate in other classroom activities as they come along. As you attempt to internalize the course content, you should keep up with the reading for each module. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

## **COVID-19 Response:**

**Mask wearing:** UCF expects that students, faculty, and staff wear respiratory masks while indoors consistent with CDC guidance and with Florida's State University System and in an effort to help protect our campus community. Thus, the instructor plans to wear a mask, however, by policy nobody is allowed to require individuals to wear masks if they choose not to do so. If you have a hard time understanding lecture, please ask the instructor to be clearer or move closer to the front of class.

## **COVID-19 and Illness Notification**

If you become ill with symptoms of COVID-19, stay home, and contact your primary care physician, who will determine whether testing or treatment is needed. UCF students and employees must call the UCF COVID Line at 407-823-2509. Also, do not come to campus if anyone living in your residence has tested positive or is sick with Covid-19 symptoms. Students should contact their instructor(s) as soon as possible if they miss class 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.

Students and employees can continue to get tested at no cost via drive-up or appointment at Garage A through Aventus Biolabs. The site is open from 9 a.m. to 5 p.m. Mondays through Saturdays. Testing is recommended if you have symptoms of COVID-19, or you are within three to five days of exposure to the virus.

Also follow these best practices while awaiting test results and if you test positive for COVID-19:

- Do not leave your home, except to get medical care, until cleared by your healthcare provider.
- Do not share household items.
- Wear a mask around others if contact is necessary.
- Report if you have tested positive for COVID-19 by calling the UCF COVID Line at 407-823-2509 and follow nurses' instructions. Clearance forms will be required prior to returning to class or work on campus.

Annual flu vaccinations are even more important while COVID-19 is still present. Flu shots are available for free for all UCF students, thanks to the Student Health Fee, via walk up or during other appointments at Student Health Services. Flu shots also are available at Student Health Services and UCF Health for faculty and staff, with the costs potentially covered through insurance.

## **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](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

**Course Requirements:** I will evaluate your performance in this class in accord with the table below.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Assignments</b>	<b>% of Final Grade</b>	<b>Assignment average (add grades for each row &amp; ÷ by the # of grades for this task)</b>	<b>Component Score = column B x column C</b>	<b>Due Date</b>
Class Participation	5			Daily
Quizzes & Information Literacy Tutorial	50			See the Course Schedule below
Midterm Exam	15			Feb. 24 12:01 AM- Feb. 26 11:59 PM
Course Paper 1	8			March 22 11:59 PM
Course Paper 2	7			April 12 11:59 PM
Final Exam	15			May 3 10:00 AM – Noon
Total	100%	<b>Add Column D to estimate final grade →</b>		

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

## **Assignments**

**Class Participation:** Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

**Quizzes and Information Literacy Tutorial Assessment:** Multiple choice quizzes may cover any materials covered in the modules. Those quizzes will open in Webcourses at **12:01 PM on**

**the last Thursday** of each module and close at **11:59 AM on the last Friday** of each module, according to the Course Schedule below. Take a quiz when you have sufficient command of the information because I intentionally do not allow a very long time to discourage cheating. The lowest quiz grade for each student will be dropped when calculating final course grades. Also, by midnight on Friday, February 18<sup>th</sup>, you will also be expected to complete the UCF Online Information Literacy tutorial “Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition” and the assessment included in it, which will be counted as a separate quiz. That tutorial should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores. This assignment can be found from the Assignments tab for our class in Webcourses/Canvas.

**Important Note:** 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 ideally due by 11:59 on Friday, January 14, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz and submit it.

**Midterm Exam and Final Exam:** These will be multiple choice exams with each question having only one correct answer. The Midterm Exam will be delivered online, but the Final Exam, which will be cumulative, may be delivered in-person during the Exam Period. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester.

**Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam.

**Course paper 1:** For this assignment you will write a short research paper on some case or historical event related to intelligence collection, analysis, counterintelligence, or covert action. If you cover a case that was covered in the assigned course materials or lecture, three-fourths of your paper must cover new information. Apply what you learn to broader issues related to international relations and political science to convey that you understand their relevance to more abstract concepts. You should focus more on intelligence community bureaucratic actors as much as possible rather than merely presidential or congressional level actors alone. Do not cover issues related to oversight and accountability, ethical or moral issues, or intelligence reform in this paper, as you will focus on those topics in a second paper, whether it pertains to this case or historical event or another one.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) use an academic source such as an academic journal article, a book other than the textbook, or a declassified documents from a source such as the National Security Archive or a member of the US intelligence community. These should be

appropriately cited using Chicago Style as should the textbook or lecture when you refer to material from them, which is strongly encouraged. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing		20%
Political & historical context and accuracy		20%
Details		30%
-IC actors	= 6	
-political goal/purpose	= 6	
-challenges/obstacles	= 6	
-degree of success/failure in achieving goals	= 6	
-outcomes (positive and negative, if any)	= 6	
Proper documentation & citation		20%
Organization & structure		10%
		<hr/> 100%

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.) so minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, students tend to lose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so be sure to consult the section below on academic dishonesty for details on how to avoid plagiarism.

**Course paper 2:** For this assignment you will write a short research paper on some case or historical event related to oversight and accountability, ethical or moral issues, or intelligence reform. If you cover a case that was covered in the assigned course materials or lecture, three-fourths of your paper must cover new information. Apply what you learn to broader issues related to international relations and political science to convey that you understand their relevance to more abstract concepts.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) use an academic source such as an academic journal article, a book other than the textbook, or a declassified documents from a source such as the National Security Archive or a member of the US Intelligence Community. These should be appropriately cited using Chicago Style as should the textbook or lecture when you refer to material from them, which is strongly encouraged. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing

and 1-inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing		20%
Political & historical context and accuracy		20%
Details		30%
-policy concerns of effectiveness or morality	= 6	
-IC actors and political actors at the highest level involved	= 6	
-policy change taken or advocated	= 6	
-challenges/obstacles to achieving	= 6	
-advantages outcomes (positive and negative, if any)	= 6	
Proper documentation & citation		20%
Organization & structure		10%
		<hr/>
		100%

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from completing a quiz.

Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse or a reason that is sufficiently verifiable, compelling significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points "off-the-top." Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please ensure that you direct your energies accordingly.

Students who arrive late to an in-person exam will not be allowed to take that version of the exam if another student has already completed the exam and left the room. In such cases, a make-up exam will need to be taken with a 10-point penalty assessed.



## Grading Scale

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements.

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

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colburn Hall, Room 117/ (407) 823-5130)/ [sarc@ucf.edu](mailto:sarc@ucf.edu) . If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**UCF Counseling Center** (Building #27/ (407) 823-2811): Students experiencing formidable mental health 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.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

**University Writing Center:** 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. The main location is in Colbourn 109 with satellite

locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>.

## **Behavior**

**Disruptions:** If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn, and it may be distracting to me as I attempt to do my job. If your use of electronic devices, including laptops, becomes disruptive, you may be required to discontinue their use.

## **Academic Honesty**

**Do not cheat.** It's much better to have a low assignment grade or even a low score on your transcript than an indicator of cheating. None of us can be smart about everything, but we can all choose to be people who are honest and humble with integrity. Good employers want those kinds of people, even if their grades are a little lower because of it.

Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit; 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After listening to my lecture on plagiarism and citation, regarding the Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult [UCF's Rules of Conduct](http://osc.sdes.ucf.edu/process/roc) (<http://osc.sdes.ucf.edu/process/roc>) and UCF's student handbook, [\*The Golden Rule\*](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and, when necessary, respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern and report the violation to the Office of Student Rights and Responsibilities. Minor violations may result in a 0 for only the assignment, but if I deem violations to be major, I reserve the authority to assign such violators an F for the entire course. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (<http://goldenrule.sdes.ucf.edu/zgrade>).

**Copyright:** This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Important Dates:**

Date	Event
Friday, Jan. 14, 11:59 P.M.	Drop/Add deadline
Friday, March 25, 11:59 P.M.	Withdrawal deadline

**Course Schedule**

Topic	Assignments	open & close dates	open & close times
Syllabus	Syllabus Quiz	Jan. 10 - Jan. 14 (or ASAP for late enrollees)	12:01 AM & 11:59 PM (or ASAP for late enrollees)
Module 1 Chapter 1: What is “Intelligence”? & Chapter 2: The Development of US Intelligence, approx. 33 pages	Quiz	Jan. 20 - Jan. 21	12:01 PM & 11:59 AM
Module 2 Chapter 3: The US Intelligence Community & Chapter 4: The Intelligence Process, approx. 43 pages	Quiz	Feb. 3 - Feb.4	12:01 PM & 11:59 AM

<p>Module 3</p> <p>Chapter 5: Collection &amp; Collection Disciplines, approx. 60 pages</p> <p><i>JFK &amp; The Crisis Crusader. Films On Demand. 2007. Accessed August 18, 2020.</i>  <a href="https://fod.infobase.com/PortalPlayslists.aspx?wid=150523&amp;xtid=205794">https://fod.infobase.com/PortalPlayslists.aspx?wid=150523&amp;xtid=205794</a>.</p> <p><a href="https://fod-infobase-com.eu1.proxy.openathens.net/pViewVideo.aspx?xtid=205794">https://fod-infobase-com.eu1.proxy.openathens.net/pViewVideo.aspx?xtid=205794</a>  45minutes</p>	<p>Quiz</p> <p>Information Literacy Tutorial</p>	<p>Feb. 17 - Feb. 18</p>	<p>12:01 PM &amp; 11:59 AM</p>
<p>Module 4</p> <p>Chapter 6: Analysis, approx. 43 pages</p> <p>Recommended, but not required:</p> <p><u>Retropod   Podcast. The Soviet officer who stopped World War III. Lt. Col. Stanislav Petrov.</u>  <a href="https://www.washingtonpost.com/news/retropolis/wp/2017/09/18/the-former-soviet-officer-who-trusted-his-gut-and-averted-a-global-nuclear-catastrophe/">https://www.washingtonpost.com/news/retropolis/wp/2017/09/18/the-former-soviet-officer-who-trusted-his-gut-and-averted-a-global-nuclear-catastrophe/</a></p>	<p>Quiz</p>	<p>Feb. 24 - Feb. 25</p>	<p>12:01 PM &amp; 11:59 AM</p>
	<p>Midterm Exam</p>	<p>Feb. 24 - Feb. 26</p>	<p>12:01 PM &amp; 11:59 AM</p>

<p>Module 5</p> <p>Chapter 7: Counterintelligence &amp; Chapter 8: Covert Action, approx. 44 pages</p>	<p>Quiz</p>	<p>March 17 – March 18</p>	<p>12:01 PM &amp; 11:59 AM</p>
	<p>Course Paper 1</p>	<p>Due: March 22</p>	<p>12:01 PM</p>
<p>Module 6</p> <p>Chapter 9: The Role of the Policy Maker &amp; Chapter 10: Oversight &amp; Accountability, approx. 60 pages</p> <p><i>Cuban Missile Crisis: Three Men Go to War.</i> Films On Demand. 2012. Accessed August 18, 2020.  <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=151202">https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=151202</a>.  <a href="https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=151202&amp;tScript=0">https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=151202&amp;tScript=0</a>  56 minutes</p>	<p>Quiz</p>	<p>March 31 - April 1</p>	<p>12:01 PM &amp; 11:59 AM</p>
<p>Module 7</p> <p>Chapter 13: Ethical &amp; Moral Issues in Intelligence, Chapter 14: Intelligence Reform, approx. 41 pages</p>	<p>Quiz</p>	<p>April 7 - April 8</p>	<p>12:01 PM &amp; 11:59 AM</p>
	<p>Course Paper 2</p>	<p>Due: April 12</p>	<p>12:01 PM</p>

<p>Module 8</p> <p>Chapter 11: The Intelligence Agenda: Nation-States, Chapter 12: The Intelligence Agenda: Transnational Issues, approx. 66 pages</p> <p>Recommended, but not required:</p> <p>“Acid, Spies, &amp; Secret Experiments.” <i>Films On Demand</i>, Films Media Group, 2017, <a href="http://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=160858">fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=160858</a>. Accessed 18 Aug. 2020.</p> <p><a href="https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=160858&amp;tScript=0">https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=160858&amp;tScript=0</a> 124 mins</p>	<p>Quiz</p>	<p>April 21 - April 22</p>	<p>12:01 AM &amp; 11:59 PM</p>
	<p>Final Exam</p>	<p>May 3</p>	<p>10:00 AM - Noon</p>

POS3233 – Public Opinion  
Dr. Wright  
Spring 2022  
UCF School of Politics, Security, and International Affairs (SPSIA)

Credit: 3 hours

Class Location: CB1 0122

Class Day and Time: Tuesdays and Thursdays, 1:30-2:45pm

Office Hours: via Zoom - Tuesdays and Thursdays from 9-11am, and by appointment

Email: [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu)

GTA and GTA Office Hours: TBD

### Course Overview

Public opinion data, surveys, and polls are increasingly being discussed by the news media, the public, and politicians. But, what is public opinion? What factors influence opinions? How have beliefs and opinions changed over time? Does the expected connection between the views of citizens, the behavior of government officials, and public policy in a representative democracy exist in the US? How can objective research be distinguished from “fake news”?

This course aims at providing insight on scholarly understanding of these – and many other – important, related questions. Other topics that will be covered include definitions of concepts important for a comprehensive understanding of public opinion, ways of conceptualizing and measuring public opinion, theories that explain how people develop politically related opinions, and trends in research that highlights the effects of an array of factors in shaping attitudes.

### Course Objectives

This course is designed so that students who complete this course will learn how to:

- Distinguish academic sources, such as academic books and academic articles, from non-scholarly sources,
- Identify, access, and understand the key points of academic articles,
- Understand and explain differences in the tools used in studying public opinion related topics,
- Develop written summaries of key points of academic readings *in your own words*, and
- Use points from assigned readings and reputable sources to contribute to respectful discussions during lectures, and

### Required Course Material

1. Erikson, R. S., & Tedin, K. L. (2019). *American Public Opinion: Its origins, content and impact*. Routledge. (REQUIRED; 10<sup>th</sup> edition - *APO* in Course Schedule below)
2. Baglione, L. A. (2015). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. CQ Press. (REQUIRED)
3. I will also assign additional scholarly articles.

### Course Assignments

#### **1. Required Academic Activity**

- This assignment will allow for the timely processing of any financial aid students enrolled in the course will receive. This assignment will be available after the first class; students are encouraged to complete it as soon as possible.
- 2. Attendance and in-class participation**
- This is a face-to-face class that will begin promptly - please arrive on time! While we are in class the use of laptops, smart phones, and other electronic devices are not allowed unless students are taking notes as students are better able to focus on course discussions, remember points from assigned material, and help their colleagues remain focused, when class is completed this way.<sup>1</sup> Of course, if an emergency arises, students can step outside of the classroom to answer calls / respond as necessary.
  - Details on University approved excuses are provided below. Students must email Dr. Wright at [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu) ***within five days*** of the deadline to determine if the absence / reason for missing the assignment is excused and any confirmation that needs to be provided. If you're aware that you'll be missing class, contact me as soon as possible.
- 3. Short Papers**
- There are two required Short Papers for this course. Students must upload two separate papers – the first paper must focus on ONE academic article assigned in Week 5 and the second paper must focus on ONE academic article assigned in Week 10; the papers must be uploaded to Webcourses as a Word document or PDF *before* the article is discussed during a lecture. Your submission will be subject to a “0” if you focus on an *APO* book chapter, more than one assigned academic article, or if your submission focuses on information provided in the abstract of the article.
  - Your paper should include a statement of a research question that aligns with the guidelines in the Baglione text and reflects the focus of the article, an overview of arguments in existing literature, the theory and hypothesis/es that are focused on in the article, a summary of the main findings, and ONE possible implication of the assigned article *in your own words*.
  - Length: no longer than 750 words.
- 4. Two Exams**
- Exams will be available for students to complete Friday at 12am to Sunday at 11:59pm in Webcourses. The exams are timed, open book, open note, and can only be accessed once (no logging in/out); the exams may consist of multiple-choice, true/false, and/or short answer questions. If students encounter technical issues, they should reach out to UCF Webcourses IT Support and forward the message with details on the situation to Dr. Wright ***immediately***.
- 5. Group Debates**
- **Required Assignment:** Individual contribution of each group member (50 points)
    - Students will be randomly assigned to groups in Week 4; an Announcement will be posted in Webcourses stating the issue and the stance each group is required to focus on. Details on the schedule, time

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<sup>1</sup> Bohay, M., Blakely, D. P., Tamplin, A. K., & Radvansky, G. A. (2011). Note taking, review, memory, and comprehension. *The American Journal of Psychology*, 124(1), 63-73.



allocation, etc. will be provided before the Group Debate at the end of the course. After group assignments are available in Webcourses, students will “assign” responsibilities to each member of the group – in other words, you should upload a Word document or a PDF that states the points that you would assign each group member based on their contributions to the Group Debate this semester; points should range from 0 to 100 and students should include a self-assessment – provide any additional details that you deem necessary. The contribution of each group member will be assessed by Dr. Wright and kept anonymous; assessments should be uploaded to Webcourses by Friday, April 22<sup>nd</sup>, at 11:59pm.

- **Required Assignment:** Group Debate Outline (50 points)
  - Each student must upload a Word document / PDF that contains an outline of key points that will be covered during the Group Debate during the final week of class and that includes at least 10 academic articles to Webcourses by Friday, April 15<sup>th</sup>, at 11:59pm. This outline can be the same for all members of the group. Students should be respectful of differing viewpoints and should support their assigned stance with objective information in academic articles!
  - Disrespect, abrasive, or offensive language or behavior will NOT be tolerated and may result in a “0”.
- **Required Assignment:** Attendance in Group Debates (100 points)
  - Students will act as “judges” for the debates that aren’t related to their assigned topic; students should attend the Group Debates days *and* upload a Word document / PDF with their “rulings” on the Group Debate arguments that were most effective by Friday, April 22<sup>nd</sup>, at 11:59pm to earn 100 points in this course.

## 6. Annotated Bibliography

- *Required Formatting:* 12-point Times New Roman, double spaced, one-inch margins, and APA format. Points will be deducted from submissions that are not appropriately formatted or do not reflect several weeks of work.
- **Required Assignment:** Word document or PDF with three clearly stated Research Questions (RQ) to Webcourses by the deadline noted in the Course Schedule below (30 points)
  - ***This is a required assignment – failure to submit will result in a “0” for this assignment.*** Grading will be based on how well the submitted research questions align with the guidelines provided in the Baglione book. An example of how this assignment should be formatted is provided in Webcourses.
- **Required Assignment:** *The completed Annotated Bibliography must be submitted by the date noted in the Course Schedule below and must include the required elements noted below AND in the provided example.*

- *Summary of ONE APO book chapter that is the most closely related to the approved RQ.* The provided example provides details that should be covered in the discussion.
- *Summaries of FIVE academic articles related to the focus of the approved RQ.* The academic articles should NOT be assigned in this course – students should use the skills learned this semester to identify appropriate academic articles in public opinion or political science academic journals, read, and develop summaries of the key points of the sections noted in the “Finding Academic Articles” page in Webcourses written in their own words.
- Submissions are subject to a “0” if they contain inappropriate readings, do not align with the provided example, or if summary discussions do not include details that highlight a clear understanding of the key points throughout the reading. Do not focus solely on information provided in the abstract or articles that do not include discussion of the common sections noted in the “Finding Academic Articles” page in Webcourses!

<u>Assignment</u>	<u>Total Possible Points</u>
Required Financial Aid Activity	1 point
Participation	100 points
Short Summary Paper	200 points
Group Debates – Individual Contribution	50 points
Group Debates – Outline	50 points
Group Debate	100 points
Exams	300 points (100 points each)
Annotated Bibliography – Submission of 3 RQs	30 points
Completed Annotated Bibliography	170 points
Maximum total points: 1,001 points	

**Grading:**

Grades for all assignments will be uploaded into Webcourses. Students can calculate their letter grade in this course by summing the points earned on all assignments and comparing the point total to the grading scale below. *The percentages displayed in Webcourses will not be used to calculate your letter grades!*

A: 929.5 – 1,001 points  
 B+: 869.5 - 899.4 points  
 C+: 769.5 - 799.4 points  
 D+: 669.5 - 699.4 points  
 F: 599.4 points and below

A-: 899.5 - 929.4 points  
 B: 829.5 - 869.4 points  
 C: 729.5 - 769.4 points  
 D: 629.5-669.4 points

B-: 799.5-829.4 points  
 C-: 699.5-729.4 points  
 D-: 600-629.4 points

### Contacting Me

There are several ways to contact me. Students can: 1) Email me at [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu) using the appropriate structure for emailing a professor covered in Week 1. I will respond to all emails within 2 business days; if I do not respond within this timeframe, please send me a follow-up email. 2) Use the “Inbox” tool in Webcourses. Students should follow the same structure as email correspondence and should allow 2 business days for a response. 3) “Attend” my virtual office hours – my office hours will occur via Zoom – no face-to-face meetings! Use the Zoom meeting link that will be provided in Webcourses if you’d like to join the meeting on the dates noted on the first page of this Syllabus. Although via Zoom, my virtual office hours are first come, first serve, and there is no appointment required. 4) If you’d like to schedule a Zoom meeting outside of my virtual office hours, email me to schedule an appointment. I will offer timely responses to messages I receive, and I expect students to check their UCF emails and the “Announcements” in Webcourses (at least) once a day, as these are the methods I will use to provide important information to the students enrolled in this course.

### COVID-19 Statements

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. Contact me as soon as possible if you encounter any of these challenges; keep in mind, that I can provide support and resources, but I also aim to help you develop the skills necessary for navigating challenging, unexpected circumstances.

#### *Statements Regarding Masks in Classrooms*

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

#### *Notifications in Case of Changes to Course Modality*

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

#### *COVID-19 and Illness Notification*

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### Course Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations 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.

#### University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>.

#### Academic Integrity and Misconduct

Students should familiarize themselves with UCF's Student Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. Section 1, "Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately; the appropriate steps will be taken for any student who plagiarizes or cheats on any kind of assignment in this course. Plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule (<https://goldenrule.sdes.ucf.edu/>), details on a Z-grade designation (<https://goldenrule.sdes.ucf.edu/zgrade/>), and the UCF Library Website for additional details on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an "F" letter grade in the course. In addition, an Academic Misconduct report may be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on your transcript. I care about your success and am understanding of unexpected circumstances – I would like to avoid this, so please demonstrate values of honesty, trust, and integrity; no grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: if it comes to it, take the zero, not a shortcut!

#### Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

#### Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

#### Students with Disabilities

UCF is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

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The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required and the UWC offers face-to-face and online consultations. For more information or to make an appointment visit the UWC website at: <https://uwc.cah.ucf.edu/>.

#### Course Schedule

## **Week 1: Course Introduction**

*Tuesday, January 11<sup>th</sup>*

Before class read: (1) Course syllabus and the “Finding Academic Articles” page in Webcourses, (2) Non-Academic Readings on how to email a professor: <https://academicpositions.com/career-advice/how-to-email-a-professor> and <https://sparkmailapp.com/how-to-email-professor-template>, (3) Videos on peer-reviewed articles: <https://www.youtube.com/watch?v=m8gaq7ei7zc> and <https://www.youtube.com/watch?v=rOCQZ7QnoN0>, and (4) [Striking findings from 2021 - Pew Research Center](#)

*Thursday, January 13<sup>th</sup>*

Before class read: *APO*, Ch. 1 (scanned copy of the chapter will be provided in Webcourses) and Page, B. I., Shapiro, R. Y., & Dempsey, G. R. (1987). What moves public opinion?. *American Political Science Review*, 81(1), 23-43.

*Friday, January 14<sup>th</sup>: Drop/Swap Deadline*

### Week 1 Assignment:

- Complete the Required Academic Activity in Webcourses *after* the first lecture. Students can complete this activity as many times as necessary and it will remain open throughout the semester.

## **Week 2: Polling: The Scientific Assessment of Public Opinion**

*Monday, January 17<sup>th</sup>: Martin Luther King Jr. Day*

*Tuesday, January 18<sup>th</sup>*

Before Class Read: *APO*, Ch. 2 (page 24-36)

*Thursday, January 20<sup>th</sup>*

Before Class Read: (1) *APO*, Ch. 2 (Cont'd, pages 36-52) and (2) Berinsky, A. J. (2017). Measuring public opinion with surveys. *Annual Review of Political Science*, 20, 309-329.

## **Week 3: Developing a Research Question**

*Tuesday, January 25<sup>th</sup>*

Before Class Read: (1) Baglione, Chapter 1 and Chapter 2 and (2) Public Opinion Resources to review for Group Debate: <https://libguides.princeton.edu/politics/opinion>, <https://www.gallup.com/home.aspx>, and <https://www.pewresearch.org/>

*Thursday, January 27<sup>th</sup>*

Before Class Read: (1) Baglione, Chapter 3 and (2) UCF Library Resources

## **Week 4: Micro-level Opinion: The Psychology of Opinion-Holding**

*Tuesday, February 1<sup>st</sup>*

Before Class Read: *APO*, Ch. 3 (pages 53-67)

*Thursday, February 3<sup>rd</sup>*

Before Class Read: (1) *APO*, Ch. 3 (Cont'd, pages 68-89) and (2) Mason, L. (2018). Ideologues without issues: The polarizing consequences of ideological identities. *Public Opinion Quarterly*, 82(S1), 866-887.

Students should upload the RQ assignment related to the Annotated Bibliography by Friday, February 4<sup>th</sup>, at 11:59pm. Students will be able to view the group they were randomly assigned to in Webcourses.

## **Week 5: Macro-level Opinion: The Flow of Political Sentiment**

*Tuesday, February 8<sup>th</sup>*

Before Class Read: (1) *APO*, Ch. 4 (pages 90-104), (2) Merry, M. K. (2016).

Constructing policy narratives in 140 characters or less: The case of gun policy organizations. *Policy Studies Journal*, 44(4), 373-395., and (3) Huff, C., & Kertzer, J. D. (2018). How the public defines terrorism. *American Journal of Political Science*, 62(1), 55-71.

*Thursday, February 10<sup>th</sup>*

Before Class Read: (1) *APO*, Ch. 4 (pages 104-121) and (2) Geys, B. (2010). Wars, presidents, and popularity: The political cost (s) of war re-examined. *Public Opinion Quarterly*, 74(2), 357-374. (3) Donovan, K., Kellstedt, P. M., Key, E. M., & Lebo, M. J. (2020). Motivated reasoning, public opinion, and presidential approval. *Political Behavior*, 42(4), 1201-1221.

- Upload Word document or PDF with THREE RQs you're interested in focusing on for the Annotated Bibliography to Webcourses this Friday at 11:59pm. (Details above, example in Webcourses)

This Week's Assignment: Exam I.

## **Week 6: Making Sense of Scholarly Answers**

*Tuesday, February 15<sup>th</sup>*

Before Class Read: Baglione, Chapter 4 and Chapter 5 (skim)

*Thursday, February 17<sup>th</sup>*

Before Class Read: (1) Website for the *Annual Review of Political Science*: <https://www.annualreviews.org/journal/polisci>, (2) Jerit, J., & Zhao, Y. (2020). Political misinformation. *Annual Review of Political Science*, 23, 77-94. And (3) Cramer, K. (2020). Understanding the role of racism in contemporary US public opinion. *Annual Review of Political Science*, 23, 153-169.

## **Week 7: Political Socialization and Political Learning**

*Tuesday, February 22<sup>nd</sup>*

Before Class Read: *APO*, Ch. 5 (pages 122-137)

*Thursday, February 24<sup>th</sup>*

Before Class Read: (1) *APO*, Ch. 5 (pages 137-154), (2) Baglione, Chapter 6, (3) Kanagy, C. L., Humphrey, C. R., & Firebaugh, G. (1994). Surging environmentalism: Changing public opinion or changing publics?. *Social Science Quarterly*. And (4) Andersen, R., & Fetner, T. (2008). Cohort differences in tolerance of homosexuality: Attitudinal change in Canada and the United States, 1981–2000. *Public Opinion Quarterly*, 72(2), 311-330.

## **Week 8: Public Opinion and Democratic Stability**

*Tuesday, March 1<sup>st</sup>*

Before Class Read: *APO*, Ch. 6 (pages 155-170)

*Thursday, March 3<sup>rd</sup>*

Before Class Read: *APO*, Ch. 6 (pages 170-183) and <https://www.pewresearch.org/fact-tank/2020/02/25/the-changing-categories-the-u-s-has-used-to-measure-race/>

This Week's Assignments: Exam II.

**Week 9: Spring Break (March 6<sup>th</sup> to March 13<sup>th</sup>)**

*Students are strongly encouraged to use this time to make progress on their Annotated Bibliography and to work on their Short Summary Paper!*

**Week 10: Trust in Government**

*Tuesday, March 15<sup>th</sup>*

Before Class Read: (1) <https://www.pewresearch.org/fact-tank/2021/08/30/partisan-divides-in-media-trust-widen-driven-by-a-decline-among-republicans/>, (2) Cook, T. E., & Gronke, P. (2005). The skeptical American: Revisiting the meanings of trust in government and confidence in institutions. *The Journal of Politics*, 67(3), 784-803. (3) Krause, N. M., Brossard, D., Scheufele, D. A., Xenos, M. A., & Franke, K. (2019). (4) Trends—Americans' trust in science and scientists. *Public Opinion Quarterly*, 83(4), 817-836.

*Thursday, March 17<sup>th</sup>*

Before Class Read: (1) Webster, S. W. (2018). Anger and declining trust in government in the American electorate. *Political Behavior*, 40(4), 933-964. (2) <https://www.pewresearch.org/fact-tank/2021/03/25/key-findings-about-black-america/>, (3) <https://www.pewresearch.org/fact-tank/2020/09/24/the-ways-hispanics-describe-their-identity-vary-across-immigrant-generations/>, (4) <https://www.pewresearch.org/fact-tank/2020/08/18/key-findings-about-multiracial-identity-in-the-u-s-as-harris-becomes-vice-presidential-nominee/>, (5) <https://www.pewresearch.org/politics/2021/05/17/public-trust-in-government-1958-2021/>, (6) <https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-americans/>

**Week 11: Group Differences in Political Opinions**

*Tuesday, March 22<sup>nd</sup>*

Before Class Read: (1) *APO*, Ch. 7 (pages 184-201), (2) Davenport, L. (2020). The fluidity of racial classifications. *Annual Review of Political Science*, 23, 221-240., and (3) Soroka, S. N., Stecula, D. A., & Wlezien, C. (2015). It's (change in) the (future) economy, stupid: economic indicators, the media, and public opinion. *American Journal of Political Science*, 59(2), 457-474.

*Thursday, March 24<sup>th</sup>*

Before Class Read: *APO*, Ch. 7 (pages 201-220)

*Friday, March 25<sup>th</sup> at 11:59pm: Withdrawal Deadline*

**Week 12: The News Media and Political Opinions**

*Tuesday, March 29<sup>th</sup>*

Before Class Read: *APO*, Ch. 8 (pages 221-241) and Baglione Chapter 7 (skim)

*Thursday, March 31<sup>st</sup>*

Before Class Read: *APO*, Ch. 8 (pages 241-254)

Details on the Group Debate (time allocation, schedule, etc.) will be provided in Webcourses this week!

**Week 13: Elections and Elected Leaders**



*Tuesday, April 5<sup>th</sup>*

Before Class Read: *APO*, Chapter 9 and Chapter 10

*Thursday, April 7<sup>th</sup>*

Before Class Read: Skim key points of Baglione Chapter 8; *GTA* will lecture; *this reading and any remaining points from Tuesday's discussion will be covered.*

This Week's Assignment: Exam III.

#### **Week 14: The Public and Its Elected Leaders**

*Tuesday, April 12<sup>th</sup>*

Before Class Read: *APO*, Ch. 11

*Thursday, April 14<sup>th</sup>*

Before Class Read: Baglione, Chapter 9

This Week's Assignment: Outline - with academic citations – for the Group Debate must be uploaded to Webcourses by Friday, April 15<sup>th</sup>, at 11:59pm.

#### **Week 15: Group Debates**

*Tuesday, April 19<sup>th</sup> and Thursday, April 21<sup>st</sup>*

- ***Time allocation, schedule, etc. will be provided in Webcourses during Week 12.***
- ***All student are expected to attend both dates and to upload their "rulings" by Friday, April 22<sup>nd</sup>, at 11:59pm.***

Annotated Bibliography must be submitted on the day of the scheduled final for this course. The Spring 2022 Final Exam schedule is available here: <https://exams.sdes.ucf.edu/2022/spring>. By this date and time, students must upload a Word document or PDF with their completed Annotated Bibliography to the Turnitin link in. Early submissions are strongly encouraged; this is a hard deadline – you must have documentation of a University approved excuse to submit your assignment after this deadline. No exceptions!

NOTE: This syllabus is subject to change. Dr. Wright will discuss syllabus changes in class and/or will post the Updated Syllabus in Webcourses with an Announcement. Students are responsible for the information presented in this syllabus or any updated syllabus that is provided.

**POS6079: The Politics of Race, Ethnicity, Gender, and Class in the United States**  
School of Politics, Security, and International Affairs  
University of Central Florida  
Spring 2022

Course Instructor: Dr. Wright

Course Mode: Face-to-face

Class Location: CB1 0119

Class Meeting: Thursdays, 6-8:50pm EST

Office Hours: via Zoom; Tuesdays and Thursdays from 9-11am EST, by appointment

Email: [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu)

### **COURSE DESCRIPTION**

*Prerequisites: Graduate standing or consent of the instructor (3 credit hours)*

This graduate-level seminar is designed to improve your understanding of the political dynamics and implications connected to the historical and contemporary role of social identities on social inequality, political power, and policy preferences. Recent events, including the protests, marches, and demonstrations in response to the killing of several black men and women in summer 2020, the disproportionate effect of COVID-19 on people of color, and persistent income inequality and wealth gap between different racial groups, exemplify the continued political relevance of social identity. This seminar assumes a political science perspective of the meaning and effects of “social identity” that ties to existing research in political science and related fields. This course covers the historical legacy of race in the US, the effects of other salient social identities, and examines the political implications of intersectional impact of multiple social identities. We will discuss important questions such as, “What are social identities?”, “What are the patterns of social inequality along race, ethnicity, gender, and class?”, “What effects do these social identities have on the policy preferences and political behavior?”, and “What is intersectionality?”. While the seminar focuses on the US, students will have the opportunity to discuss, and study, other contexts. No previous familiarity with these topics is required.

### **COURSE OBJECTIVES**

Students who complete this course will be able to:

- Understand, critically assess, and respectfully engage in discussion of assigned readings
- Explain differences in approaches, major theoretical frameworks, and key findings in existing research on “social identities” in political science and related fields
- Develop a research paper that contains an original research question on the politically related effects of race, ethnicity, gender, and/or class; the paper should also contain an original theory and at least one hypothesis
- Identify appropriate measures in publicly available data to examine relationships between variables related to your theory
- Complete a conference style presentation of your research at the end of the semester

## REQUIRED TEXTS

Required texts are listed below. All students are expected to complete assigned readings and be able to answer the discussion questions provided on this Syllabus when they arrive to class. If you have any difficulty locating or purchasing the required texts, contact Dr. Wright *as early in the course as possible*.

- Baglione, L. A. (2019). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods - Fourth Edition*. CQ Press.
- Collins, P. H. (2002). *Black Feminist Thought: Knowledge, Consciousness, and The Politics of Empowerment – First Edition*. Routledge.
- Davis, A. Y. (2011). *Women, race, & class*. Vintage.
- Wolbrecht, C., & Hero, R. E. (Eds.). (2005). *The Politics of Democratic Inclusion*. Temple University Press. (PDI in the Course Schedule below.)
- Academic articles are also assigned; we will discuss different options for accessing academic articles in Week 1 and guidelines will be provided in Webcourses.

## ASSIGNMENTS AND GRADE BREAKDOWN

<i>Assignment</i>	<i>Point total</i>
Required Academic Activity	1 point
Attendance and Participation	100 points
Two Exams	200 points (100 points each)
Student-led Discussion Week – Upload three academic articles	30 points
Student-led Discussion Week – Discussion/Presentation	100 points
Student-led Discussion Week – Questions for other Presenters	70 points
Research Paper – Three RQs	30 points
Research Paper – Literature Review draft	70 points
Research Paper – Theory draft	50 points
Conference – Discussant comments	100 points
Final Research Paper	200 points
Revision Memo	50 points
Total: 1,001 points	

## COURSE ASSIGNMENTS

### 1. Required Academic Activity (1 points)

- This assignment will allow for the timely processing of any financial aid students enrolled in the course will receive. This assignment will be available after the first lecture; students are encouraged to complete it as soon as possible.

### 2. Attendance and in-class participation (100 points)

- This is a graduate-level, face-to-face seminar. All students are expected to attend class fully prepared with the ability to critically discuss each assigned reading. Students will earn these points by attending class regularly, offering meaningful contribution to class discussions, and respectfully engaging in dialogue with their colleagues. Student performance will be assessed twice in this course: (1) 50

points will be earned based on participation and engagement in the first half of the semester (Week 7) and (2) 50 points will be earned based on participation and engagement in between Week 8 and the end of Week 14. Students should upload their self-assessments as a comment on the “Attendance” assignment in Webcourses by Monday at 8am of Week 8 and Week 15.

- Details on University approved excuses are provided below. Students must email me at [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu) within five business days of the absence or missed deadline to determine whether the absence / reason for missing the assignment is excused and the confirmation that needs to be provided. Contact me as soon as possible if you’re aware that you’ll be missing a lecture.

### 3. Two Exams

- Exams will be available for students to complete Friday at 12am to Sunday at 11:59pm in Webcourses. The exams are timed, open book, open note, and can only be accessed once (no logging in/out); the exams may consist of multiple-choice, true/false, and/or short answer questions. If students encounter technical issues, they should reach out to UCF Webcourses IT Support and forward the message with details on the situation to Dr. Wright *immediately*.

### 4. Student-led Discussion

- Each student will lead discussion on a reading they select – depending on class size this discussion will occur in Week 10 (and Week 11, if necessary).
- Required: Students must upload a Word document or PDF with the APA citations for three academic articles they are interested in discussing to Webcourses by **Monday, Week 6, at 8am** (30 points). The included articles should contain discussion of the common sections of an academic article – explained in the “Finding Academic Articles” page in Webcourses – and be at least 12 pages long. Students who do not submit appropriate articles or appropriate citations by the deadline are subject to a “0” on this assignment.
- Required: Lead a discussion that covers the key points of ONE approved academic article in Week 10 (100 points). Students can choose whether to use slides or share the overview verbally. The discussion should provide a clear and accurate research question that captures the focus of the article, an overview of the prevalent theories and findings in existing literature based on the Literature Review, the theory and hypothesis/es being tested, the findings, and possible implications.
- Required: A Word document / PDF that contains two substantive questions for half of the articles that will be covered by other students in the course during the Student-led Discussion Week by **Monday, Week 10, at 8am** (70 points). Dr. Wright will provide a zipped folder in Webcourses that contains a PDF of the article each student will discuss. Students should review the articles and develop two substantive questions that reflect that the student read, and thought critically about, each article for half of the articles that will be discussed.

### 5. Research Paper and Conference

- *Required Formatting*: 12-point Times New Roman, double spaced, one-inch margins, and APA format. Papers should be between 3,000 – 4,000 words and incorporate at least 15 academic articles published in political science academic

journals that are not assigned in this course. Points will be deducted from submissions that are not appropriately formatted, do not include appropriate sources, and/or do not reflect a semester of work.

- Students must submit a research paper with the required sections noted below near the end of the semester. There are several deadlines throughout the semester to encourage students to make progress on this paper throughout the semester. The paper must examine a question that relates to the focus of this course and provide an overview of existing *political science* research on the topic.
- There will be a student conference near the end of the course – attendance is required from all students on both days noted in the Course Schedule below. Students will receive feedback from Dr. Wright throughout the semester, before their final paper is due. Grading of the final paper will be based on accuracy, originality, clarity, and how well each student addresses comments / incorporates feedback and suggestions provided throughout the semester. During the conference, which will be held during the last two weeks of the course, students will complete a conference style presentation of their paper, answer questions from their colleagues, and serve as a discussant for one another paper in the course. Discussants are expected to thoroughly read and upload a Word document with five comments for their assigned paper; the comments should reflect critical thinking and discussant assignments will be made near the date of the conference.
- Required: Submit a Word document or PDF with three clearly stated Research Questions (RQ) that center on politically related “effects” of race, ethnicity, gender, and/or class and align with the guidelines provided in the Baglione text to Webcourses by the deadline noted in the Course Schedule below (30 points)
  - **This is a required assignment – failure to submit will result in a “0” for this assignment.** Grading will be based on how well the submitted research questions align with the guidelines provided in the Baglione book. An example of how this assignment should be formatted is provided in Webcourses.
- Required: Literature Review draft (70 points). Students should upload a Word document / PDF that contains the beginning of their Literature Review draft by the deadline noted in the Course Schedule below – the draft should be between 2-4 pages and include at least 7 academic articles. An example of how this submission should be formatted is provided in Webcourses. Remember, the purpose of this section of your paper is to highlight your understanding of existing research, provide an overview of existing research related to your RQ to the reader, incorporate appropriate academic sources, and to concisely connect the theory, findings, implications, etc. of different academic sources in order to develop the foundation for the theory / argument that you’re making in the paper.
- Required: Theory and Hypothesis/es Draft (50 points) Upload a Word document or PDF with an overview of your theory (no longer than 3 pages) and at least one appropriately formatted hypothesis by the deadline noted in the Course Schedule below.

- Required: Conference Paper Draft (0 points, REQUIRED) Students must upload a Word document or PDF with the Conference Paper Draft to Webcourses by Monday, Week 12 at 8:00am; this provides your discussant two weeks to read your paper, think critically about it, and develop feedback. Papers should be in 12 pt Times New Roman, double-spaced, and include APA formatting – include your UCF email address at the top of your submission. Schedule, time allocation, etc. will be uploaded as an Announcement in Webcourses. Students will upload their final paper drafts to the Turnitin link provided in Webcourses. Papers should include a title and the following required sections: (I) Introduction, (II) Literature Review, (III) Theory and Hypotheses, and (IV) Conclusion. An example is provided in Webcourses with an explanation of key components of each section.
- Required: Discussant Comments (100 points). Students must upload a Word document or PDF to Webcourses with Discussant comments to Webcourses and email their comments directly to the author by Week 15, Monday, at 8am. Discussants are expected to thoroughly read and upload a Word document that contains no more than two paragraphs that summarize the key points of the paper, one paragraph that lists specific strengths of the paper, and FOUR substantive comments and/or suggestions for the author. Discussants will state one or two substantive items to begin Q& A after the author presents during the conference.
- Required: Conference attendance and participation (0 points, REQUIRED). Students who do not attend must have a University approved excuse or will receive a “0” for all conference related assignments. All students are expected to attend and actively participate during the Q&A portion of the conference.
- Required: Revision Memo (50 points) Students should provide no more than three pages that lists feedback provided by their Discussant and received during the Q&A of the conference as well as the specific steps that have been / will be taken to address the comment in the updated paper or future paper drafts.
- Required: Final Paper Draft (200 points)

### Grading:

Grades for all assignments will be uploaded into Webcourses. Students can calculate their letter grade in this course by summing the points earned on all assignments and comparing the point total to the grading scale below. *The summed point total – not the percentages displayed in Webcourses – will be used to calculate your letter grades!*

A: 929.5 – 1,001 points  
 B+: 869.5 - 899.4 points  
 C+: 769.5 - 799.4 points  
 D+: 669.5 - 699.4 points  
 F: 599.4 points and below

A-: 899.5 - 929.4 points  
 B: 829.5 - 869.4 points  
 C: 729.5 - 769.4 points  
 D: 629.5-669.4 points

B-: 799.5-829.4 points  
 C-: 699.5-729.4 points  
 D-: 600-629.4 points

### Contacting Me

There are several ways to contact me. Students can: 1) Email me at [Kenicia.Wright@ucf.edu](mailto:Kenicia.Wright@ucf.edu) using appropriate structure for emailing a professor based on Week 1 assigned readings. I will respond to all emails within 2 business days; if I do not respond within this timeframe, please send me a follow-up email. 2) Use the “Inbox” tool in Webcourses. Students should follow the same structure as email correspondence and should allow 2 business days for a response. 3) “Attend” my virtual office hours – all office hours will occur via Zoom; I will not have face-to-face meetings due to COVID-19. Use the Zoom meeting link that will be provided in Webcourses if you’d like to join the meeting on the dates noted on the first page of this Syllabus. Although via Zoom, my virtual office hours are first come, first serve, and there is no appointment required. 4) If you’d like to schedule a Zoom meeting outside of my virtual office hours, email me to schedule an appointment. I will offer timely responses to messages I receive, and I expect students to check their UCF emails and the “Announcements” in Webcourses (at least) once a day, as these are the methods I will use to provide important information to the students enrolled in this course.

### COVID-19 Statements

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. Contact me as soon as possible if you encounter any of these challenges; keep in mind, that I can provide support and resources, but I also aim to help you develop the skills necessary for navigating challenging, unexpected circumstances.

#### *Statements Regarding Masks in Classrooms*

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

#### *Notifications in Case of Changes to Course Modality*

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

#### *COVID-19 and Illness Notification*

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### Course Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations 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.

### University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>.

### Academic Integrity and Misconduct

Students should familiarize themselves with UCF's Student Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. Section 1, "Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately; the appropriate steps will be taken for any student who plagiarizes or cheats on any kind of assignment in this course. Plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule (<https://goldenrule.sdes.ucf.edu>), details on a Z-grade designation (<https://goldenrule.sdes.ucf.edu/zgrade/>), and the UCF Library Website for additional details on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an "F" letter grade in the course. In addition, an Academic Misconduct report may be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on your transcript. I care about your success and am understanding of unexpected circumstances – I would like to avoid this, so please demonstrate values of honesty, trust, and integrity; no grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: if it comes to it, take the zero, not a shortcut!

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.



- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

#### Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

#### Students with Disabilities

UCF is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, [sas@ucf.edu](mailto: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. 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.

#### University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required and the UWC offers face-to-face and online consultations. For more information or to make an appointment visit the UWC website at: <https://uwc.cah.ucf.edu/>.

### **DISCUSSION QUESTIONS**

Students are expected to attend class with assigned class readings complete. At a minimum, each student should be able to discuss the following questions:

- What is the focus of the reading? What is a research question that captures the focus of this article?

- What key terms / arguments were discussed? Summarize key points using your own words.
- Are there competing viewpoints on the topic? What are they?
- What is the theory / argument being put forth in the article?
- What are the key variables / factors that are accounted for? Note any factors that you find important that are not included? Give some thought as to why this may be the case.
- What are the hypotheses? How are they tested?
- What are the findings? Possible implications?
- What is your response to the reading? Are you convinced by the argument? What are the strengths of the reading? Weaknesses?

## COURSE SCHEDULE

### Week 1: Course Introduction

Before class read: (1) Course syllabus and the “Finding Academic Articles” page in Webcourses, (2) UCF APA Citation Style Guide: <https://guides.ucf.edu/apa>, (3) Non-Academic Readings on how to email a professor: <https://academicpositions.com/career-advice/how-to-email-a-professor> and <https://sparkmailapp.com/how-to-email-professor-template>, (4) Videos on peer-reviewed articles: <https://www.youtube.com/watch?v=m8gaq7ei7zc> and <https://www.youtube.com/watch?v=rOCQZ7QnoN0>, (4) Pew Research Center “[The Changing Categories the US Census has used to measure race](#)”, and (5) Gustafsson, K., & Hagström, L. (2018). What is the point? Teaching graduate students how to construct political science research puzzles. *European Political Science*, 17(4), 634-648.

*Friday, January 14<sup>th</sup>: Drop/Swap Deadline*

#### Week 1 Assignment:

- Complete the Required Academic Activity in Webcourses *after* the first lecture. Students can complete this activity as many times as necessary; this activity will remain open throughout the semester.

### Week 2: Political Consequences of diversity within and across groups

Before class read: (1) PDI, Chapters 1 and 2, (2) Baglione, Chapter 1, (3) Domke, D., Garland, P., Billeaudeau, A., & Hutcheson, J. (2003). Insights into US racial hierarchy: Racial profiling, news sources, and September 11. *Journal of Communication*, 53(4), 606-623. (4) Gans, H. J. (2012). “Whitening” and the changing American racial hierarchy. *Du Bois Review: Social Science Research on Race*, 9(2), 267-279.

### Week 3: Political Consequences of Group Consciousness

Before class read/watch: (1) PDI, Chapter 3, (2) Baglione, Chapter 2, (3) Dowe, P. K. F., Franklin, S. M., & Carter, N. M. (2020). Policy symmetry and cross-racial linked fate in the early years of the Obama presidency. *Politics, Groups, and Identities*, 8(2), 248-274. (4) The website for Annual Review of Political Science, (5) [Video](#) on Colorblind Racism and other topics (Bonilla-Silva) and [Video](#) on Systemic Racism and other topics (Feagin)

### Week 4: Political Incorporation of Immigrants

Before Class Read: (1) PDI, Chapter 4, (2) Baglione, Chapter 3, (3) Zhu, L., and Clark, J. H. (2015). “Rights without Access” The Political Context of Inequality in Health Care

Coverage in the US States.” *State Politics & Policy Quarterly*, 15(2), 239-262. (4) Leung, V., & Song, D. (2021). New Directions in the Study of Asian American Politics, Part I: Affirmative Action. *PS: Political Science & Politics*, 54(2), 240-243.

This week’s assignment: Upload Word document or PDF with THREE RQs you’re interested in focusing on for the Research Paper to Webcourses this Friday at 11:59pm.

### **Week 5: Social Movements and Democratic Inclusion**

Before Class Read: (1) PDI, Chapters 5 and 6, (2) Baglione, Chapter 4, (3) Hero, R. E., & Levy, M. (2021). Unequal values: equality and race in state of the union addresses, 1960–2018. *Journal of Race, Ethnicity, and Politics*, 6(3), 499-528. (4) Einwohner, R. L., Hollander, J. A., & Olson, T. (2000). Engendering social movements: Cultural images and movement dynamics. *Gender & Society*, 14(5), 679-699.

This week’s assignment: Exam I

### **Week 6: Race, Ethnicity, and Electoral Mobilization in US Politics**

Before Class Read: (1) PDI, Chapters 7 and 8, (2) Jerit, J., & Zhao, Y. (2020). Political misinformation. *Annual Review of Political Science*, 23, 77-94 (3) Cramer, K. (2020). Understanding the role of racism in contemporary US public opinion. *Annual Review of Political Science*, 23, 153-169.

This Week’s Assignment: Upload the APA citations of three political science academic articles that relate to the focus of this course that you’re interested in discussing for Student led Discussion Week.

### **Week 7: Political Institutions and Incorporation of Immigrants**

Before Class Read: (1) PDI, Chapter 9 and 10, (2) Baglione, Chapter 6, (3) Marrow, H. B. (2005). New destinations and immigrant incorporation. *Perspectives on Politics*, 3(4), 781-799.

This Week’s Assignment: Students should upload their Literature Review drafts to Webcourses by Week 7, Monday, at 8am. Also, don’t forget – Student Attendance Self-assessments must be uploaded to Webcourses by Week 8, Monday, at 8am!

### **Week 8: The Political Experiences of Women Across Race/Ethnicity and Class (Part I)**

Before Class Read: (1) PHC *Black Feminist Thought* (Entire book), (2) Weldon, S. L. (2006). The structure of intersectionality: A comparative politics of gender. *Politics & Gender*, 2(2), 235-248. (3) Shah, P., Scott, J., & Gonzalez Juenke, E. (2019). Women of color candidates: examining emergence and success in state legislative elections. *Politics, Groups, and Identities*, 7(2), 429-443., (4) Sanbonmatsu, K. (2021). Public support for “more” women in Congress. *Politics, Groups, and Identities*, 9(3), 646-656.

Students will be able to access a zipped folder that contains the articles that will be the focus of the Student-led Discussion Week in Webcourses this week.

### **Week 9: Spring Break**

*Students are strongly encouraged to use this time to finalize their Student Discussion Week discussion points or slides and to make progress on their research paper.*

### **Week 10: Student-led Discussion Week**

Before Class Read: (at least) half of the academic articles that will be discussed this week (available in the zipped folder in Webcourses)

This week's assignment: Students should upload their questions for Student led Discussion Week (see details above) to Webcourses by Week 10, Monday at 8am.

### **Week 11: The Political Experiences of Women Across Race/Ethnicity and Class (Part II)**

Before Class Read: (1) Davis *Women, Race, and Class* (Entire book), (2) Bresnahan, M., Roscizewski, A., Whitaker, S., & Cossmann, H. (2021). Online Public Responses to the “Send Her Back” Chant at the 2019 Greenville Rally. *Journal of Intercultural Communication Research*, 1-14., (3) Montoya, L. J., Hardy-Fanta, C., & Garcia, S. (2000). Latina politics: Gender, participation, and leadership. *PS: Political Science & Politics*, 33(3), 555-562. (4) Masuoka, N., Han, H., Leung, V., & Zheng, B. Q. (2018). Understanding the Asian American vote in the 2016 election. *Journal of Race, Ethnicity, and Politics*, 3(1), 189-215. (5) Magni, G., & Reynolds, A. (2021). Voter preferences and the political underrepresentation of minority groups: lesbian, gay, and transgender candidates in advanced democracies. *The Journal of Politics*, 83(4), 1199-1215.

### **Week 12: Politics of Political Institutions (School Boards and Federal Courts)**

Before Class Read: (1) PDI, Chapters 11 and 12, (2) Baglione, Chapter 7, (3) Pew Research Center reading: [5 Facts about the US Supreme Court](#), (4) Kogan, V., Lavertu, S., & Peskowitz, Z. (2021). How Does Minority Political Representation Affect School District Administration and Student Outcomes?. *American Journal of Political Science*, 65(3), 699-716. (5) Molina Jr, A. L. (2020). Ethnoracial Representation and the Politics of Public-Sector Responsiveness. *The American Review of Public Administration*, 50(2), 193-204.

### **Week 13: Race/Ethnicity, Gender, Class, and Political Representation in the US**

Before Class Read: (1) PDI, Chapters 13 and 14, (2) Baglione, Chapter 8, (3) Haider-Markel, D., Miller, P., Flores, A., Lewis, D. C., Tadlock, B., & Taylor, J. (2017). Bringing “T” to the table: Understanding individual support of transgender candidates for public office. *Politics, Groups, and Identities*, 5(3), 399-417.

Time allocation, schedule, etc. for the Conference will be provided in Webcourses this week.

### **Week 14: Promising Pathways Forward**

Before Class Read: (1) Baglione, Chapter 9, (2) Hanchard, M., & Chung, E. A. (2004). From race relations to comparative racial politics: A survey of cross-national scholarship on race in the social sciences. *Du Bois Review: Social Science Research on Race*, 1(2), 319-343. (3) Buyuker, B., D'Urso, A. J., Filindra, A., & Kaplan, N. J. (2021). Race politics research and the

American presidency: thinking about white attitudes, identities and vote choice in the Trump era and beyond. *Journal of Race, Ethnicity, and Politics*, 6(3), 600-641.

This week's assignment: Exam 2. Students should upload self-assessments of their attendance and participation to Webcourses by next Monday at 8am!

### **Week 15: Conference Presentations**

- *Time allocation, schedule, etc. will be provided in Webcourses by Week 13.*

**The Final Paper Draft and Revision Memo must be uploaded to Webcourses on the scheduled final for this course.** The Spring 2022 Final Exam schedule is available here: <https://exams.sdes.ucf.edu/2022/spring>. By this date and time, students must upload these assignments to the Turnitin links in Webcourses. Early submissions are strongly encouraged; this is a hard deadline – you must have documentation of an University approved excuse to submit your assignment after this deadline. No exceptions!

NOTE: This syllabus is subject to change. Dr. Wright will discuss syllabus changes in class and/or will post the Updated Syllabus in the “Syllabus” tab in Webcourses with a Webcourses Announcement. Students are responsible for the information presented in this syllabus or any updated syllabus that is provided.

## **GEO1200 - Physical Geography Syllabus - Spring/2022**

### **Instructor Contact:**

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: [brian.yeitz@ucf.edu](mailto:brian.yeitz@ucf.edu)

### **Course Information:**

Course Name: Physical Geography

Course ID & Section: GEO1200-0W61

Credit Hours: 3 credit hours

Semester: Spring 2022

Location: Online

### **Course Description:**

Basic physical elements of geography, including climate, landforms, soils, natural vegetation, minerals, and their integrated patterns of world distribution.

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

### **Course Objectives:**

- Describe the geographic spatial patterns to the earth's physical environment, including global patterns of climate, ecosystems, soils, and landforms.
- Explain the basic environmental processes operating between the atmosphere, biosphere, hydrosphere, and lithosphere that produce geographic patterns.
- Give examples of connections between the atmosphere, biosphere hydrosphere, and lithosphere.
- Apply technical skills of reading, interpreting, creating, and analyzing geographic data.
- Apply the knowledge gained throughout the semester to understand the characteristics of different places and to analyze situations related to the physical geography processes.

### **Required Text:**

Living Physical Geography. Author: Bruce Gervais. Publisher: Macmillan. Edition: 2nd.

### **Course Requirements:**

- 5 Tests – each test will be worth 50 points for a total of 250 points. Questions will be multiple choice and/or true false. These tests will be based on the readings completed for each unit.
- 4 Article Critiques - each worth 30 points for a total of 120 points.
- 1 Syllabus Quiz - 10 points.

NOTE: Each assignment/test will have a specific due date to keep you on at a steady pace for the semester. NO LATE WORK WILL BE ACCEPTED OR DUE DATES EXTENDED.

### **Evaluation and Grading:**

There will be a total of 380 points available in this course. The following chart shows a breakdown of the point range for the final grade in the course. Point values for individual assignments will show up in the Modules and Assignments tabs.

Letter Grade/Points:

- A: 342-380 points
- B: 304-341 points
- C: 266-303 points
- D: 228-265 points
- F: 0-227 points

### **UCF Financial Aid Statement:**

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (syllabus acknowledgement) by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, January 14th. Failure to do so may result in a delay in the disbursement of your financial aid. The syllabus quiz will count for this requirement.

### **Academic Integrity:**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained

through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule<<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto: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.

### **Deployed Active Duty Military Students:**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Copyright:**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA:**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **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 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.

In Case of Faculty Illness:

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**GEO3471 - World Political Geography  
Syllabus - Spring/2022**

**Instructor Contact:**

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: [brian.yeitz@ucf.edu](mailto:brian.yeitz@ucf.edu)

**Course Information:**

Course Name: World Political Geography

Course ID & Section: GEO3471-0W60

Credit Hours: 3 credit hours

Semester: Spring 2022

Location: Online

**Course Description:**

Analysis of factors which affect power relations among nations, including area, location, political styles, ethnic divisions, and the politics of energy.

Prerequisite(s): ENC 1102 or POS 2041 or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None

**Course Objectives:**

- Define key concepts relating to political geography.
- Gain an understanding of major themes in political geography.
- Apply geographical concepts to political processes.

**Required Text:**

Geopolitics: Making Sense of a Changing World, 1st edition by John Rennie Short

**Course Requirements:**

- 4 tests – each test will be worth 50 points for a total of 200 points. Questions will be multiple choice and/or true false. These tests will be based on the readings for each unit of the course.
- 5 discussions - each discussion is worth 40 points for a total of 200 points.
- Syllabus quiz - worth 10 points.

NOTE: Each assignment/test will have a specific due date to keep you on at a steady pace for the semester. NO LATE WORK WILL BE ACCEPTED OR DUE DATES EXTENDED.

### **Evaluation and Grading:**

There will be a total of 410 points available in this course. The following chart shows a breakdown of the point range for the final grade in the course. Point values for individual assignments will show up in the Modules and Assignments tabs.

Letter Grade/Points:

A/369-410 points

B/328-368 points

C/287-327 points

D/246-286 points

F/0-245 points

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