IDH 4030-H, Windows to the World
"Exploring terrorism, political violence and the long journey to an agreement in the Irish conflict"
Burnett Honors College
University of Central Florida
COURSE SYLLABUS

Instructor:	Dr. Ted Reynolds + Rev. Dr. Gary Mason	Term:	Fall 2022
Office:	PH 206B	Class Meeting Days:	TH
Phone:	407-823-2608	Class Meeting Hours:	12:00-2:50pm
E-Mail:	teddy.reynolds@ucf.edu	Class Location:	BA-1 Room 213
Office Hours:	Tuesday 10am-noon, 1-2pm, or by appt.		

Purpose
To consider together the role of terrorism/political violence using one of the world's longest running conflicts, namely the Irish conflict. We will examine the political, historical and theological roots of the conflict and see how terrorism emerged in the late 1960's and what factors contributed to non state actors pursuing what they termed political violence. We will also examine in what was termed "the long war" and examine "the long road to peace" and the diverse factors, that contributed to ending the conflict and the role both state and non state actors had in cementing the peace.

Course objectives
1 To realize the key role that civic society and governments have in building peace and reconciliation in conflicted zones.

2 To use listening and dialogue in a way that develops a foundational life changing narrative of human engagement in conflicted situations.

3 To digest and gather skills and practices for use in your career choice in the areas of negotiation and conflict transformation. This will also allow students to engage critically with areas of violence, terrorism/political violence, security etc.

4 Understanding the roots of terrorism in a secular and religious framework. You will gain an understanding and engage with concepts such as peace, security, counter-terrorism, negotiation.

5 To understand the complex narratives underpinning terrorism and political violence and to be cautious of the danger of the "single narrative".

Suggested Texts
Making Sense of the Troubles - David McKittrick & David McVea Penquin/Viking *

Unfinished Peace - Brian Rowan Colourpoint books

Voices From the Grave - Ed Maloney Faber & Faber

Does Terrorism Work? - Richard English Oxford University Press *

* Recommended Reading

Advanced Reading
Making Sense of the Troubles - David McKittrick & David McVea Penquin/Viking *

Supplementary (Optional) Texts and Materials: Additional online readings will be provided during the term to support discussion.

Basis for Final Grade

Assessment	Percent of Final Grade
Attendance/Participation	25%
Midterm	25%
Paper	25%
Final Exam	25%
Total	**100%**

Grading Scale (%)		
90-100		A
87 - 89		B+
80 - 86		B
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0 - 59		F

The research paper topic will be submitted to and approved by the instructor culminating in a 10-page double spaced paper to be submitted at the end of the term. The focus of the paper will be directly related to an important aspect of issues discussed in class.

Midterm and final exams will be essay exams.

Late Work Policy:
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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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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.

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Helping another violate academic behavior standards.

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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.

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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
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INR 4764 H- Honors Cyberwarfare Policy / Schedule:

Date	Reading		Discussion Topic
8/25	McKittrick/McVea- Pgs. 1-87		A Conflicted Island - An examination of a long-troubled history
9/1	McKittrick/McVea- Pgs. 88-137		Background to the Conflict 1969 - 1998 Part One
9/8	McKittrick/McVea- Pgs. 138-172		Background to the Conflict 1969 - 1998 Part Two
9/15	McKittrick/McVea- Pgs. 173-214		From Extremism to Inclusion - Peace Making & Risk Taking
9/22	McKittrick/McVea- Pgs. 215-249		Legacy & Victimhood
9/29	McKittrick/McVea- Pgs. 250-281		Policing, Terrorism & Intelligence
10/6	McKittrick/McVea- Pgs. 282-307		Talking to Those Who Pursue Political Violence **Receive Midterm Exam**
10/13	**MIDTERM EXAM**		**Turn in Midterm Exam**
10/20	Richard English- Pgs. 1-41		A Long Journey to Peace
10/27	Richard English- Pgs. 42-91		Intra Group Consensus
11/3	Richard English- Pgs. 92-147		Reform of Policing
11/10	Richard English- Pgs. 148-185		Weapons Decommissioning - A long process
11/17	Richard English- Pgs. 186-219		A Fragile Peace
11/24	**NO Assignment**		**NO CLASS-Holiday**
12/1	Richard English- Pgs. 220-266		**Final Discussion-Wrap up** **Receive Final Exam**
12/8	**NO CLASS**		**FINAL EXAM DUE**

*** Note: The Schedule is subject to revision**

INR 4084: Politics of International Terrorism

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

COURSE SYLLABUS- FALL 2020

Instructor:	Ted Reynolds	Term:	Fall 2022
Office:	PH 206B	Class Meeting Days:	Tuesday/Thursday
Phone:	407-823-5702	Class Meeting Hours:	4:30-5:45pm
E-Mail:	teddy.reynolds@ucf.edu	Class Location:	BIO - Room 209
Office Hours:	Tuesday 10-12, and 1-2, or by appointment		

Introduction
Terrorism has existed in society for millennia and has been called one of the world's oldest "professions." Although terrorism has had an international component, it has often been national or regional in scope and linked to specific groups with motivations that included a specific ideology, economics, or religion. Many of those organizations no longer exist, but terrorists in the 21st century, whose objectives can at times be unclear, have moved in a truly global direction. Taking advantage of advances in globalization, modern terrorists make effective use of communications, technology, and travel toward the goal of creating a global network of affiliates committed to a common cause. They mount well-coordinated, high-profile attacks that may involve different organizations. This course approaches terrorism as a global challenge, delving into and understanding terrorists' reasons for being/acting and considering the effectiveness of various counterterrorism policies.

Course requirements:
This course will feature a combination of lectures and discussions, with an emphasis on interactive learning. Presentation material – including talks by guest speakers, public forums and other special programs (when available) – will often not be found in reading assignments. Students will be expected to prepare for class discussions by completing the reading assignments and staying informed about current developments as they pertain to terrorism/counter terrorism.
Students will be responsible for a group research project consisting of a paper/case study (25 pages double spaced per group of five students).

Required Texts and Materials
Brigitte L. Nacos. 2016. Terrorism and Counterterrorism. 6th Edition, Routledge.
ISBN: 978-1-13831-763-5

Supplementary (Optional) Texts and Materials: Additional online readings will be provided during the term to support discussions.

Basis for Final Grade

Assessment	Percent of Final Grade
Class Attend/Part.	10%
Midterm	20%
Quizzes	20%
Group Presentation	15%
Group Paper	15%
Final Exam	20%
	100%

Grading Scale (%)		
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87 - 89		B+
80 - 86		B
77 - 79		C+
70 - 76		C
67 - 69		D+
60 - 66		D
0 - 59		F

The paper topic will be approved by the instructor

Grade Dissemination: Graded tests and materials in this course will be returned once assessment is completed.

Quizzes will be administered in class on the days indicated, focusing on terminology and important concepts.

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INR 4084-Schedule:

Date	Readings/Topic for Tuesday	Date	Readings/Topic for Thursday
8/23	Review syllabus / Questions	8/25	Introduction
8/30	Nacos Ch 1 & 2 Intro & What is terrorism	9/1	Ch 3 Global context
9/6	Ch 4 - American context	9/8	Discuss film: The Man Who Knew Watch at home prior…link provided
9/13	Ch 5- Political Violence in the name of God	9/15	**Quiz** **Select Groups**
9/20	Ch 6- Making a terrorist	9/22	Ch 7 Women and children
9/27	Terrorism and Human Trafficking	9/29	Ch 8 Goals targets tactics
10/4	**QUIZ** **Paper topic proposals**	10/6	Ch 9 - Organization
10/11	Ch 10- Post 9-11 strategy **RECEIVE MIDTERM EXAM**	10/13	**Discussion**
10/18	**TURN IN MIDTERM EXAM**	10/20	Ch 11-Hard and soft power
10/25	Ch 12 Security vs liberty Ch 13-The Role of Intelligence	10/27	Ch 14 Propaganda and media Ch 16 CT in the news
11/1	Ch 15- Terror in Cyberspace **CyberHate** **Quiz**	11/3	**Group Presentations**
11/8	**Group Presentations**	11/10	**Group Presentations**
11/15	**Group Presentations**	11/17	**Group Presentations**
11/22	**Turn in Papers**	11/24	**No Class** **Happy Thanksgiving**
11/29	**Discussion**	12/1	**Receive Final Exam**
12/6	**No Class**	12/8	**Submit Final Exam**

*** Note: The Schedule is subject to revision**

INR 4764H, Honors Cyberwarfare Policy

School of Politics, Security, and International Affairs

College of Arts and Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	Ted Reynolds	Term:	Fall 2022
Office:	PH 206B	Class Meeting Days:	T TH
Phone:	407-823-2608	Class Meeting Hours:	3-4:15pm
E-Mail:	teddy.reynolds@ucf.edu	Class Location:	BA-1 Room 122
Office Hours:	Tuesday 10am-noon, 1-2pm, or by appt.		

Cyber-Warfare Policy

An examination of how nations, groups, and individuals throughout the world use Internet/cyber-attacks to gain military, political, and economic gains over their adversaries. Specific focus will be given to understanding the role various states and hacker groups play in conducting cyber-attacks and cyber espionage. Further, this class will examine current cyber policy both internationally and domestically, the challenges related to current policy and proposed policy changes, and wrestle with the question of whether cyber-attacks can/will be considered 'acts of war' and why. Central to the discussion will be considering the true nature of the threat posed by these various attacks and whether cyber policies can offer reasonable and reliable protections without becoming overly intrusive to private citizens.

Objectives:

There are several objectives to this class. First is to familiarize you with the various elements of cyber-warfare, cyber-terrorism, and cybercrimes including those that are used to finance extremist/terrorist operations. This will include examining the states, groups, and individuals who engage in these activities and the impact they have on individual, industry, and state security. Second is to engage in a substantive discussion regarding the future of these cyber activities and how the governments should respond both politically and possibly militarily. Finally, all of the content within this course as well as supplemental material will be used to consider the overarching question of whether cyber-attacks should be considered an act of war, what the appropriate response should be, and whether the international community will be able to implement effective cyber policy as a deterrent to prevent these attacks.

Textbooks:

Cyberwafare: Information Operations in a Connected World. 2023. Mike Chapple and David Seidl. Jones and Bartlett Learning**. ISBN:m978-1-284-2254-0**

Cyberwar: Law and Ethics for Virtual Conflict. 2015. Edited by, Jens David Ohlin, Kevin Govern, and Claire Finkelstein. Oxford University Press. **ISBN: 978-0-19-871750-8**

Supplementary (Optional) Texts and Materials: Additional online readings will be provided during the term to support discussion.

Basis for Final Grade

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The research paper topic will be submitted to and approved by the instructor culminating in a 10-page double spaced paper to be submitted at the end of the term. The focus of the paper will be directly related to an important aspect of cyberwarfare and offer an in-depth examination and analysis of the individual research area chosen. The presentation will be focused on the research topic being covered in the paper.

Midterm and final exams will be essay exams.

Quizzes will be administered in class on the days indicated, focusing on terminology and important concepts.

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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.
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 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 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 to discuss specific accommodations for this or other courses.

INR 4764 H- Honors Cyberwarfare Policy / Schedule:

Date	Tuesday	Date	Thursday
8/23	First Day – No assignment Introduction, syllabus, expectations	8/25	Chapter 1 Information as a Military Asset
8/30	Chapter 2 Targets and Combatants	9/1	Chapter 3 Cyberwarfare, Law, and Ethics
9/6	Ohlin-TBD	9/8	Ohlin TBD
9/13	Chapter 4 Intelligence Operations in a Connected World	9/15	Chapter 5 The Evolving Threat: From Script Kiddies to Advanced Attackers
9/20	Chapter 6 Social Engineering and Cyberwarfare	9/22	Chapter 7 Weaponizing Cyber: A History
9/27	Chapter 8 Nonstate Actors in Cyber	9/29	Class discussion of nonstate actors/hackers
10/4	Chapter 9 Defense-in-Depth Strategies	10/6	Chapter 10 Cryptography and Cyberwar
10/11	**Finalize research topic** Review	10/13	**Receive Midterm Exam**
10/18	**Discussion**	10/20	**Turn in Midterm Exam**
10/25	Chapter 11 Defending Endpoints	10/27	Chapter 12 Defending Networks
11/1	Chapter 13 Defending Data	11/3	Chapter 14 Cyberwarfare and Military Doctrine
11/8	Chapter 15 Pandora's Box: The Future of Cyberwarfare	11/10	**Presentations**
11/15	**Presentations**	11/17	**Presentations**
11/22	**Presentations**	11/24	**NO CLASS-Holiday**
11/29	**Research Papers Due** Review	12/1	**Receive Final Exam**
12/6	**NO CLASS**	12/8	**FINAL EXAM DUE**

*** Note: The Schedule is subject to revision**

CPO3057: Contemporary Revolutions & Political Conflict
Fall 2022 Syllabus

NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.

Instructor Contact

Instructor	Dr. Houman A. Sadri
Graduate Teaching Assistant (GTA)	As soon as, the School of Politics assigns us a GTA, he/she will introduce himself/herself via our Course Website In-Box.
Office	School of Politics, Security, and International Affairs (SPSIA) University of Central Florida 4297 Andromeda Loop Howard Phillips Hall 302, Orlando, FL 32816-1356
Office Hours	T & Th: 12:00-15:00 by emails, or appointments via phone or zoom.
Phone	(407) 823-2608, School of Politics Main Office
E-mail:	Only via our Course Mail In-Box in Canvas

Course Information

Course Name	Contemporary Revolutions and Political Conflict
Course ID & Sections	CPO3057, a **face-to-face class**, T&Th 10:30-11:45am, **CB1-220**
Credit Hours	3
Semester/Year	Fall 2022, our class starts on 8/23/22 & **final exam** is on 12/6/22.
Face-to-Face Section:	This face-to-face class meets on Tu & Th 10:30-11:45am. Based on UCF rules, attendance is required for this class. However, assignments are online at our Canvas website. Class lectures & activities give hints about exams, quizzes, and other assignments.

UCF Course Description:

Theories and cases of revolutionary change and political violence in the contemporary world.

Required Text

James DeFronzo. ***Revolutions and Revolutionary Movements***. 6th ed. New York (NY): Routledge, 2022 (ISBN: 978-0367609481).

Jack Goldstone, ***Revolutions: A Very Short Introduction***. Oxford, UK: Oxford Univ. Press, 2014 (ISBN: 978-0199858507).

Additional free reading materials will be available at our Course Website in each module page.

CRITERIA	POINTS
3 (out of 9) online Quizzes, 10 points each	**30**
6 (out of 12) online Discussion Postings, 5 points each	**30**
Required online First Midterm (Second Exam is required only for low scores)	**20**
Required Final Exam (online)	**20**
TOTAL	**100**
Extra Credit Assignment (online)	**5**

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

Class Schedule & Assignments (Fall 2022)

Week 01: Module 0, Orientation & Background Information
Week 02: Module 1, Introduction
Week 03: Module 2, Causes, Processes, & Outcomes
Week 04: Module 3, Ancient & Renaissance Revolutions
Week 05: Module 4, First Midterm Exam
Week 06: Module 5, Constitutional Revolutions
Week 07: Module 6, Communist Revolutions
Week 08: Module 7, Dictators & Revolutions
Week 09: Module 8, Second Midterm Exam
Week 10: Module 9-1, Modern Islamic Revolutions, Part 1: Iranian Revolution
Week 11: Module 9-2, Modern Islamic Revolutions, Part 2: Islamic Movements
Week 12: Module 10, Color Revolutions & Revolutions Via Democracy
Week 13: Module 11-1, Revolutions Now & Future, Part 1: Arab Revolutions
Week 14: Module 11-2, Revolutions Now & Future, Part 2: Future Revolutions
Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/6/22)

CPO3403: Politics of the Middle East
Fall 2022 Syllabus

NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.

Instructor Contact

Instructor	Dr. Houman A. Sadri
Graduate Teaching Assistant (GTA)	As soon as, the School of Politics assigns us a GTA, he/she will introduce himself/herself via our Course Website In-Box.
Office	School of Politics, Security, and International Affairs (SPSIA) University of Central Florida 4297 Andromeda Loop Howard Phillips Hall 302 Orlando, FL 32816-1356
Office Hours	T & Th: 12:00-15:00 by emails, or appointments via phone or zoom.
Phone	(407) 823-2608, School of Politics Main Office
E-mail:	Only via our Course Mail In-Box in Canvas

Course Information

Course Name	Politics of the Middle East
Course ID & Sections	CPO3403-0W60, a Web class without any face-to-face meetings
Credit Hours	3
Semester/Year	Fall 2022, our class starts on 8/22/22 & **final exam** is on 12/6/22.
Online Section:	No face-to-face Class Meetings, BUT all our online students are strongly advised to watch the class lecture videos which give hints about exams, quizzes, and other assignments.

UCF Course Description:

An examination of the dynamics of Middle East politics, including both regional and international dimensions.

Required Text

John L. Esposito, ***Unholy War: Terror in the Name of Islam***, New York: Oxford University Press, 2002 (ISBN: **0-19-516886-0**).

Additional free reading materials will be available at our Course Website in each module page.

CRITERIA	POINTS
3 (out of 9) online Quizzes, 10 points each	**30**
6 (out of 12) online Discussion Postings, 5 points each	**30**
Required online First Midterm (Second Exam is required only for low scores)	**20**
Required Final Exam (online)	**20**
TOTAL	**100**
Extra Credit Assignment (online)	**5**

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

Class Schedule & Assignments (Fall 2022)

Week 01: Module 0, Orientation & Background Information
Week 02: Module 1, Introduction
Week 03: Module 2, States, Beliefs, & Ideologies
Week 04: Module 3, Groups, Classes, & Families
Week 05: Module 4, First Midterm Exam
Week 06: Module 5, Patrimonial Leadership
Week 07: Module 6, Leaders & Change
Week 08: Module 7, Political Institutions
Week 09: Module 8, Second Midterm Exam
Week 10: Module 9-1, Regional Conflicts: The Arab-Israeli Conflict
Week 11: Module 9-2, Regional Conflicts: The Persian Gulf Conflicts
Week 12: Module 10, Oil, Politics, & Development
Week 13: Module 11-1: Country Studies: Large States
Week 14: Module 11-2: Country Studies: Small States
Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/6/22)

INR4035: International Political Economy (IPE)
Fall 2022 Syllabus

NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.

Instructor Contact

Instructor	Dr. Houman A. Sadri
Graduate Teaching Assistant (GTA)	As soon as, the School of Politics assigns us a GTA, he/she will introduce himself/herself via our Course Website In-Box.
Office	School of Politics, Security, and International Affairs (SPSIA) University of Central Florida 4297 Andromeda Loop Howard Phillips Hall 302 Orlando, FL 32816-1356
Office Hours	T & Th: 12:00-15:00 by emails, or appointments via phone or zoom.
Phone	(407) 823-2608, School of Politics Main Office
E-mail	Only via our Course Mail In-Box in Canvas

Course Information

Course Name	International Political Economy (IPE)
Course ID & Sections	INR4035-0W61, a Web class without any face-to-face meetings
Credit Hours	3
Semester/Year	Fall 2022, our class starts on 8/22/22 & **final exam** is on 12/6/22.
Online Section:	No face-to-face Class Meetings, BUT all our online students are strongly advised to watch the class lecture videos which give hints about exams, quizzes, and other assignments.

UCF Course Description:

The international politics of regional and global economic interdependence, with emphasis upon North-South relations, the New International Economic Order, OPEC, and multinational corporations.

Required Text

David Balaam & Bradford Dillman, ***Introduction to International Political Economy***. 7th edition, New York (NY); Pearson, 2019. **ISBN: 978-1-138-20699-1.**

Additional free reading materials will be available at our Course Website in each module page.

CRITERIA	POINTS
3 (out of 9) online Quizzes, 10 points each	**30**
6 (out of 12) online Discussion Postings, 5 points each	**30**
Required online First Midterm (Second Exam is required only for low scores)	**20**
Required Final Exam (online)	**20**
TOTAL	**100**
Extra Credit Assignment (online)	**5**

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

Class Schedule & Assignments (Fall 2022)

Week 01: Module 0, Orientation & Background Information
Week 02: Module 1, Introduction & Mercantilists
Week 03: Module 2, Liberalists
Week 04: Module 3, Structuralists
Week 05: Module 4, First Midterm Exam
Week 06: Module 5, Alternative IPE Perspectives
Week 07: Module 6, Trade & Development
Week 08: Module 7, Technology & MNCs
Week 09: Module 8, Second Midterm Exam
Week 10: Module 9-1, State-Market Tensions in the North, Part 1: The EU
Week 11: Module 9-2, State-Market Tensions in the North, Part 2: Japan
Week 12: Module 10-1, State-Market Tensions in the South, Part 1: Transitional States
Week 13: Module 10-2, State-Market Tensions in the South, Part 2: The Middle East
Week 14: Module 11, Environment & the Future of IPE
Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/6/22)

Syllabus
INR 2002, OW62

Fall 2022

Instructor Contact

Instructor	Mark Schafer
Office	305D Howard Phillips Hall
Office Hours	Tues 1-3 pm, Fri 9-11
Phone	(407) 823-3328
E-mail	mark.schafer@ucf.edu

Course Information

Course Name	International Relations – Theory and Practice
Course ID & Section	INR 2002 – CW60
Credit Hours	3
Semester/Year	Fall 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	Sept 23	25
Second Exam	Oct 28	25
Final Exam	Dec 5	25
First Short Paper	Oct 7	7.5
Second Short Paper	Nov 10	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, 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 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: September 23**

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: October 7**

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: October 28**

Module 9: International Political Economy: Liberalism, Mercantilism, and Marxism I.

-**SECOND SHORT PAPER DUE: November 10**

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: December 5

Syllabus
POS 4407, Section 0W60
The Intelligence Community
Fall 2022

Professor
Mark Schafer
305 D Howard Phillips Hall
407-823-3328
mark.schafer@ucf.edu
Office Hours: Tuesdays 1:00 to 3:00 pm; Fridays 9:00 to 11:00 am

GTA
(Contact through Webcourses)

UCF Catalog Description: The intelligence community structure in its relationship to foreign policy decision making, consideration of control and reliability questions, and issues of cooperation and coordination.

Prerequisite: ENC 1102 or POS 2041.

Course Overview: This course is intended to give you an overview of the intelligence community ("IC"), particularly in the United States. We will cover such things as the history and makeup of the IC, different methods and tasks associated with the IC, normative questions, and development of skills relevant to the IC. We will also stay closely focused on current events in international relations, giving us an opportunity to apply course concepts to real-world developments.

We will use a very good textbook pertaining to these topics: *Introduction to Intelligence Studies* by Carl J. Jensen III, David H. McElreath, and Melissa Graves (second edition). My teaching style in this class is ***not*** to repeat material you have already covered in the assigned readings, but rather to enhance some of the key components, facilitate your own class discussions on the materials, and foster your skill development. Toward that end, staying current with the assigned textbook readings is essential to success in this class.

You will also read another book for this class: *The Ugly American*, by William J. Lederer and Eugene Burdick. This is a work fiction written many years ago as the U.S. was becoming more involved in Southeast Asia. Though it is fiction, it is based on many real-world events by U.S. personnel in that region – and much of it is not easy to look at. In the end, it is a book about analysis, social awareness, cultural sensitivity, and critical thinking – all of which are extremely important in the IC.

In order to stay current on international events, you are required to read international news stories available for free by way of yahoo.com, which I'll show you in the course 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 two 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.

Course Objectives and Learning Outcomes:

* Learn about the history and makeup of the U.S. IC
* Understand some of the different methods and tasks associated with the IC
* Develop and enhance skills in terms of reading, writing, analysis, teamwork, and critical thinking

Required readings:

1. *Introduction to Intelligence Studies* by Carl J. Jensen III, David H. McElreath, and Melissa Graves (second edition). Routledge, NY, 2018.

2. *The Ugly American*, by William J. Lederer and Eugene Burdick. W.W. Norton & Company: New York, 2019.

3. International stories at yahoo.com.

Course Requirements:

Assignment	Date	% of grade
Individual Brief	9/9	10
Group Project #1	10/7	10
Midterm	10/14	30
Group Project #2	11/4	10
Required Discussions	semester	10
Final Exam	12/6	30

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 each required discussion assignment, you will need to make two entries to the 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 readings and lecture notes for that module. In these optional discussions, you may comment on the materials, contribute additional information, ask questions about the material, and respond to others' posts. In other words, the lecture discussion topics should resemble open discussions in a regular classroom.

Every time you participate in one of these optional discussions, you will receive bonus points (up to two points per post or reply (see the Discussion Grading Rubric linked on the "Start Here" module 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.

Method for Submitting Assignments

Online posts or submissions as specified in instructions for each assignment

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, 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: August 22-28: Course introduction and overview; global geography, current events.

-Read Chapter 1 in *Intelligence Studies*.

-Read "A Note from the Authors" in *The Ugly American*, p.8.

Module 2: August 29 to September 11: Critical IC skills: Writing and Briefing.

-Read Chapter 11 in *Intelligence Studies*.

-Read pages 11-42 in *The Ugly American*.

****Required current events discussion due on September 7****

****Individual "brief" due on September 9****

Module 3 September 12-18

: Intelligence "Collection."

-Read Chapter 4 in *Intelligence Studies.*

-Read pages 43-76 in *The Ugly American*.

****Required discussion on *The Ugly American* due September 16****

Module 4: September 19-25: Psychological and structural challenges in the IC.

-Read Chapter 5 in *Intelligence Studies*.

-Read pages 77-86 in *The Ugly American*.

****Required current events discussion due on September 23****

Module 5: September 26 to October 9: Analytic methods; And putting it altogether with the intelligence cycle

-Read Chapters 6 and 7 in *Intelligence Studies*.

-Read pages 87-114 in *The Ugly American*.

****Group project due October 7****

Module 6: October 10-14: Midterm week.

Read pages 115-143 in *The Ugly American*.

****Required discussion on *The Ugly American* due October 13****

****Midterm: October 14****

Module 7: October 17-23: The history of the IC.

-Read Chapter 2 in *Intelligence Studies*.

-Read pages 144-173 in The Ugly American.

****Required current events discussion due October 21****

Module 8: October 24-30: The IC today.

-Read Chapter 3 in *Intelligence Studies*.

-Read pages 174-204 in *The Ugly American*.

****Required current events discussion due October 28****

Module 9: October 31 – November 6: Additional activities of the IC: Counterintelligence and covert operations.

-Read Chapters 8 and 9 in *Intelligence Studies*.

****Group project due November 4. Live brief presented on November 5****

Module 10: November 7-13: Legal issues in intelligence.

-Read Chapter 10 in *Intelligence Studies*.

-Read pages 205-231 in *The Ugly American*.

****Required discussion on *The Ugly American* due November 10****

Module 11: November 14-20: Other specialized intelligence: Military and Criminal.

-Read Chapters 12 and 13 in *Intelligence Studies*.

-Read pages 232-263 in *The Ugly American*.

****Required current events discussion due November 18****

Module 12: November 21 to December 2: Current challenges, and the future of the IC.

-Read Chapters 14 and 15 in *Intelligence Studies*.

-Read pages 264-285 in *The Ugly American*.

****Required discussion on *The Ugly American* due November 30****

****FINAL EXAM: Tuesday, December 6****

Course Information

Course ID & Section	CPO 3614 0W60, Asynchronous Instruction
Credit Hours	3
Prerequisites	ENC 1102 or POS 2041
Corequisites	None
Semester/Year	Fall 2022
Location	World Wide Web

Professor	Dr. Anca Turcu; Pronouns: she, her, hers
Office	HPH 302N
Office Hours	Wednesdays 3:30 PM-5:00 PM Canvas Chat or by appointment
E-mail	anca.turcu@ucf.edu You may also e-mail me by using the Canvas e-mail/ message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to get back to you quickly, but I may take up to 48 hours to respond. Please note that I do only respond to e-mail during regular business hours.

Academic and Content Related Questions	If you have questions about the academic material or class content, do not hesitate to contact me! Questions, feedback or comments are all welcome. For non-academic (not course content related questions), please see below.
Other Contact Information	If you have questions regarding technical support or any other non-academic, non-course content related issues, please seek help through the technical support link on the class Home Page.
GTA	TBA

Catalogue Course Description

An examination of the political and economic dynamics of Eastern Europe in the post-1945 era.

Course Description

This class will explore the government and politics of Eastern European countries, while providing a comparative insight into the institutions, electoral systems and processes that are specific to their governments. We will also examine historical contexts, political culture, social realities and policy outcomes specific to each country. This class will be taught online only, through 100% asynchronous instruction.

Course Objectives and Learning Outcomes

The course objectives and learning outcomes for Politics of Eastern Europe (CPO 3614) strive to meet the criteria outlined by the Department of Political Science Academic Learning Compacts: https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf

On completing this course students will be able to:

1. discuss the historical roots and ideological teachings of Marxism, Marxism-Leninism, Socialism and Communism
2. understand the impact of communist rule on Eastern European countries
3. analyze the impact of the transition to market economy and democracy on the institutions and government policies upon the democratization process in each country
4. discuss the impact of EU and NATO membership on Eastern European countries
5. describe and compare institutions, policies and political culture in various Eastern European countries

Required Texts

- "Central and Eastern European Politics: Changes and Challenges" b Zsuzsa Csergő (Editor), Daina S. Eglitis (Editor), Paula M. Pickering (Editor) ; Fifth Edition; Published 2021 (available through UCF bookstore) ISBN-13: 978-1538142806; ISBN-10: 1538142805

- " Communism and its Collapse" by Stephen White; First Edition; Published 2001. ISBN 10: 0415171806; ISBN 13: 978-0415171809 (Order online, or from non-UCF bookstore. The book is also available, for free, in electronic format, from the UCF Library.)

- **Note**: Political Science texts change significantly from one edition to the next, as elections and current events reshape institutions and societies. Thus, it is imperative that you use the editions listed above.

Other Materials: Documentaries and Clips

For some modules in this class, you will be asked to watch documentaries, clips and other multimedia materials. Most of these clips will be available for free online via YouTube, PBS.org, TEDTalks and other sources. But, some documentaries might only be available on for-pay web streaming services providers such as Netflix or Amazon Instant Video. If that will be the case, I will at that time ask you to subscribe to those services.

That means that for now you should not subscribe to these providers but wait for my prompt to do so during the semester. I will provide further details about these video materials in each individual module and provide you with links or a clear indication where you can find the material. Not viewing these documentaries or clips is not an option, since they are a central part of the class and quizzes and the written projects will draw on these materials quite extensively.

Academic Calendar

Week	Module	Topic(s)	Readings
Intro Week (08/22-29)	Introductory Module	Introduction and Class Overview	Syllabus
Week 1 (08/29-09/06)	Module 1	Communism Defined; The Establishment of Soviet Rule in Eastern Europe	Csergo et al: Ch.1 (Pages 3-16); White Chapters 1 & 2
Week 2 (09/06-12)	Module 2	Communist Rule in Eastern Europe: 1950s-1980s	Csergo et al: Ch.1 (Pages 16-24); White Chapters 3, 4 & 5
Week 3 (09/12- 19)	Module 3	The Collapse of Soviet Control	Csergo et al: Ch.1 (Pages 24-35); White Chapters 6,7 & 8
Week 4 (09/19- 26)	Module 4	EU and NATO Accession and After	Csergo et al: Ch. 9
Week 5 (09/26-10/03)	Module 5	Nationalism and Its Challenges to Democratic Governance	Csergo et al: Ch. 3
Week 6 (10/03-10)	Module 6	Case Study: Poland	Csergo et al: Ch.11
Week 7 (10/10-17)	Module 7	Case Study The Czech and Slovak Republics	Csergo et al: Ch.12
Week 8 (10/17-24)	Module 8	Case Study: Hungary	Csergo et al: Ch.13
Week 9 (10/24-31)	Module 9	Case Study: The Baltic Countries	Csergo et al: Ch.14
Week 10 (10/31-08)	Module 10	Case Study: Romania	Csergo et al: Ch.16
Week 11 (11/08-14)	Module 11	Case Study: Former Yugoslavia and Its Successors	Csergo et al: Ch. 18
Week 12 (11/14-21)	Module 12	Case Study: Ukraine	Csergo et al: Ch. 19
Week 13 (11/21-28)	Final Paper	Final Paper: Due 12/05	None
Week 14 (11/28-12/05)	Final Paper	Final Paper: Due 12/05	None

Course Requirements

Weekly Assignments Twelve weekly assignments (starting with week 1 08/31-09/08) will test your knowledge of the material from the module covered during each week. Your two lowest scoring weekly assignments will be dropped at the end of class, leaving you with ten weekly assignments scores, worth 7% of your grade each. That is, ten weekly assignments will make up 70% of your final grade. If you miss a weekly assignment, or fail to submit it on time, you will automatically be assigned a grade of 0 for that assignment. Assignments will be available, with the rest of the content for each module, on the Monday of each week and will close by the Monday evening (at 11:59 PM EST), of the following week. After an assignment closes, I will release grades and correct answers within a week and you will have one week to review your answers and let me know if you have questions regarding your grade. After that, assignment questions and correct answers will no longer be visible. Note that no weekly assignments will be due for the introductory week and one week when you will be working on your final paper. Weekly assignments may be quizzes, short essays or discussion posts. On some weeks, you might be given a choice between a quiz and a written assignment or discussions. More details to follow in the weekly module overviews.

Final Paper: Students will have to submit a Final Paper. This paper will be worth 30% of your final grade. The final paper will be posted on Monday, 11/21 and will be due on Monday, 12/05 at 11:59 PM. Note that the final assignment must be submitted through the Canvas online submission system. This system is designed to help me identify plagiarism, so make sure to take all necessary measures needed to avoid plagiarism. If you are not sure what constitutes plagiarism and how to avoid it, take this UCF library tutorial: http://infolit.ucf.edu/students/modules/#article116 Students who cheat, commit plagiarism or engage in any other type of dishonest academic behavior will fail the class, (will receive an FZ grade) and will also be subject to disciplinary proceedings. Please review the UCF Golden Rule: http://goldenrule.sdes.ucf.edu/ Please allow for plenty of time to complete each assignment, so that you avoid last minute submissions and the technical difficulties that sometimes accompany them. Final assignments should not be submitted late and will incur a 10 points penalty for every 24 hours delay post due date. Final assignments submitted more than 48 hours post due date will not be accepted and will be given a grade of 0. **Note:** students who request a review of final paper grading should be aware that I re-grade the whole paper once I receive such a request. This may sometimes result in a lower grade than the one previously granted.

Due Dates

Weekly assignments: due weekly on Monday evenings by 11:59 PM EST EXCEPT for the Introductory Week, Week 1 and Week 14. For Week 1, the assignment is due on Tuesday, 9/6, as UCF is closed on Labor Day Monday. **Final Paper:** due by 12/05 at 11:59 PM EST

Proper Quoting, Referencing and Citations for your Written Assignments

For weekly written assignments and your final paper, make sure to follow these citation and referencing rules:

All sources used have to be sanctioned by your professor (see prompts and module overview for every assignment) Do not use other sources for your answers.

If you are copy-pasting a text from a source into the assignment, that text should be put in inverted commas "…". This is called a direct quote. It should be followed by a parenthetical citation (page number, author, year).

However, be mindful that most assignments in this class do not allow direct quotes and such quotes will not receive credit (see individual assignment prompts). Instead, you should ***paraphrase***, in other words, use your own words to summarize and convey the same idea. This one too should be followed by a parenthetical citation (page number, author, year).

So, each time you paraphrase or use a source, make sure you use in text parenthetical citations. These can be: (page number, author, year)—for textbooks, books, articles, other sources such as documentaries. For sources in the module use: for PowerPoints (Turcu, current year, module number, slide number); or, for module overviews (Turcu, current year, module overview number).

Make sure to use this in text format to credit every source you use for your answer. Not giving credit, or not substantiating an answer with its rightful source may very likely result in a serious penalty, as it will very likely constitute plagiarism.

All sources included in parenthetical citations throughout the text, have to be listed as references at the end of the assignment, in APA, MLA or Chicago referencing styles (look online for details on each citation style). Just choose one of the styles and stick with it.

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.

Missed Assignments/Make-Ups

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. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

I will not grant extensions if you fail to submit your work due to technical difficulties. You are solely responsible if you fail to submit an assignment due to technical difficulties, save for a major natural disaster (i.e. a hurricane). In the event of a hurricane, which causes power outages and evacuations, do not panic about your online assignments. Your safety and that of your family is your first priority. When power is restored, contact me and I will work with you to determine the best course of action. Other circumstances, which may be considered "unavoidable", include medical or legal emergencies. Pertinent official documentation will be required if you plan on requesting to make up a quiz or assignment due to unavoidable circumstances. You have to submit such documentation no later than a week after the due date of the missed assignment has passed. Documentation submitted after that date will not be deemed acceptable.

Extra Credit

Your professor does not anticipate offering any extra credit assignments in this class. Should this change, you will be notified in a timely manner via Canvas e-mail.

Evaluation and Grading

Weekly grades will be recorded and released via Canvas. Final class grades will NOT be shown in Canvas. Students will need to use the scale, rules and formula below in order to calculate their final class grade.

Assignment	Percentage of Grade
Weekly Assignments (10)	70%
Final Paper	30%
Total	100%

Grading Scale

Letter Grade	Points
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

Grading Formula (Canvas does not display final grades correctly. Use this formula to calculate your final grade)

(final project*.30) + [(sum of 10 highest scoring weekly assignments assignments/10) *.70] = final grade

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.

Participation and a timely completion of work and assignments are both considered similar to attendance in a face-to-face class. Assignments that are not turned into Canvas before the due date, will receive 0 points. Missed quizzes cannot be retaken.

Time Commitment and UCF Resources

For most students striving for B grades or higher, I recommend that you schedule about 9-11 hours per week for engaging with this course, including materials in the online module, as well as assigned readings/ other materials (videos). Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g.participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, and VARC (Veterans Academic Resource Center). I am available, as listed above, if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: <http://guides.ucf.edu/c.php?g=78577&p=517810>.

Academic Honesty

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.

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 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 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.

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.

Federal Financial Aid Requirement

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, you will be required to complete a short quiz in Canvas, no later than the first Friday of the very first week of classes (introductory week). Failure to do so may result in a delay in the disbursement of students' financial aid or will mean that students will not receive their aid.

Incomplete Grades

Procedures regarding incomplete grades can be found here:
https://www.ucf.edu/catalog/undergraduate/#/policies

Class Withdrawal

Procedures regarding withdrawal policies can be found here:
https://www.ucf.edu/catalog/undergraduate/#/policies

Student Complaints and Appeals

Procedures regarding student grievances can be found here:
https://www.sdes.ucf.edu/student-complaints-and-appeals/

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:f

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 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
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – 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
- Ombuds Office – http://www.ombuds.ucf.edu

UCF Cares: Resources for Students' Personal Wellbeing

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Student 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, 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.

Religious Observances

The University of Central Florida welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation of their religious practices. In all cases, you must put your request in

writing and present it to the instructor at the beginning of the semester. The instructor or supervisor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course or creating an undue burden for the department. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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.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: “My hard drive crashed.” “My modem doesn’t work.” “My printer is out of ink.” These are today’s equivalents of “My dog ate my homework.” These events really do occur and they are really inconvenient when they do. However, these are not valid excuses 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, two days is considered reasonable amount of time to receive a reply. Please not that your professor only checks and answers to e-mails during regular business hours.

Include “Subject” headings: use something that is descriptive and refer to a particular assignment or topic.

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. Never send or keep anything that you would mind seeing on the evening news.

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.

Important Disclaimers

These descriptions and timelines are subject to change at the discretion of the professor. I will provide notification of such changes in a timely manner.

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Comparative Politics Fall 2022

Course ID & Section	CPO 3103 Section 001
Credit Hours	3
Location and Meeting Times	BA 1, Room O116 Tuesday-Thursday: 10:30-11:45 AM

Professor and GTA Contact

Professor	Dr. Anca Turcu
Office	302 Howard Phillips Hall, Orlando Main Campus. Also available in Canvas Chat during office hours.
Office Hours	Tuesdays 8:45-10:15 AM EST or by appointment.
E-mail	Anca.Turcu@ucf.edu You may also e-mail me by using the Canvas e-mail/ message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to get back to you quickly, but I may take up to 48 hours to respond. Please note that I do only respond to e-mail during regular business hours. Also please note that I cannot share grades via UCF or Knights e-mail.
GTA	TBA

Catalog Description

Government and politics in selected nations, with emphasis upon comparative analysis of contemporary problems, politics, political culture, behavior, and institutions.

Course Description: Global Learning Designation

This class was designated by UCF as a **Global Learning High Impact Educational Practices Course**. As such, it will explore the government and politics of a number of countries around the Globe while providing a comparative insight into the institutions, electoral systems and processes that are specific to their governments. We will also examine historical contexts, political culture, social realities and policy outcomes specific to several country. In an effort to provide an inclusive, diverse outlook and evaluation of political systems and realities, this class aims at achieving **a balanced approach in its coverage of a broad and representative number of countries and perspectives from all hemispheres**, while moving away form the Western-centric approaches typical to the discipline.

Course Objectives: Global Learning Designation

The course objectives and learning outcomes for Comparative Politics (CPO 3103) strive to meet the criteria outlined by the Department of Political Science Academic Learning Compacts (https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf) and the **High Impact Practices (HIP) criteria for Global Learning**. Therefore, on completing this course students will be able to:

1. Describe and analyze differences between the institutions and governmental systems of different countries, (also with reference to the United States)
2. Discuss the implications of different electoral systems for institutional change in various countries around the Globe
3. Comprehend traits of political culture and current developments in different countries
4. Analyze the impact of institutions and government policies upon the democratization process in each country

Course Materials

Required Text: "Introducing Comparative Politics" by Carol Ann Drogus and Stephen Orvis, Sage-CQPress, 5th edition, 2021. Please note that this text is accompanied by web material that we may use in this class and that will be helpful in assisting you prepare for tests and assignments. I strongly encourage you to access the textbook companion website and use the student resources for every chapter. Just copy and paste this link in your browser: https://edge.sagepub.com/orvis5e **Note**: Political Science

texts change significantly from one edition to the next, as elections and current events reshape institutions and societies. Thus, **it is imperative that you purchase the edition listed above.**

Academic Calendar

Date	Topic(s)	Readings
8/23	Introduction and Class Overview	Syllabus and Introductory Materials
8/25	Introduction to Comparative Politics	Drogus and Orvis Ch. 1 (Full)
8/30	The Modern State	Drogus and Orvis Ch.2 Pages 28-49
9/1	The Modern State	Drogus and Orvis Ch.2 Pages 50-81
9/6	States, Citizens and Regimes	Drogus and Orvis Ch.3 Pages 82-103
9/8	States, Citizens and Regimes	Drogus and Orvis Ch.3 Pages 103-121
9/13	States and Identity	Drogus and Orvis Ch. 4 Pages 122-148
9/15	States and Identity	Drogus and Orvis Ch. 4 Pages 148-182
9/20	**Exam 1**	
9/22	Governing Institutions in Democracies	Drogus and Orvis Ch. 5 Pages 184-210
9/27	Governing Institutions in Democracies	Drogus and Orvis Ch. 5 Pages 210-242
9/29	Institutions of Participation and Representation in Democracies	Drogus and Orvis Ch. 6 Pages 244-276
10/4	Institutions of Participation and Representation in Democracies	Drogus and Orvis Ch. 6 Pages 276-305
10/6	Contentious Politics: Social Movements, Political Violence and Revolution	Drogus and Orvis Ch. 7 Pages 306-329
10/11	Contentious Politics: Social Movements, Political Violence and Revolution	Drogus and Orvis Ch. 7 Pages 330-349

10/13	Authoritarian Institutions	Drogus and Orvis Ch. 8 Pages 350-375
10/18	Authoritarian Institutions	Drogus and Orvis Ch. 8 Pages 375-392
10/20	Regime Change	Drogus and Orvis Ch. 9 Pages 394-418
10/25	**Exam 2**	
10/27	Regime Change	Drogus and Orvis Ch. 9 Pages 418-443
11/1	Political Economy of Wealth	Drogus and Orvis Ch. 10 Pages 446-470
11/3	Political Economy of Wealth	Drogus and Orvis Ch. 10 Pages 470-495
11/8	Political Economy of Development	Drogus and Orvis Ch. 11 Pages 496-518
11/10	Political Economy of Development	Drogus and Orvis Ch. 11 Pages 519-541
11/15	Public Policies when Markets Fail	Drogus and Orvis Ch. 12 Pages 542-569
11/17	Public Policies when Markets Fail	Drogus and Orvis Ch. 12 Pages 570-601
11/22	**Exam 3**	
11/29	Review for Final Exam	
12/1	Review for Final Exam	
12/6	**Final Exam**	10:00-11:15 AM

Course Policies

Exams and Grading Criteria	**Exams** There will be four exams in this class. Three exams are compulsory. If you do not take one of the three exams during the semester, the final exam will be compulsory. If you take the three exams during the semester and you are satisfied with your grade, you can choose not to take the final. If you take three exams and also decide to take the final, your lowest scoring exam will be replaced with the grade you receive for the final exam. There will be no exceptions: even if your grade in the final is lower than the grade you were seeking to replace, the grade in the final will be the one I will take into account in calculating your final grade. Please note that the final exam is comprehensive. Also note that once you sit for an exam you will receive a grade for that exam. Exams will cover material from the readings and from the lectures. Exam #1 will constitute 30% of your final grade, while exams #2 and #3 will each constitute 35% of your final grade. The value of the final exam will be assigned in accordance to the exam you missed during the semester. Bring picture identification to each exam. Students will need to be able to complete an analytical comparison of one of the following: systems of government, legislative institutions, executive institutions, judiciaries, electoral systems, (or similar) across global regions or countries studied in the class. Students will need to reflect on how one of these systems compare to a corresponding system/ institution in the United States. (Global Learning Objectives) **Grading Formula** (exam1 *.3)+ (exam2*.35) +(exam3*.35)= final grade **Grading Scale** 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 (Below 60%).
Make-up Exams	Exams are scheduled well in advance so that you can plan around these dates. No one may make up a test at will. There are two exceptions.

	First, for personal emergencies (a death in the family, medical problems), students should obtain a note from the dean of students or their physician. Second, for students with extra-curricular activities that conflict with deadlines, arrangements for an alternate test date must be made at least a week in advance of the scheduled test or deadline. Students must provide verification of the activity in order to be eligible for an alternate test date. I do not accept notification after the fact ("I did not take the test last week because I had a match/concert").
Grade Release	Please note that grades will not be shared through phone, e-mail or mail. If you are not in class when I return exams, you will have to log on to Canvas in order to find out your grades. Students who have concerns about grades should put them in writing and contact the professor 24 hours after they find out their grade. Students are not allowed to take exams home. The university needs to keep exams and papers for official records, thus students have to return them to the instructor. If a student fails to return an exam or paper, s/he will not be allowed to sit for the next exam or will be given a grade of zero for that exam.
Extra Credit	For now, there are no extra credit opportunities offered in this class. Your professor may modify this policy during the semester and will announce the change in a timely manner.
Media Resources, Documentaries and Clips (GL Designation)	In order to do well in this and any Political Science class, students should have a good awareness and a good understanding of current events. I encourage students to keep informed through accessing visual, print and web media. Some credible and reliable news outlets include, among others: BBC World, the New York Times, The Washington Post, CNN, The National Public Radio, Financial Times, The Economist, The Atlantic Monthly, Time Magazine, Newsweek, Haaretz, Jerusalem Post, Radio Canada, The Canadian Broadcasting Corporations, Al Jazeera, The Guardian, Deutsche Welle English, France 24 Enghlish (among many others). I will provide links to current events through the Canvas Web Link folder. I will prompt you each time I add material to that folder and will let you know if I expect to test you on that material. You will be asked to watch some (foreign) documentaries, clips and other (foreign) multimedia materials. Some of these clips will be available for free online via YouTube, PBS.org, TED Talks and other sources. For others, you might have to use an online subscription. I will provide details about these video materials in each individual class and will provide you with links or a clear indication where you can find the material. Not viewing these clips is not an option, since

	they are a central part of the class and exams will draw on these materials.
Canvas	Canvas will be used to send e-mails, post announcements, post assigned articles, host a discussion forum, and post grades. Students should be familiar with Canvas and check class updates and Canvas e-mail regularly.
Class Attendance	Attendance is required. Lectures cover material that you will not be able to find in the book, so it is important that you attend all lectures. In case of illness, however, I strongly encourage you to stay home and contact me with medical documentation, so that we may discuss how I can accommodate you. (Please note that these requirements could change if UCF changes its Coronavirus response during the semester).
In-Class Recordings	Students may 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 Distribution of Class Notes/ Materials	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.

Use of WhatsApp, GroupMe and Academic Misconduct	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. The completion of graded work in a course should be considered a formal process: 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 a 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 a 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 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.
Federal Financial Aid Requirement	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, you will be required to complete a short quiz in Canvas during the first week of classes, **no later than August 26th**. Failure to do so may result in a delay in the disbursement of your financial aid, or will mean that students will not receive their aid.
Classroom Citizenship	Besides interactive participation, I expect discipline in the class room. Be courteous to others, **be on time** and do not leave early, unless there is a pertinent reason and you have notified me. Do not eat, text or talk to your colleagues during lecture. An important part of being a college student is having manners and respecting those around you. **Turn off** your cell phones and **store them away** in your book bag, for the duration of the class. Set your laptop's volume on mute. **Laptop users:** make sure you are using your laptop exclusively for taking notes while in class. Laptop usage is a privilege and I reserve the right to revoke it at any time during the semester if you do not follow these rules.
Time Commitment and UCF Resources	For most students striving for B grades or higher, **I recommend that you schedule about 7-8 hours per week for engaging with this course outside the classroom**. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, and VARC (Veterans Academic Resource Center). I am available, as listed above, if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

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 and 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.
Class Withdrawal	Procedures regarding withdrawal policies can be found here: https://www.ucf.edu/catalog/undergraduate/#/policies
Student Grievance Procedures	Procedures regarding student grievances can be found here: https://www.sdes.ucf.edu/student-complaints-and-appeals/
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Student Accessibility Resources	The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
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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.

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Immigration Policy Fall 2022

Course ID & Section	INR 4074 Section 001
Credit Hours	3
Location and Meeting Times	HEC 0104 Tuesday-Thursday: 12:00-1:15 PM

Professor and GTA Contact

Instructor	Dr. Anca Turcu
Office & Phone	302 Howard Phillips Hall, Orlando Main Campus. Also available in Canvas Chat during office hours.
Office Hours	Thursdays 8:45-10:15 AM or by appointment.
E-mail	Anca.Turcu@ucf.edu You may also e-mail me by using the Canvas e-mail/ message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to get back to you quickly, but I may take up to 48 hours to respond. Please note that I do only respond to e-mail during regular business hours. Also please note that I cannot share grades via UCF or Knights e-mail.
Academic and Content Related Questions	If you have questions about the academic material or class content, do not hesitate to contact me! Questions, feedback or comments are all welcome. For technical questions, please see below.
Other Contact Information	If you have questions regarding technical support you have to seek help through the technical support link on the class Home Page.
GTA	TBA

Course Description

Immigration policy is currently the object of much controversy and debate in the United States. The aim of this class is to put this debate in context, while focusing on the history, formulation, objectives, implementation and outcomes of immigration policy.

Course Objectives

On completing this course students will be able to:

1. describe the main characteristics of US immigration policy
2. discuss the factors that inform contemporary immigration policy
3. analyze the strengths and shortcomings of the US immigration policy in the global context
4. put US immigration policy debate in context
5. understand economic, foreign policy and homeland security implications of the immigration process
6. place US immigration policy in the broader context of policies adopted by other net receiving countries

Course Materials

Required Texts

1. "Defining America Through Immigration Policy" by Bill Ong Hing , Temple University Press, 1st edition, 2003

2. "American Immigration Policy: Confronting the Nation's Challenges" by Steven Koven and Frank Goetzke; Springer Books, August 2010 (Available through the UCF library online) Search in UCF library catalog: https://library.ucf.edu/find/books/

3. "The Devil's Highway" by Luis Alberto Urrea, Back Bay Books; September, 2005 (TDH)

Note: Political Science texts change significantly from one edition to the next, as elections and current events reshape institutions and societies. Thus, it is imperative that you purchase/ use the editions listed above.

Academic Calendar

Week 1 (8/23- 8/25)

- Introduction: Syllabus, Checklist for Success, In Class Activity
  Reading: Syllabus

- Contemporary Immigration Patterns;
  The Founding Fathers on Immigration
  Reading:
  Ong Hing Introduction and Chapter 1

Week 2 (8/30-9/1)

- Immigration Policy in the 18th and 19th Century: the Nativist Movement
- The Chinese Exclusion Policy
  Reading: Ong Hing Chapter 2

Week 3 (9/6-9/8)

- Immigration Policy in the 20th Century: The National Origins Quota Act and the Refugee Crisis
  Reading: Ong Hing Chapter 3 and 4

Week 4 (9/13-9/15)

- Immigration Policy in the 20th Century: The Cold War and The Rights Revolution;
  Readings:

  Ong Hing Chapter 5 and 6

  and

  Urrea, Luis Alberto (TDH) Chs. 1-3

Week 5 (9/20-9/22)

- **Exam #1 (9/20)**
- Illegal Immigration to the United States (I)
  Reading: Ong Hing Chapter 7

Week 6 (9/27-9/29)

- Illegal Immigration to the United States (II)
- Policy Reform Proposals, Border Control & National Security
  Readings:

  Ong Hing Chapter 8

  Urrea, Luis Alberto (TDH) Chs. 4-6

Week 7 (10/4-10/6)

- Contemporary Immigration Policy (I)
  Reading: Ong Hing Chapter 9 and 10

Week 8 (10/11-10/13)

- Contemporary Immigration Policy (II)
- Immigration Policies Post 9/11/2011
  Readings: Ong Hing Chapters 11 and 12

  and

  Urrea, Luis Alberto (TDH) Chs. 7-10

Week 9 (10/18-10/20)

- Immigration Policy in the European Union (I)
  Readings: Koven and Gotzke Ch.7 177- 195 and TBA

Week 10 (10/25-10/27)

- **Exam # 2 (10/25)**
- Immigration Policy in the European Union (II)
  Readings: TBA

Week 11 (11/1-11/3)

- Immigartion Policy in Germany and the United Kingdom
  Readings: Urrea, Luis Alberto (TDH) Chs. 11-14 and TBA

Week 12 (11/8-11/10)

- Immigration in Net Receiving Countries: Canada and Australia
  Readings: Koven and Gotzke Ch.7 167- 177

  Urrea, Luis Alberto (TDH) Chs. 15, 16

  And TBA

Week 13 (11/15-11/17)

- Migration and Developing Countries
  Readings: TBA

Week 14 (11/22)

- **Exam # 3 (11/22)**

Week 16 (11/29-12/1)

- Final Exam Reviews

Final Exam: 12/8 10:00-11:15 AM

Course Policies

Exams and Grading Criteria	**Exams** There will be four exams in this class. Three exams are compulsory. If you do not take one of the three exams during the semester, the final exam will be compulsory. If you take the three exams during the semester and you are satisfied with your grade, you can choose not to take the final. If you take three exams and also decide to take the final, your lowest scoring exam will be replaced with the grade you receive for the final exam. There will be no exceptions: even if your grade in the final is lower than the grade you were seeking to replace, the grade in the final will be the one I will take into account in calculating your final grade. Please note that the final exam is comprehensive. Also note that once you sit for an exam you will receive a grade for that exam. Exams will cover material from the readings and from the lectures. Exam #1 will constitute 30% of your final grade, while exams #2 and #3 will each constitute 35% of your final grade. The value of the final exam will be assigned in accordance to the exam you missed during the semester. Bring picture identification to each exam.

	Grading Formula (exam1 *.3)+ (exam2*.35) +(exam3*.35)= final grade **Grading Scale** 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 (Below 60%).
Make-up Exams	Exams are scheduled well in advance so that you can plan around these dates. No one may make up a test at will. There are two exceptions. First, for personal emergencies (a death in the family, medical problems), students should obtain a note from the dean of students or their physician. Second, for students with extra-curricular activities that conflict with deadlines, arrangements for an alternate test date must be made at least a week in advance of the scheduled test or deadline. Students must provide verification of the activity in order to be eligible for an alternate test date. I do not accept notification after the fact ("I did not take the test last week because I had a match/concert").
Grade Release	Please note that grades will not be shared through phone, e-mail or mail. You will have to log on to Canvas in order to find out your grades. Students are not allowed to take exams home. The university needs to keep exams and papers for official records, thus students have to return them to the instructor. If a student fails to return an exam or paper, s/he will not be allowed to sit for the next exam or will be given a grade of zero for that exam.
Extra Credit	For now, there are no extra credit opportunities offered in this class. The instructor may modify this policy during the semester and will announce the change in a timely manner.
Media Resources	In order to do well in this and any Political Science class, students should have a good awareness and a good understanding of current events. I encourage students to keep informed through accessing visual, print and web media. Some credible and reliable news outlets include, among others: BBC World, the New York Times, The Washington Post, CNN, The National Public Radio, Financial Times, The Economist, The Atlantic Monthly, Time Magazine, Newsweek, Haaretz, Jerusalem Post.

	I will provide links to current events through the Canvas Web Link folder. I will prompt you each time I add material to that folder and will let you know if I expect to test you on that material.
Canvas	Canvas will be used to send e-mails, post announcements, post assigned articles, host a discussion forum, and post grades. Students should be familiar with Canvas and check class updates and Canvas e-mail regularly.
Class Attendance	Attendance is required. Lectures cover material that you will not be able to find in the books, so it is important that you attend all lectures. In case of illness, however, I strongly encourage you to stay home and contact me with medical documentation, so that we may discuss how I can accommodate you. (Please note that these requirements could change if UCF changes its Coronavirus response during the semester).
In-Class Recordings	Students may 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 Distribution of Class Notes/ Materials	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.

Use of WhatsApp, GroupMe and Academic Misconduct	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 a course should be considered a formal process: 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 a 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 a 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 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.
Federal Financial Aid Requirement	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, you will be required to complete a short quiz in Canvas during the first week of classes, **no later than August 26th**. Failure to do so may result in a delay in the disbursement of your financial aid, or will mean that students will not receive their aid.
Classroom Citizenship	Besides interactive participation, I expect discipline in the class room. Be courteous to others, **be on time** and do not leave early, unless there is a pertinent reason and you have notified me. Do not eat, text or talk to your colleagues during lecture. An important part of being a college student is having manners and respecting those around you. **Turn off** your cell phones and **store them away** in your book bag, for the duration of the class. Set your laptop's volume on mute. **Laptop users:** make sure you are using your laptop exclusively for taking notes while in class. Laptop usage is a privilege and I reserve the right to revoke it at any time during the semester if you do not follow these rules.
Time Commitment and UCF Resources	For most students striving for B grades or higher, I recommend that you **schedule about 7-8 hours per week for engaging with this course** outside the classroom. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, and VARC (Veterans Academic Resource Center). I am available, as listed above, if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.
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	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 https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/. 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 • Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu • Diversity and Inclusion Training and Events – www.diversity.ucf.edu • UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu • Ombuds Office – http://www.ombuds.ucf.edu
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.

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Physical Geography

School of Politics, Security, and International Affairs

3 Credit Hours

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: 104 Howard Philips Hall
- Office Hours: Mondays: 1:00 Howard Philips Hall or 2:00 at the Starbucks at Memory Mall. If you would like to schedule a meeting outside of this time, please e-mail me and we can arrange something either in 104 Howard Phillips Hall or via Zoom.
- Phone: 407-823-2608
- Digital Contact: Richard.Tyre@ucf.edu

Course Information

- Term: Fall 2022
- Course Number & Section: GEO1200 Section 1
- Course Name: Physical Geography
- Credit Hours: 3
- Class Meeting Time: 4:30 PM-5:50 PM
- Class Location: CB 104
- Course Modality: Face-to-Face

Enrollment Requirements

Course Prerequisites (if applicable): none
Course Co-requisites (if applicable): none

Course Description

Basic physical elements of geography, including climate, landforms, soils, natural vegetation, minerals, and their integrated patterns of world distribution.

Course Materials and Resources

Required Materials/Resources

- *Introducing Physical Geography, 5th or 6th Edition* by Strahler. UCF Libraries purchased the rights to this textbook and a link to the textbook is found on Webcourses.

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. Use maps and graphs to analyze and interpret data and draw valid conclusions
2. Explain the causes of seasons and seasonal effects throughout the earth
3. Discuss the formation of major landforms, both domestic and international.
4. Discuss the composition, temperature profile, and function of the atmosphere.
5. Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
6. Analyze patterns and consequences of human-environment interaction.
7. Analyze the geopolitical impact of the environment and environmental issues.

Course Activities

Each unit will include one or two activities to help facility learning. Additionally, after completing almost each chapter, students will be required to complete one knowledge master quiz. There are two non-comprehensive exams, a mid-term exam and a final exam.

Activity Submissions

All activities, quizzes, and exams are to be submitted online via the links provided.

Attendance/Participation

This is a face-to-face and online mixed methods course and students are to complete the material at ones own pace. There is one mid-term exam scheduled and one final exam scheduled. All other activities are to be complete by the time of the final exam.

General Education Program

This course fits into the University of Central Florida's General Education Program in the Science
Foundations grouping. In this course, students will gain a deep understanding of scientific methods
and learn to connect and apply them to challenges facing society. This part of the General Education
Program is designed to help students learn to develop, assess, and apply models of systematic inquiry
and to discover the relevance of such approaches to their lives in and beyond college. This course will
help students learn to critically read and evaluate information, compile data, and analyze findings
through application and experimentation.

Additionally, throughout this course, students will also find elements from the University of Central
Florida's General Education Program's Interpretation and Evaluation grouping, in which students will
learn to assess and decipher information in a world full of conflicting sources and to employ social
science models to produce knowledge.

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
Quizzes	25%
Assignments	25%
Mid-Term Exam	25%
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

Week of August 22: Introduction to Geography and Chapter 1

August 29: Chapters 2 & 3

September 5: No Class Monday; September 8: Chapter 4

September 12: Chapters 5 & 6

September 19: Chapter 7 & Review for Mid-Term Exam

September 26: ***Mid-Term Exam Opens October 4 and is Due by December 4***

October 3: Chapters 8 & 9

October 10: Chapter 10

October 17: Chapters 11 & 12

October 24: Chapter 13

October 31: Chapter 14

November 7: Chapter 15

November 14: Chapter 16

November 21: Review & No Class Wednesday, November 24

November 28: Chapter 17 & Review

December 2: Final Exam Opens and is due by December 5 (at 11:59 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.

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.

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Resource Geography

School of Politics, Security, and International Affairs

3 Credit Hours

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- Course Materials and Resources
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Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Philips Hall
- Office Hours: Mondays: 1:00 Howard Philips Hall or 2:00 at the Starbucks at Memory Mall. If you would like to schedule a meeting outside of this time, please e-mail me and we can arrange something either in 104 Howard Phillips Hall or via Zoom.
- Phone: 407-823-2608
- Digital Contact: Richard.Tyre@ucf.edu

Course Information

- Term: Fall 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 120
- 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 facility 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 synthetize 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

Week of August:

22: Introduction to the Course and Landscape Reading, & What is Nature Discussion

29: United States Geography

Week of September:

5: No Class Monday, September 5 (Labor Day) & Regionalism in the United States and Regional Identities

12: Development Theories & Development Theories Applications

19: Introduction to the Debates and Assign Debate Topics & Environmental Capitalism

26: Group Meeting Times for the Debates

Week of October:

3: Debate 1 & 2

10: Debate 3 & 4 and Assign Final Presentation Topics

17: Population and Resource Management

24: Identities in Resources & Group Meeting Day

31: Group Meeting Day and Final Presentations 1

Week of November:

7: Final Presentations 2 & 3

14: Final Presentations 4 & 5

21: Final Presentations 6 & No Class Wednesday, November 23 (Thanksgiving)

28: Final Presentations 7 & 8

Final Exam Opens December 1 and is due by Wednesday, December 7 (at 11:59 PM)

University Services and Resources

Academic Services and Resources

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INR2002.0003 IR Theory & Practice

Fall 2022 Syllabus

Course Information

Course Name	International Relations Theory & Practice
Course ID & Section	INR 2002.0003
Credit Hours	3 credit hours
Semester/Year	Fall 2022
Time & Location	Tuesdays and Thursdays 1:30-2:45 PM in MSB (Mathematical Sciences Bldg)

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III UCF School of Politics, Security, and International Affairs (SPSIA)
Office	102 Howard Philips Hall
Office Hours	Tuesdays 4:00-5:30 PM & Thursday 11:00-1:00 PM and 3:00-4:00 PM; and by appointment over Zoom (https://ucf.zoom.us/j/3142725238) or by phone
SPSIA Phone #	(407) 823-2608
E-mail	paul.vasquez@ucf.edu

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, 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/hesu9g**
    - 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

In-person course attendance is expected for this course. This course will use Webcourses primarily as a platform for housing our course syllabus, posting course announcements and using email for communication, and submitting some assignments. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact 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.

Illness Notification

If you become ill, please stay home, and contact your primary care physician. 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. 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 Requirements and Grade Table

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment Scores***	**Component Score = column B x column C**	**Open/Due Date**
Quizzes & Information Literacy Tutorial	50			To be announced (administered in class)
Midterm Exam	15			Thurs., Oct. 13 (administered in class)
1st Course Paper	10			See the Course Schedule below
2nd Course Paper	10			
Final Exam	15			Dec. 6, 1:00-3:00PM (administered in class)
Total	100%	**Add Column D to estimate grade →**		

* 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 multiple-choice quizzes with one correct answer for each question that will be administered in class. Occasionally, you will be allowed to take quizzes in small groups in class. These quizzes will usually cover substantive information from class, including any assigned courses materials, including course readings, videos, lectures, etc. Information from assigned readings or videos should be mastered by the day it is listed on the syllabus, at which point it could be included on a quiz. By Thursday, October 6, 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, Aug. 26, 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 in class after Chapter 4 and Chapter 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. 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 with page numbers inserted in the document. 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%, unless they meet the excused criteria in the paragraph above. 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) 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 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 . 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, 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

Tuesday, Aug. 23	**Course Welcome**
Thursday, Aug. 25	**Lecture**
Friday, Aug. 26	**Syllabus Quiz deadline or ASAP for late enrollees**
Tuesday, Aug. 30	**Lecture, Chapter 1. The Globalization of International Relations**
Thursday, Sep. 1	**Lecture**
Tuesday, Sep. 6	**Lecture**
Thursday, Sep. 8	**Lecture**
Tuesday, Sep. 13	**Lecture, Chapter 2. Realist Theories**
Thursday, Sep. 15	**Lecture**
Tuesday, Sep. 20	**Lecture**
Thursday, Sep. 22	**Lecture**

Tuesday, Sep. 27	**Lecture, Chapter 3. Liberal and Social Theories**
Thursday, Sep. 29	**Lecture**
Tuesday, Oct. 4	**Lecture**
Thursday, Oct. 6	**Lecture, Information Literacy Tutorial & Quiz**
Tuesday, Oct. 11	**Lecture, Chapter 4. Conflict, War and Terrorism**
Thursday, Oct. 13	**Midterm Exam**
Tuesday, Oct. 18	**Lecture**
Thursday, Oct. 20	**Lecture, Paper A Security topic released**
Tuesday, Oct. 25	**Lecture, Chapter 5. Trade and Finance**
	Paper A due
Thursday, Oct. 27	**Lecture**
Tuesday, Nov. 1	**Lecture**
Thursday, Nov. 3	**Lecture, Paper B Economics & International Organizations topic released**
Tuesday, Nov. 8	**Lecture, Chapter 6. International Organizations, Law, and Human Rights**
	Paper B due

Thursday, Nov. 10 **Lecture**

Tuesday, Nov. 15 **Lecture**

Thursday, Nov. 17 **Lecture, Paper C North-South Relations topic released**

Tuesday, Nov. 22 **Lecture, Paper C due Chapter 7. North-South Relations**

Watch the documentary: Firestone and the Warlord | Watch S2014 E3 | FRONTLINE | PBS | Official Site or https://www.pbs.org/wgbh/frontline/film/firestone-and-the-warlord/ 1:23 minutes

Thursday, Nov. 24 **Thanksgiving Day Holiday**

Tuesday, Nov. 29 **Lecture**

Thursday, Dec. 1 **Lecture, Chapter 8. Environment and Technology**

Tuesday, Dec. 6 **Final Exam, 1:00-3:00 PM**

Other important Dates:

Date	Event
Friday, Aug. 26, 11:59 P.M.	Drop/add deadline
Friday, Oct. 28, 11:59 P.M.	Withdrawal deadline

INR 4603.0W60 International Relations Theory

Fall 2022 Syllabus

Course Information

Course Name	International Relations Theory
Course ID & Section	INR 4603.0W60
Credit Hours	3 credit hours
Semester/Year	Fall 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 (SPSIA)
Office	102 Howard Philips Hall
Office Hours	Tuesdays 4:00-5:30 PM & Thursday 11:00-1:00 PM and 3:00-4:00 PM; and by appointment over Zoom (https://ucf.zoom.us/j/3142725238) or by phone
SPSIA Phone #	(407) 823-2608
E-mail	paul.vasquez@ucf.edu

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*. 6th 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 bandwith. You can contact 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.

Illness Notification

If you become ill and want to attend my office hours, please contact me about doing so virtually using the Zoom link provided above. You are also encouraged to contact your primary care physician so that you can get better as soon as possible. Students should contact their instructor(s) as soon as possible if they miss class or deadlines for any illness reason to discuss reasonable adjustments that might need to be made. 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 Requirements and Grade Table

A	B	C	D	
Assignments	**% of Final Grade**	**Assignment Scores***	**Component Score = column B x column C**	**Due Date**
Quizzes & Information Literacy Tutorial	50			See the Course Schedule below
Midterm Exam	15			Oct. 15 12:01 AM & Oct. 16 11:59 PM
1st Course Paper	10			See the Course Schedule below
2nd Course Paper	10			
Final Exam	15			Dec. 6 12:01 AM & Dec. 7 11:59 PM
Total	100%		**Add each of your component scores to get your anticipated final grade**	

***** 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 Saturday of each module and close at 11:59 PM on the last Sunday of each module, except for the last week, which is shortened due to classes ending on Friday (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, Sept. 25, 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, Aug. 26, 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 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 realism, the second option will be about liberalism, and the third option will be about perspective covered in the module on interpretive understandings of international 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. Once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Thus, you should think carefully about which topic you think you would do best on 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 with page numbers inserted. 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.

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%
	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 tend 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." Once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Thus, you should think carefully about which topic you think you would do best on before you decide to pass up writing on a topic in favor of doing a later topic.

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) 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 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 (quiz dates)	Open & close times
Syllabus	Syllabus Quiz	Aug. 22 - Aug. 26 (or ASAP for late enrollees)	12:01 AM & 11:59 PM
Module 1: Modern IR Theory **Chapter 1. Thinking About IR Theory (approx. 20 pages)** **Watch the video interview linked below of Kenneth Waltz as part of the "Conversations with History" series produced by the Institute for International Studies at the University of California at Berkeley. http://www.uctv.tv/search-details.aspx?showID=7386**	Quiz	Aug. 22 - Sep. 4 (Sep. 3-4)	12:01 AM & 11:59 PM
Module 2: The Ancients **Chapter 10. The Ancients: Greek, Chinese & Indian Thought (approx. 65 pages)**	Quiz	Sep. 5 - Sep. 11 (Sep. 10-11)	12:01 AM & 11:59 PM

Module 3: The Greeks & Romans **Chapter 11. Greco-Roman Thought and the Middle Ages (approx. 40 pages)**	Quiz Information Literacy Tutorial	Sep. 12 - Sep. 25 (Sep. 24-25)	12:01 AM & 11:59 PM
Module 4: The Modern State System **Chapter 12. The Rise of the State & Modern Political Thought (approx. 60 pages)**	Quiz	Sep. 26 - Oct. 2 (Oct. 1-2)	12:01 AM & 11:59 PM
Module 5: Realism **Chapter 2. Realism: The State & Balance of Power (approx. 42 pages)**	Quiz	Oct. 3 - Oct. 16 (Oct. 15-16)	12:01 AM & 11:59 PM
	Midterm Exam	Oct. 15 - Oct. 16	12:01 AM & 11:59 PM
Module 6: Liberalism **Chapter 3. Liberalism: Interdependence & Global Governance (approx. 33 pages)**	Quiz realism paper due (prompt will be released on TH, Oct. 27)	Oct. 17 - Oct. 30 (Oct. 29-30)	12:01 AM & 11:59 PM
Module 7: Economic Structuralism **Chapter 4. Economic Structuralism: Global Capitalism & Postcolonialism (approx. 30 pages)**	Quiz	Oct. 31 - Nov. 6 (Nov. 5-6)	12:01 AM & 11:59 PM
Module 8: The English School **Chapter 5. The English School: International Society & Grotian Rationalism (approx. 20 pages)**	Quiz liberalism paper due (prompt will be released on TH, Nov. 10)	Nov. 7 - Nov. 13 (Nov. 12-13)	12:01 AM & 11:59 PM

Module 9: Interpretive Understandings **Chapter 6. Constructivist Understandings** **Chapter 7. Positivism, Critical Theory, and Postmodern Understandings** **Chapter 8. Feminist Understandings in IR Theory (approx. 80 pages)** **Just in time for college football's bowl season and optional, but not required: Joseph Paul Vasquez, III. "Patriot Games, War Games, and Political Football: A Constructivist Analysis of Militarization in an American Sport." *Journal of Global Security Studies* 5, no. 2 (2020): 299-318. https://academic.oup.com/jogss/article-abstract/5/2/299/5812735 (This article can be accessed for free through the UCF Library. You will not have to pay to purchase this article!)**	Quiz	Nov. 14 - Nov. 27 (Nov. 26-27)	12:01 AM & 11:59 PM
Module 10: Normative Considerations **Chapter 9. Normative IR Theory: Ethics & Morality (approx. 30 pages)**	Quiz Interpretive understandings paper due (prompt will be released on T, Nov. 29)	Nov. 28 - Dec. 2 (Dec. 1-2)	12:01 AM & 11:59 PM
	Final Exam	Dec. 6 - Dec. 7	12:01 AM & 11:59 PM

Other important Dates:

Date	Event
Friday, Aug. 26, 11:59 P.M.	Drop/Add deadline
Friday, Oct. 28, 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 Saturday of the module and the Sunday when it closes. For the last module, the quiz opens on Thursday and closes on Friday due to when the semester end. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.

INR6108.0001 Seminar in American Foreign Policy

Fall 2022 Syllabus

Course Information

Course Name	Seminar in American Foreign Policy
Course ID & Section	INR6108.0001
Credit Hours	3 credit hours
Semester/Year	Fall 2022
Time & Location	6:00-8:50 PM in VAB (Visual Arts Bldg)

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III UCF School of Politics, Security, and International Affairs (SPSIA)
Office	102 Howard Philips Hall
Office Hours	Tuesdays 4:00-5:30 PM & Thursday 11:00-1:00 PM and 3:00-4:00 PM; and by appointment over Zoom (https://ucf.zoom.us/j/3142725238) or by phone
SPSIA Phone #	(407) 823-2608
E-mail	paul.vasquez@ucf.edu

Course Description

This course examines domestic and international factors influencing the development of American foreign policy regarding various issues and across various regions of our planet.

Prerequisite: Admission to a graduate degree-seeking program or C.I.

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

This course is designed to help students:

- Objective 1: understand the breadth of American foreign policy events and history,
- Objective 2: understanding the interplay of cause and effect with respect to various governmental and social institutions in the foreign policy process,
- Objective 3: improve their ability to effectively and critically think, discuss, and write about the foreign policy and the foreign process.

Required Materials

We will be reading the following books, which I have requested the UCF Bookstore to purchase.

Richard W. Maas. *The Picky Eagle: How Democracy and Xenophobia limited U.S. Territorial Expansion*. Ithaca: Cornell University Press, 2020.

Ronald R Krebs. *Narrative and the Making of US National Security*. Cambridge: Cambridge University Press, 2015.

Scott D. Sagan. *The Limits of Safety*. Princeton: Princeton University Press, 1993.

Dave Houghton. *The Decision Point.* Oxford: Oxford University Press, 2013.

Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds). *US Hegemony and International Organizations: The United States and Multilateral Institutions*. Oxford: Oxford University Press, 2003.

Additionally, you will be reading various scholarly articles that can be accessed for free from UCF Library's databases or book excerpts from Webcourses under the Files tab. The few book excerpts that can be found in Webcourses are denoted with an asterisk (*). Finally, there are several videos that are assigned, which you can access for free from the listed website.

Course Mode via Webcourses

In-person course attendance is expected for this course. This course will use Webcourses primarily as a platform for housing our course syllabus, posting course announcements and using email for communication, and submitting some assignments. To do so, you will need access to a computer and adequate Internet bandwith. You can contact 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.

Illness Notification

If you become ill, please stay home, and contact your primary care physician. 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. 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 Requirements and Grade Table

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment Scores***	**Component Score = column B x column C**	**Open/Due Date**
Quizzes	25			To be announced
Class Participation	25			Daily
Summary & Critique Paper	10			To be announced
Summary & Critique Presentation	10			To be announced
Final Paper	30			Tuesday, Dec. 6 @ 9:50 PM
Total	100%	**Add Column D to estimate grade →**		

* 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: These relatively short assessments of approximately 10 questions will be administered in class. These quizzes will usually cover information from course readings, videos, lectures, class discussion, etc. Should you need to miss class for a reason that does not merit an official UCF excuse know that I will drop your lowest quiz grade.

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 an ungraded graded syllabus quiz that is ideally due by 11:59 on Friday, August 26, or as soon as possible for those who add the course late. Failure to do so could result in a 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.

Class Participation: Credit for this is earned by attending class regularly with very few absences and discussing the course material, videos, and lectures. Aside from answering questions, students are encouraged to critically think about the course materials and raise questions related to American foreign policy and the scrutiny of it using the scientific method regarding hypothesis testing. Everyone in class should treat each other with respect and dignity, which means that we will have civil conversations even when we are working through disagreements about the course materials and inferences from that may emerge during the semester.

Summary and critique papers and presentation: To help lighten the reading load, some readings will not be expected to be read by everyone. These readings are marked with the term “Designated” and will be assigned to particular students to cover based on a draft that will be conducted early in the semester. Each student will write a short, double-spaced paper of 750-1,000 words, which summarizes the assigned material, praises its strengths, and highlights reasons based on the scientific method for being skeptical about the author’s claims. You can find models of what you are expected to provide in the book reviews found in political science journals. These summaries will be shared with the instructor via

email and with classmates via the Discussion Post option in Webcourses prior to the day on which the material is scheduled to be presented in class so that everyone can read over them. Additionally, the student will make an oral presentation of 10 minutes over the assigned readings and lead a short discussion thereafter about how that work relates to other assigned class materials and discussions. A detailed grading rubric for this assignment will be disseminated.

Final Paper: During the final exam period designated on our schedule, you are expected to submit the Final Paper, which can take one of two forms. For both options, you are required to email a short description of your plans for the paper and meet with me prior to Thanksgiving break.

Option 1: Literature review: You will submit a literature review, of roughly 15-20 pages, which builds upon materials covered in the course. This paper should critically analyze a theoretical and/or empirical question in foreign policy. It could focus on a subsection of the syllabus related to particular actors (e.g., Congress, interest groups, decision making, etc.), a theoretical approach (e.g., realism, liberalism, constructivism, psychology, etc.), or a thematic issue (e.g., military policy, economic policy, human rights, etc.) or a region or foreign country. While you should include the course materials as a springboard, your paper should discuss at least five other articles or book chapters to adequately cover the topic. You should meet with me to discuss your topic well in advance, and feel free to ask about my suggestions for additional reading. For more on writing a critical literature review, see: Jeffrey W. Knopf. "Doing a Literature Review," *PS: Political Science and Politics*, 39(1) (2006), 127-1332. For an example of a literature reviews in IR/foreign policy, you might want to read Jack S. Levy. "Learning and Foreign Policy: Sweeping a Conceptual Minefield." *International Organization* 48(2) (1994): 279-312). This should be a paper written explicitly for this course; however, I will consider substantial revisions to papers submitted in a previous class, but you must get my permission first.

Option 2: Research Proposal: You will submit a proposal for a project that you might like to execute in the future for a journal article, master's paper/thesis, or dissertation. It will be basically the first half of a research project, including everything excepts for the results, analysis, and conclusion. It should be about 20 pages long, demonstrate a solid understanding of the topic, and identify a workable research question and design to develop new knowledge on a topic. Components will include an introduction, literature review, research question, hypotheses, and research design (including methodology, operationalization, measures, specific plans for archival research, etc.). Your literature review component should incorporate relevant course materials covered, as well as at least five other articles or book chapters. Choose the research design and strategy that is best suited to your question (e.g., archival, qualitative interviews, large-n, existing survey data, original survey data, experiments, etc.), which you are capable of doing. You are encouraged to consult early and often. You are welcome to complete a full research paper for this assignment, if it's appropriate given your stage in the program. This should be a paper written explicitly for this

course; however, I will consider substantial revisions to papers submitted in a previous class, but you must get my permission first.[1]

Papers should have a title page with your name. Course materials (articles, books, videos, key insights from others in class discussion, 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. These pages will not be counted toward the designated number of pages required for the assignment. Use 12-point font, double-spacing and 1-inch margins and insert page numbers in the document. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment. Papers will be submitted in Webcourses and run through the Turnitin.com plagiarism detector.

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing, especially for graduate credit. 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. A detailed grading rubric for this assignment will be disseminated.

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 I will drop the lowest quiz grade, which is designed to account for unforeseen problems that might arise. Make-up quizzes will 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.

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[1] Thanks to Kathleen E. Powers of Dartmouth University for inspirational models for this course assignment. http://kepowers.com/Teaching.html

Late Final Papers will be penalized 10% for each full calendar day they are late, up to as much as 30%, unless they meet the excused criteria in the paragraph above. Late Summary and Critique Papers and Presentation will only be allowed with excuses that are significant, compelling, verifiable, and unexpected. Extra credit for this course will not be offered so 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) 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 one's own work for more than one class without instructor approval). 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 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 . 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, who 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, 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

Tuesday, Aug. 23 **Course Welcome**

What is Foreign Policy? & Theoretical Overview

Friday, Aug. 26 **Syllabus Quiz deadline or ASAP for late enrollees**

Tuesday, Aug. 30 **State Level Explanations**

Richard W. Maas. Chapters 1-5. In *The Picky Eagle: How Democracy and Xenophobia limited U.S. Territorial Expansion*. Ithaca: Cornell University Press, 2020, pp. 1-120.

Tuesday, Sep. 6

Maas. Chapter 6-Conclusion. *The Picky Eagle*, pp. 121-213

Tuesday, Sep. 13 **Public Opinion, Social Movements & the Media**

*Christopher Gelpi, Peter D. Feaver, and Jason Reifler. "America's Tolerance for Casualties, 1950-2006." Chapter 2 Excerpt from *Paying the Human Costs of War: American Public Opinion and Casualties in Military Conflicts*. Princeton: Princeton University Press, 2009, 23-49.

Robert S. Erikson and Laura Stoker. "Caught in the Draft: The Effects of Vietnam Draft Lottery status on Political Attitudes." *American Political Science Review* 105, (2) (2011): 221-237. https://doi.org/10.1017/S0003055411000141

Walter Russell Mead. "The Tea Party and American Foreign Policy: What Populism Means for Globalism." *Foreign Affairs* 90, (2) (2011): 28–44. http://www.jstor.org/stable/25800455

Robert Entman and Sarah Stonbely. "Political Scandals as a Democratic Challenge: Blunders, scandals, and strategic communication in US Foreign Policy: Benghazi vs. 9/11." *International Journal of Communication* 12 (2018): 3024–3047. https://ijoc.org/index.php/ijoc/article/view/7096

J. Bradford Jensen, Dennis P. Quinn, and Stephen Weymouth. "Winners and Losers in International Trade: The Effects on US Presidential Voting." *International Organization* 71(3) (2017): 423–57. https://doi.org/10.1017/S0020818317000194

Tuesday, Sep. 20 Interest Groups

John Mearsheimer and Stephen Walt. "The Israel Lobby." *London Review of Books* 28 (6) (2006): 3-12. https://edisciplinas.usp.br/pluginfile.php/5191578/mod_resource/content/0/Israel%20Lobby%20-%20LRB%20-%20Mearsheimer%20Waltz.pdf

Walt Vanderbush. "Exiles and the Marketing of US Policy toward Cuba and Iraq." *Foreign Policy Analysis* 5 (3) (2009): 287-306. https://doi.org/10.1111/j.1743-8594.2009.00094.x

Tyler Kustra. "Sanctioning the homeland: Diasporas' influence on American economic sanctions policy." *Journal of Conflict Resolution* 66(3) (2022): 443-472. https://doi.org/10.1177/00220027211042681

"Who's Afraid of the Military Industrial Complex?: The Shifting Politics of Pentagon Spending," Video featuring Michael Brenes, William D. Hartung, & Shana Marshall, moderated by Kelley Beaucar Vlahos. February 16, 2022, https://quincyinst.org/event/whos-afraid-of-the-military-industrial-complex-the-shifting-politics-of-pentagon-spending/

- Suggested: Daniel Yergin. "Energy, Security, and the Remaking of the Modern World." Conversations with History. Oct 13, 2011. https://conversations.berkeley.edu/yergin_2011

Tuesday, Sep. 27 Congress

Deborah D. Avant "The institutional sources of military doctrine: Hegemons in peripheral wars." *International Studies Quarterly* 37(4) (1993): 409-430. https://doi.org/10.2307/2600839

William G. Howell and Jon C. Pevehouse. "Presidents, Congress, and the use of force*." International Organization* 59, (1) (2005): 209-232. https://doi.org/10.1017/S0020818305050034

David J. Brulé. "Congress, Presidential Approval, and U.S. Dispute Initiation, *Foreign Policy Analysis."* 4(4) (2008): 349–370. https://doi.org/10.1111/j.1743-8594.2008.00075.x

Andrew Boutton and David B. Carter. "Fair-weather Allies? Terrorism and the Allocation of US Foreign Aid." *Journal of Conflict Resolution* 58(7) (2014): 1144-1173. https://doi.org/10.1177/0022002713492649

Tuesday, Oct. 4 Presidential Leadership

Krebs, Ronald R. *Narrative and the Making of US National Security*. Cambridge: Cambridge University Press, 2015.

Stephen Walt. 2018. Video: "The Repeated Failures of the US Foreign Policy Elite." World Affairs. Dec 17, 2018. https://www.youtube.com/watch?v=0tLLUtc1mZA

Jeffrey A Friedman, "Is US Grand Strategy dead? The political foundations of deep engagement after Donald Trump, *International Affairs* 98, (4) (2022): 1289–1305. https://doi.org/10.1093/ia/iiac112

Tuesday, Oct. 11 Foreign Policy Bureaucracy

Scott D. Sagan. *The Limits of Safety*. Princeton: Princeton University Press, 1993.

Dave Houghton. "Homo Bureaucraticus." Chapter 2 in *The Decision Point.* Oxford: Oxford University Press, 2013, 23-42.

Tuesday, Oct. 18

Jonathan D. Caverley; The Myth of Military Myopia: Democracy, Small Wars, and Vietnam. *International Security* 2010; 34 (3): 119–157. doi: https://doi.org/10.1162/isec.2010.34.3.119

*Douglas L. Kriner and Francis X. Shen. “Inequality and Casualties from World War II to Iraq.” Chapter 2 Except from *The Casualty Gap: The Causes and Consequences of American Wartime Inequalities*. Oxford University Press, 2010, pp. 14-43.

Joshua W. Busby. "Who cares about the Weather?: Climate change and US national security." *Security Studies* 17 (3) (2008): 468-504. https://doi.org/10.1080/09636410802319529

- Designated: Daniel W. Drezner. "Ideas, Bureaucratic Politics, and the Crafting of Foreign Policy." *American Journal of Political Science* (2000): 733-749. https://doi.org/10.2307/2669278

- Designated: Daniel W. Drezner. "Present at the destruction: The Trump administration and the Foreign Policy Bureaucracy." *The Journal of Politics* 81(2) (2019): 723-730. https://doi.org/10.1086/702230

- Designated: Mackenzie Burnett and Katharine J. Mach. "A “precariously unprepared” Pentagon? Climate security beliefs and decision-making in the US military." *Global Environmental Change* 70 (2021): 1-12. https://doi.org/10.1016/j.gloenvcha.2021.102345

- Designated: The Office of the Director of National Intelligence (ODNI). *Climate Change and International Responses Increasing Challenges to US National Security Through 2040*. National Intelligence Estimate on Climate Change. October 21, 2021. https://www.dni.gov/files/ODNI/documents/assessments/NIE_Climate_Change_and_National_Security.pdf

Tuesday, Oct. 25 Decision-making

Dave Houghton. *The Decision Point.* All chapters except for previously assigned Chapter 2. Oxford: Oxford University Press, 2013, pp. 230.

Tuesday, Nov. 1 International Institutions

John J. Mearsheimer. "The False Promise of International Institutions." *International Organization*, 19, (3) (Winter, 1994-1995): 237-282. https://muse.jhu.edu/article/447359

Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds). "Introduction, Chapters 1-3, & 6." *US Hegemony and International Organizations: The United States and Multilateral Institutions*. Oxford: Oxford University Press, 2003, pp. 1-22, 25-70, 139-164.

Tuesday, Nov. 8 US &-European Relations

Robert B. McCalla. "NATO's Persistence after the Cold War." *International Organization* 50, (3) (1996): 445-475. https://doi.org/10.1017/S0020818300033440

David G. Haglund. "Trouble in Pax Atlantica? The United States, Europe and the future of multilateralism." Chapter 9. Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds), US Hegemony and International Organizations: The United States and Multilateral Institutions. Oxford: Oxford University Press, 2003, pp. 215-238.

Mary Elise Sarotte. "How to Enlarge NATO: The Debate inside the Clinton Administration, 1993–95." *International Security* 44, (1) (2019): 7-41. https://doi.org/10.1162/isec_a_00353

"Was NATO Enlargement a Mistake? Foreign Affairs Asks the Experts," April 19, 2022, https://www.foreignaffairs.com/ask-the-experts/2022-04-19/was-nato-enlargement-mistake

Andrew Radin, Alyssa Demus, and Krystyna Marcinek, Understanding Russian Subversion: Patterns, Threats, and Responses. Santa Monica, CA: RAND Corporation, 2020, 1-23. https://www.rand.org/pubs/perspectives/PE331.html

- Designated: Leonard August Schuette. "Why NATO survived Trump: The Neglected role of Secretary-General Stoltenberg." *International Affairs* 97(6) (November 2021): 1863–1881. https://doi.org/10.1093/ia/iiab167

- Designated: Joe Cirincione "What's Missing from Mearsheimer's Analysis of the Ukraine War." Russia Matters. Belfer Center of Harvard's Kennedy School. July 29, 2022 https://www.russiamatters.org/analysis/whats-missing-mearsheimers-analysis-ukraine-war

- Designated: Franklin Foer. "Putin is Well on His Way to Stealing the Next Election: RIP Democracy." *The Atlantic* (2020): 40-50. https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=01dd9603-a920-4286-a624-80017f28f149%40redis

- Optional: Just in time for Veterans Day and in the midst of football season, if you care to read about how I think Trump administration-Russian relations influenced American society, you are welcome to check out the following article for free through the UCF Library. Joseph Paul Vasquez, III. "Patriot Games, War Games, and Political Football: A Constructivist Analysis of Militarization in an American Sport." *Journal of Global Security Studies* 5 (2) (2020): 299–318, https://doi.org/10.1093/jogss/ogaa015

Tuesday, Nov. 15 International Political Economy

Ngaire Woods. "The United States and the International Financial Institutions: power and influence within the World Bank and the IMF," Chapter 5 and Gautum Sen. "The United States and the GATT/WTO system," Chapter 6. In Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds), *US Hegemony and International Organizations: The United States and Multilateral Institutions*. Oxford: Oxford University Press, 2003, 92-138.

*James Bacchus. "Links to the Pre-Pandemic World." Chapter. In *Trade Links: New Rules for a New World*. Cambridge: Cambridge University Press, 2022, 94–113. https://doi.org/10.1017/9781009105941

Michael Mousseau. "The End of War: How a Robust Marketplace and Liberal Hegemony Are Leading to Perpetual World Peace." *International Security* 44 (1) 2019: 160–196. https://doi.org/10.1162/isec_a_00352

Tuesday, Nov. 22 US & Latin American Relations

Hal Klepak. "Power Multiplied or Power Restrained? The US and multilateral institutions in the Americas," Chapter 10. In Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds), *US Hegemony and International Organizations: The United States and Multilateral Institutions*. Oxford: Oxford University Press, 2003, pp. 239-263.

Edward Hunt. "Staying the course in Mexico: The Role of the US in the Drug War, 2006–present." *Third World Quarterly*, 40(6) (2019), 1184-1205. https://doi.org/10.1080/01436597.2019.1574562

Arindrajit Dube, Oeindrila Dube, and Omar García-Ponce. "Cross-border spillover: US gun laws and violence in Mexico." *American Political Science Review* 107, (3) (2013): 397-417. https://doi.org/10.1017/S0003055413000178

- Designated: Shannon O'Neil. "The Real War in Mexico-How Democracy can defeat the Drug Cartels." *Foreign Affairs.* 88 (4) (2009): 63-77. https://www.jstor.org/stable/pdf/20699622.pdf?casa_token=ioJ7noW6ncsAAAAA:giabavnvrtD0OIPqrXAVjQbfPuXp3eeRYCU89FGOjK-2O8deyrxYTihn5r0R1tYMWKDkAnd099ymejCyW5TGHvJa1O-uO8OrRT4SucDOV7I48epW3Ir3nQ

- Designated: Clayton L. Thyne. "Supporter of Stability or Agent of Agitation? The effect of US Foreign Policy on coups in Latin America, 1960—99." *Journal of Peace Research* 47, (4) (2010): 449-461. https://doi.org/10.1177/0022343310368350

Tuesday, Nov. 29 US - Asian & African Relations

Philip Nel. "Making Africa safer for capitalism: US policy and multilateralism in Africa," Chapter 8; Ralph A. Cossa. "US approaches to multilateral security and economic organizations in the Asia-Pacific," Chapter 9, and Rosemary Foot, Neil MacFarlane, and Michael Mastanduno. “Conclusion: Instrumental Multilateralism in US Foreign Policy.” In Rosemary Foot, S. Neil MacFarlane, and Michael Mastanduno (eds), *US Hegemony and International Organizations: The United States and Multilateral Institutions*. Oxford: Oxford University Press, 2003, pp.167-214, 265-272.

Richard K. Herrmann, Jong Kun Choi; From Prediction to Learning: Opening Experts' Minds to Unfolding History. *International Security* 31(4) (2007): 132–161. https://doi.org/10.1162/isec.2007.31.4.132

International Crisis Group. Video: What Now for the Iran Nuclear Deal? May 8, 2018. https://www.crisisgroup.org/middle-east-north-africa/gulf-and-arabian-peninsula/iran/video-what-now-iran-nuclear-deal

“U.S. lead negotiator on reviving the Iran nuclear deal.” PBS Newshour. Clip: 08/12/2022 | 8m 20s. https://www.pbs.org/video/deal-or-no-deal-dis-1660337980/

- Designated: David C Kang, Alex Yu-Ting Lin, US Bias in the Study of Asian Security: Using Europe to Study Asia, *Journal of Global Security Studies* 4(3) (2019): 393–401. https://doi.org/10.1093/jogss/ogz024

Tuesday, Dec. 6, 9:50 PM

Final Course Paper due during our scheduled final exam period (no final exam will be given)

Other important Dates:

Date	Event
Friday, Aug. 26, 11:59 P.M.	Drop/add deadline
Friday, Oct. 28, 11:59 P.M.	Withdrawal deadline

POS2041 Syllabus

Instructor Contact

Instructor	Dr. Bruce M. Wilson
Office	Phillips Hall 305E (Please note my UCF office will be closed due to the COVID-19 pandemic)
Office Hours	Dr. Wilson's Office Hours: Mondays 8:30-10:30; Tuesdays 1:00 pm - 2:00 pm; and by appointment. Zoom (Optional, ungraded) class-wide political discussions every second Monday time to be announced. The Zoom link will be sent out the Sunday before each Monday's meeting). Sessions will begin on August 29th.
Homepages	@ UCF ; @ CMI (Bergen, Norway); @ Google Scholar
Phone	Due to budget cuts, I no longer have an office phone.
E-mail	Please use the course *Inbox* for all email communication.

Course Information

Course Name	POS2041 American National Government
Credit Hours	3 Credit Hours
Semester/Year	Fall 2022
Location	Completely online (no required face-to-face meetings)

Required Free Textbook

Good news: The enhanced UCF POS2041 eTextbook is available **free-of-charge**.
If you want a **print version of the textbook, you can buy it on Amazon.*

Krutz, Glen & Sylvie Waskiewicz. 2019. *American Government* 2e. Openstax: Houston, TX. Available online https://openstax.org/books/american-government-2e/pages/1-introduction.

Course Requirements

Civic Literacy Objectives	As part of the 2017 legislative session, a new requirement for students initially entering college in the 2018-19 academic year to demonstrate civic literacy has been enacted (see section 1007.25(4), Florida Statute). One way for students to demonstrate civic literacy is to successfully complete POS 2041, which addresses the following four learner outcomes that are included in this course: 1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our Federated 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.

Assignments	• You are responsible for:
	  o Keeping track of all deadlines and uploading your work before those deadlines
	  o Keeping a copy of all assignments for this class
	  o Checking that your grades posted online are correct;
	  ▪ Discrepancies and/or questions about grades must be reported to the instructor **within 3 days** of being posted.

Late, make-up, and extra credit work	• Your lowest module grade can be replaced by taking the optional final exam. o This policy accommodates any and all reasons for missing a module: illness, family vacation, missing deadlines, etc. (no need to inform me, just take the optional final exam). • Other late work (initial discussion postings and essays) will be penalized at a rate of 10 points per day late (including weekend days and holidays unless otherwise noted in the module).

	• Because discussion postings cannot be made after the discussion is closed - **NO late postings are possible once a discussion ends**. • No work will be accepted more than five days after the deadline (or three days after the deadline for the final exam). • There are no substitute assignments and positively NO EXTRA CREDIT, so please don't ask!

Evaluation and Grading

The following scale will be used for the assignment of final grades. I use traditional rounding up/down of grades, e.g., 89.5 will be rounded up to an "A"; 89.4 remains a "B." (I do not use + and - grades).

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

Assignment	**Percentage of Grade**
Module #1	All parts must be completed; worth 2% of your final class grade
Modules #2 through #8	Each substantive *Module is worth 14% of your final class grade*
Optional Final Exam	You can replace your lowest module grade by taking the Optional Final Exam. NB: If your lowest module grade is higher than your graded earned on the optional final exam, then the exam grade will not lower your overall class grade.
Total	100%

Schedule

Module	Topic/Module	Readings
PART I: INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT		
Mod #1	Introduction	Chapter 1
Mod #2	US Government Foundations, Constitution, & Federalism	Chapters 2, 3
PART II: RIGHTS AND LIBERTIES		
Mod #3	Civil Rights and Liberties	Chapters 4, 5
PART III: THE POLITICS OF DEMOCRACY		
Mod #4	Interest Groups and Political Parties	Chapters 9, 10
Mod #5	Campaigns and Elections	Chapter 7
Mod #6	Public Opinion, Voting. Politics and the Media	Chapters 6, 8
PART IV: INSTITUTIONS		
Mod #7	The Courts and the Bureaucracy	Chapters 13, 15
Mod #8	Congress and the Presidency	Chapters 11, 12

Optional Final Exam, uploaded before deadline	all chapters

NB. *Full deadline details are available in the live schedule in CANVAS.*

Attendance Policy

Because this is a completely online class with no face-to-face meetings, there is no attendance policy, but you do need to keep up with the pace of the class and participate in all parts of each of the modules. NB. Modules with discussions contain two deadlines; that is, not all work for a module can be done on the last day listed on the Schedule. You must read each module's instructions for a list of deadlines for the various assignments and deadlines (also visible in the module instructions and the calendar. It is your responsibility to check these deadlines as soon as a module opens so you won't miss any due dates.

NB*: The federally-mandated attendance reporting policy requires you to complete an assignment before the end of the first week (before 5 pm on Friday). I will use the citizenship quiz for this purpose. It does not matter what score you receive on the citizenship quiz, but you must complete it before the deadline. Failure to do so might impact your financial aid and/or other support.*

Academic Honesty

Plagiarism and cheating of any kind on any assignment will result in an "F" for that assignment and may be subject to appropriate referral to the Office of Student Conduct. for further action. See the updated UCF Golden Rule. for further information. Any module that contains any material that is identified by the professor as plagiarized will not be eligible to be dropped as your lowest grade. ***Please do not plagiarize!***

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.

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.

All your work must be done on your own; you are not allowed to collaborate on discussion postings, essays, or exams. In short, all your written work and work submitted for grading must be your own, original work.

Sexual Harassment

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. 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 shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Accessibility Statement

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Copyright

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Third-Party Software and FERPA

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Course Deadlines:

Date	Details
Fri Aug 26, 2022	Quiz Attendance quiz (does not affect class grade)
Mon Aug 29, 2022	Assignment Essay: American Politics
	Assignment How to Avoid Plagiarism
	Assignment How to Avoid Plagiarism (APA, 7th ed.)
	Quiz UCF Creed Based Academic Integrity Commitment
Tue Sep 6, 2022	Assignment Essay: Constitution and Federalism
Mon Sep 19, 2022	Assignment Essay: Rights
Mon Sep 26, 2022	Discussion Topic Discussion: Parties (post here)
Mon Oct 3, 2022	Assignment Discussion Final deadline
Mon Oct 17, 2022	Assignment Essay: Elections (MP)
Mon Oct 24, 2022	Discussion Topic Discussion: Media (Post here!)
Mon Oct 31, 2022	Quiz Anonymous Survey: Module 5 - MasteryPaths Experience
	Assignment Media final deadline
Mon Nov 14, 2022	Assignment Essay: Supreme Court

Date	Details
Mon Nov 28, 2022	Assignment Essay: Presidents
Mon Dec 5, 2022	Assignment Optional Final Exam

GEO1200 – Physical Geography

Syllabus - Fall/2022

Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: brian.yeitz@ucf.edu

Course Information

Course Name: Physical Geography

Course ID & Section: GEO1200-0W61

Credit Hours: 3 credit hours

Semester: Fall 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 Assignments - 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

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Academic Integrity

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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.

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UCF General Education Program

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Our integrative general education experience allows students to relate the knowledge and skills they are learning across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills in 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.

GEO3471 – World Political Geography

Syllabus Fall/2022

Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual/by appointment

Email: brian.yeitz@ucf.edu

Course Information

Course ID & Section: GEO3471-0W60

Credit Hours: 3 Credit Hours

Semester/Year: Fall/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 Texts

- 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.
- 4 discussions - each discussion is worth 40 points for a total of 160 points.
- Syllabus quiz - worth 10 points.

NOTE: No make up tests will be given. **NO LATE WORK WILL BE ACCEPTED.** All assignments must be turned in by the deadline posted and through the appropriate links in webcourses. They will NOT be accepted through webcourses email or through my UCF email address.

Evaluation and Grading

There will be a total of 370 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/333-370 points

B/296-332 points

C/259-295 points

D/222-258 points

F/0-221 points

UCF Financial Aid Statement

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Academic Integrity

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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.

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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.

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GEO1200 – Physical Geography

Syllabus - Fall/2022

Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: brian.yeitz@ucf.edu

Course Information

Course Name: Physical Geography

Course ID & Section: GEO1200-0W60

Credit Hours: 3 credit hours

Semester: Fall 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 Assignments - 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

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Course Syllabus

Jump to Today ✎ Edit

CPO 3103 - Comparative Politics

Instructor: Konstantin Ash Office Hours: Tuesdays 1-3p (over Zoom) and Thursdays 3-5p or by appointment.

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

Teaching Assistant:

Teaching Assistant E-mail:

Course Description

Comparative politics is the study of the differences and similarities in political institutions and behavior in countries around the world. This course is an introduction to both the concepts and ideas within comparative politics and research on the subject. Throughout the semester, we will look at numerous subjects relating to politics within countries around the world and how those politics vary along numerous dimensions. Our core question will relate to political institutions -- rules and structures that govern political behavior. Specifically, we will analyze the extent to which these institutions influence political behavior and vice versa. Thus, the primary objective of this course is for students to develop an understanding of and ability to analyze research in comparative politics.

A secondary goal of the class is to develop writing and basic research skills through assignments that supplement the traditional exam structure. Students will be asked to generate a writing assignment based on an interview with an individual who was born and lived a major part of their life in another country and the theories we have reviewed in class. These assignments will reinforce communication, interview, and research skills that have broad applications to careers beyond that of the traditional political science major.

Assignments

Exams

The course will include two midterm exams. Both will be **take-home** prompts in essay format. They will be due after Modules 6 and 12 of class, at midnight a week after posting.

Students will be asked to apply the theories and cases they learned about in class and contribute with a novel analysis of the subject. Grading will be on a relative scale: your highest scoring exam will be worth 30% of your grade, and your lowest will be worth 15%. The final exam will only require coverage of information from the second half of the course -- although bringing in materials from the first half is encouraged.

Writing Assignment

Students will be asked to develop a writing assignment throughout the quarter that involves an important aspect of comparative politics: fieldwork. Since Central Florida is a diverse place with many people from other backgrounds, it is a good opportunity to learn about political systems in other parts of the world. The assignment requires choosing one theme which we have covered at any point in the course (may be an article or an entire week) and a country. Students will be asked to interview another person that was born in and spent a substantial part of their lives in that country. Using evidence from the interview, students will be asked to apply a theory relating to their chosen theme to the evidence they have gathered and evaluate the effectiveness of that theory in their chosen country.

Papers should be at least 7 pages (before citations), 12-point Times New Roman font and use in-text citations. Students are required to consult with me through either e-mail or in office hours before proceeding with their topic. Please see rubric for detailed requirements.

Papers MUST have in-text citations. Papers are due Friday, December 9 at 11:59pm to WebCourses.

Topic Approval

Topics for the writing assignment MUST be submitted for approval by Monday, October 17 at 11:59 PM for full credit to my e-mail: konstantin.ash@ucf.edu. This should include your research question, the reading(s) whose theories you will be testing through your interview, the interview subject's basic biographical information, and some possible interview questions. You lose one point from your assignment grade for every day that the topic is late. If revisions are needed, students are required to consult with me in person or over Skype to develop their topic.

Discussion Participation

Discussion threads will be posted for each week's readings and lectures at 12pm on Wednesday and open until 11:59p on the following Tuesday. Details on how credit for each posting is distributed are listed in each individual post. Discussions will not be posted on the weeks that have midterms (modules 6 and 12)

To gain a baseline of credit for participation, you must reply to the main question of the week and reply to *at least two* other replies made by students in response to that question or the post you made. Additional credit will be given based on the quality of your replies and your engagement with the ideas in the readings and lectures. The best replies will both challenge the ideas in the readings or lectures and seek to extend them to other facets of the course.

Quizzes

Quizzes will be given weekly and are worth a total of 10% of your grade (1% for each quiz with the lowest two quiz grades dropped out). Quizzes are available from the time each Lecture is posted on Monday until 11:59p every Sunday. Quiz content includes **both** readings *and* lectures. Any tutorials that are given each week will also be part of the quiz.

Grade Distribution

Assignment	Percentage of Grade
Midterm and Final Exams	45%
Field Writing Assignment	30%
Discussion Participation	15%
Quizzes	10%
Total	100%

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 (http://osc.sdes.ucf.edu/faq#students)** for further action. See the **UCF Golden Rule (http://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.

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/)**, 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 and quizzes will be made available on Monday until Sunday at 11:59p . Discussion threads will be active starting on Wednesday at 12pm until 11:59 on the following Monday, with comments due by the following Tuesday. There are no discussions on weeks where a midterm is posted.

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

Please consult the **Reading Focus Questions** before starting each reading.

WEEK 1 (AUGUST 22-29) - POLITICAL INSTITUTIONS AND BEHAVIOR AROUND THE WORLD

Required Readings:

- Adam Przeworski, "Institutions Matter?" Government and Opposition 39, 2004: 527-540

Tutorial: Reading Academic Articles

WEEK 2 (AUGUST 29-SEPTEMBER 5) - THE STATE AND STATE CAPACITY

Required Readings:

- Tilly, Charles. 1990. Coercion, Capital, and European States: AD 990-1990. Cambridge: Blackwell: Chapter 67-91.
- Herbst, Jeffrey. 2000. States and Power in Africa. Princeton: Princeton University Press. pp. 98-116, 133-136.

WEEK 3 (SEPTEMBER 5 - 12) - DEMOCRACY: DEFINITIONS AND SIGNIFICANCE

Required Readings:

- 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.

WEEK 4 (SEPTEMBER 12-19) - VARIETIES IN DEMOCRACY: ELECTORAL SYSTEMS

Required Readings:

- Arend Lijphart. Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries. New Haven: Yale University Press, 1999. Chapter 8.
- William H. Riker, "The Two-Party System and Duverger's Law." American Political Science Review 76, 4 (December 1982), 753-766.
- Patrick Dunleavy. 2012. "**Duverger's Law is a dead parrot. Outside the USA, first-past-the-post voting has no tendency at all to produce two-party politics (http://blogs.lse.ac.uk/politicsandpolicy/duvergers-law-dead-parrot-dunleavy/)** " London School of Economics.

WEEK 5 (SEPTEMBER 19-26) - VARIETIES IN DEMOCRACY: PRESIDENTIALISM AND PARLIAMENTARISM

Required Readings:

- Linz, Juan J. 1990. “The Perils of Presidentialism.” 1(1): 51–69.
- Linz, Juan J. (Juan José). 1990. “The Virtues of Parliamentarism.” Journal of Democracy 1(4):84–91.
- Mainwaring, Scott, and Matthew S. Shugart. 1997. “Juan Linz, Presidentialism, and Democracy: A Critical Appraisal.” Comparative Politics 29(4): 449–71.

Tutorial: Research Question Workshop

WEEK 6 (SEPTEMBER 26 - OCTOBER 3) - THE RISE OF POPULISM IN ESTABLISHED DEMOCRACIES

Required Readings:

- Mudde, Cas. “The populist zeitgeist”’ Government and opposition 39, no. 4 (2004): 541-563.
- Berman, Sheri, and Maria Snegovaya. "Populism and the decline of social democracy." Journal of Democracy 30, no. 3 (2019): 5-19.

WEEK 7 - (OCTOBER 3-10) TYPES OF AUTOCRACY

Required Readings:

- Zakaria, Fareed. November/December 1997. The Rise of Illiberal Democracy. Foreign Affairs. 22-43.
- Gandhi, Jennifer 2008, Political Institutions Under Dictatorship. Cambridge University Press. pp. 42-72.
- Magaloni, Beatriz. 2006. Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico. New York: Cambridge University Press: pp. 1-3, 15-28.

Midterm Exam 1 Prompt Distributed.

Tutorial: Writing Academic Research Papers

WEEK 8 - (OCTOBER 10 - 17) TRANSITIONS TO DEMOCRACY

Required Readings:

- Huntington, Samuel. 1991. ``Democracy's Third Wave." Journal of Democracy 2(2): 12-34.
- Haggard, Stephen and Kaufman, Robert R. The Political Economy of Authoritarian Withdrawals. Princeton: Princeton University Press. pp. 25-44.

Midterm Exam 1 Due Thursday, October 13 @ 11:59pm

Tutorial: Interview Questions

WEEK 9 - (OCTOBER 17-24) POVERTY AND NATURAL RESOURCE POLITICS

Optional Readings:

- William Easterly. The Elusive Quest for Growth. Cambridge: MIT Press, 2002. pp. 5-15, 101-122.
- Dunning, Thad. 2008. Crude Democracy: Natural Resource Wealth and Political Regimes, Cambridge University Press. pp. 210-231, 258-267.

Writing Assignment Topic Due on Thursday, October 20 @ 11:59pm

Tutorial: Paraphrasing

WEEK 10 - (OCTOBER 24 - 31) IDENTITY POLITICS

Required Readings:

- Chandra, Kanchan. 2006. ``What Is Ethnic Identity and Does It Matter?'' Annual Review of Political Science 9(1): 397-424.
- 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.

Tutorial: Linking Claims to Evidence

WEEK 11 - (OCTOBER 31 - NOVEMBER 7) SOCIAL MOVEMENTS AND REVOLUTIONS

Required Readings:

- Kuran, Timur (1991). “Now Out of Never: The Element of Surprise in the East European Revolution of 1989.” World Politics 44: 7–48.

WEEK 12 - (NOVEMBER 7 - 14) CONFLICT: EXPLAINING CIVIL WARS AND TERRORISM

Required Readings:

- 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.
- Fearon, James and David Laitin. 2003. “Ethnicity, Insurgency and Civil War” American Political Science Review.

Midterm Exam 2 Prompt Distributed.

Midterm Exam 2 Due Thursday, November 17 at 11:59pm.

WRITING ASSIGNMENT DUE FRIDAY, DECEMBER 9 @ 11:59PM THROUGH WEBCOURSES

CPO 6058: Revolutions and Political Violence

Fall 2022 - Thursdays 6-8:50p

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu) Office Hours: Tuesdays 1-3p and Thursdays 3-5p

Prerequisites: Admission to a graduate degree-seeking program or C.I. or instructor approval.

Course Description

Political violence and revolutions represent an extreme end of politics where individuals or groups within a country attempt to change their country's government through mass demonstrations or force. The broad purpose of this class is to assess and build on research on this broad subject.

There are several additional learning goals for the course. **First,** the readings the readings are intended for you to gain a broad understanding of research on revolutions and various forms of political violence and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in 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 revolutions and political violence 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 complete research products.

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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:

- September 25 @ 11:59p. Submit research question and *at least* five articles or books that have answered the same research question or a similar question.

- October 16 @ 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.
- November 6 @ 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 study of revolutions or intrastate political violence.

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 **Saturday, December 10 @ 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.

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.

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

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

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

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

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 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/5.020ReligiousObservance

Required Statement Regarding COVID-19

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. 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 to discuss specific accommodations for this or other courses.

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 politics of authoritarian regimes.

Week 1 (August 25) - Defining Revolutions and Political Violence

Required Reading:

- Weinberg, Leonard; Ami Pedahzhur and Sivan Hirsch-Hoefler, "The Challenges of Conceptualizing Terrorism," Terrorism and Political Violence 16, no. 4 (2004): 777-794
- Sambanis, Nicholas (2004). "What is Civil War? Conceptual and Empirical Complexities of an Operational Definition" Journal of Conflict Resolution. 48 (6): 815-858.
- Sambanis, Nicholas, "Terrorism and Civil War." In Terrorism and Development Edited by Phillip Keefer and Norman Loayza. 174-208. Cambridge: Cambridge University Press, 2008
- Arendt, Hannah, On Revolution. Penguin Classics. 1991. Chapter 1.

Recommended Reading:

- Merari, Ariel,"'Terrorism as a Strategy of Insurgency," Terrorism and Political Violence 5, no. 4 (1993): 213-251.
- Kalyvas, Stathis, "'New' and 'Old' Civil Wars: A Valid Distinction?" World Politics 54:1 (2001): pp. 99-118.

Week 2 (September 1) - No Class - Football game vs. South Carolina State

Week 3 (September 8) - Causes of Terrorism

Required Reading:

- Crenshaw, Martha, "The Causes of Terrorism," Comparative Politics 13, no. 4 (1981): 379-399.
- McCauley, Clark, and Sophia Moskalenko. "Mechanisms of political radicalization: Pathways toward terrorism." Terrorism and political violence 20, no. 3 (2008): 415-433.
- Bove, Vincenzo, and Tobias Böhmelt. "Does immigration induce terrorism?" The Journal of Politics 78, no. 2 (2016): 572-588.

- Sandler, Todd and Enders, Walter. 2006. Political Economy of Terrorism. Cambridge: Cambridge University Press. pp. 24-40.
- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism in dictatorships." The Journal of Politics 74, no. 3 (2012): 810-826.
- Findley, Michael G., and Joseph K. Young. "Terrorism and civil war: A spatial and temporal approach to a conceptual problem." Perspectives on Politics 10, no. 2 (2012): 285-305.

Recommended Reading:

- Wilson, Matthew C., and James A. Piazza. "Autocracies and terrorism: Conditioning effects of authoritarian regime type on terrorist attacks." American Journal of Political Science 57, no. 4 (2013): 941-955.
- Bruce Hoffman, Inside Terrorism (Columbia University Press, 2006).

Week 4 (September 15 - Zoom Class) - Classical Causes of Civil Conflict

Required Reading:

- Gurr, Ted. 1971. Why Men Rebel? Princeton: Princeton University Press. Chapter 2.
- Horowitz, Donald. 1985. Ethnic Groups in Conflict. Berkeley: University of California Press. Chapters 1 and 4.
- Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency and Civil War" American Political Science Review: 475-90.
- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," Oxford Economic Papers 56 (4): 563-595.
- James D. Fearon, "Primary Commodity Exports and Civil War," Journal of Conflict Resolution 49, no. 4 (August 2005): 483-507.

Recommended Reading:

- Hegre, Havard. "Toward a democratic civil peace? Democracy, political change, and civil war, 1816–1992." American political science review 95, no. 1 (2001): 33-48.
- Ross, Michael L. "What do we know about natural resources and civil war?." Journal of peace research 41, no. 3 (2004): 337-356.
- Elbadawi, Ibrahim, and Nicholas Sambanis. "How much war will we see? Explaining the prevalence of civil war." Journal of conflict resolution 46, no. 3 (2002): 307-334.
- Sambanis, Nicholas. "Do ethnic and nonethnic civil wars have the same causes? A theoretical and empirical inquiry" Journal of Conflict Resolution 45, no. 3 (2001): 259-282.

Week 5 (September 22) - Contemporary Causes of Civil Conflict

Required Reading:

- 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.
- Larson, Jennifer M., and Janet I. Lewis. "Rumors, kinship networks, and rebel group formation." International Organization 72, no. 4 (2018): 871-903.
- 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.
- Burke, Marshall B., Edward Miguel, Shanker Satyanath, John A. Dykema, and David B. Lobell. "Warming increases the risk of civil war in Africa." Proceedings of the national Academy of sciences 106, no. 49 (2009): 20670-20674.
- Buhaug, Halvard. "Climate not to blame for African civil wars." Proceedings of the National Academy of Sciences 107, no. 38 (2010): 16477-16482.
- Koren, Ore, Benjamin E. Bagozzi, and Thomas S. Benson. "Food and water insecurity as causes of social unrest: Evidence from geolocated Twitter data." Journal of Peace Research 58, no. 1 (2021): 67-82.

Recommended Reading:

- Selby, Jan, Omar S. Dahi, Christiane Fröhlich, and Mike Hulme. "Climate change and the Syrian civil war revisited." Political Geography 60 (2017): 232-244.
- Ash, Konstantin, and Nick Obradovich. "Climatic stress, internal migration, and Syrian civil war onset." Journal of Conflict Resolution 64, no. 1 (2020): 3-31.
- Miguel, Edward, Shanker Satyanath and Ernest Sergenti. 2004. "Economic Shocks and Civil Conflict: An Instrumental Variables Approach," Journal of Political Economy 112 (4): 725-753.
- De Juan, Alexander, and André Bank. "The Ba 'athist blackout? Selective goods provision and political violence in the Syrian civil war." Journal of Peace Research 52, no. 1 (2015): 91-104.
- Ash, Konstantin, and Kevin Mazur. "Identifying and correcting signal shift in DMSP-OLS data." Remote Sensing 12, no. 14 (2020): 2219.
- Pierskalla, Jan H., and Florian M. Hollenbach. "Technology and collective action: The effect of cell phone coverage on political violence in Africa." American Political Science Review 107, no. 2 (2013): 207-224.

Week 6 (September 29) - Causes of Ethnic Riots

Required Reading:

- Brass, Paul (1997) Theft of an Idol: Text and Context in the Representation of Collective Violence. Princeton University Press. Chapters 1 and 3

- Horowitz, Donald. 2001. The Deadly Ethnic Riot. University of California Press. Chapters 3 and 9.
- Wilkinson, Steven. 2004. Votes and Violence: Electoral Competition and Ethnic Riots in India, Cambridge University Press. Chapter 2.
- Varshney, A. 2003. Ethnic Conflict and Civic Life: Hindus and Muslims in India. New Haven: Yale University Press: Chapter 2.

Recommended Reading:

- Toha, Risa J (2017) Political competition and ethnic riots in democratic transition: A lesson from Indonesia. British Journal of Political Science 47(3): 631–651.
- Scacco, Alexandra (2021) Anatomy of a riot: Participation in ethnic violence in Nigeria https://www.wzb.eu/system/files/docs/ped/ipi/Scacco_Anatomy_of_a_Riot_Introduction.pdf.
- Bratton, Michael. "Vote buying and violence in Nigerian election campaigns." Electoral studies 27, no. 4 (2008): 621-632.

Week 7 (October 6) - Participation in Political Violence

Required Reading:

- Petersen, Roger D. Resistance and Rebellion: Lessons from Eastern Europe. Cambridge University Press. Chapter 2.
- Humphreys, M. and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." AJPS.
- Tezcur, Gunes Murat. 2016. Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion. 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.
- Lee, Alexander. 2011. "Who Becomes a Terrorist? Poverty, Education and the Origins of Political Violence," World Politics 63(2): 203-234.
- Krueger, Alan B., and Jitka Malečková. "Education, poverty and terrorism: Is there a causal connection?." Journal of Economic perspectives 17, no. 4 (2003): 119-144.

Recommended Reading:

- Thomas, Jakana and Kanisha D. Bond. 2015. Women's Participation in Violent Political Organizations. American Political Science Review.
- Wood, Elisabeth Jean. Insurgent collective action and civil war in El Salvador. Cambridge University Press, 2003.
- Mitts, Tamar. "From isolation to radicalization: Anti-Muslim hostility and support for ISIS in the West." American Political Science Review 113, no. 1 (2019): 173-194.
- Parkinson, Sarah Elizabeth. "Organizing rebellion: Rethinking high-risk mobilization and social networks in war." American Political Science Review 107, no. 3 (2013): 418-432.

Week 8 - (October 13) No class - Football Game vs. Temple

Week 9 - (October 20) - Resolving Political Violence

Required Reading:

- Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement," International Organization, 51 (3): 335-364
- Jason Lyall. (2009)."Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya," Journal of Conflict Resolution, 53 (3): 331-362
- Kalyvas, Stathis N. The logic of violence in civil war. Cambridge University Press, 2006. Chapters 6 and 7.
- Brancati, Dawn. "Decentralization: Fueling the fire or dampening the flames of ethnic conflict and secessionism?." International organization 60, no. 3 (2006): 651-685.
- Berman, Eli; Jacob N. Shapiro and Joseph H. Felter. 2011. "Can Hearts and Minds be Bought? The Economics of Counterinsurgency in Iraq," Journal of Political Economy 119, no. 4: 766-811.
- Abrahms, Max, "Why Democracies Make Superior Counterterrorists," Security Studies 16, no. 2 (2007): 223-253.

Recommended Reading:

- Hartzell, Caroline and Matthew Hoddie. Crafting Peace: Power-Sharing Institutions and the Negotiated Settlement of Civil Wars. (Pennsylvania: The Pennsylvania State University). 2007
- Regan, Patrick M. 1996. The Conditions of Successful Third-Party Intervention in Intrastate Conflicts. Journal of Conflict Resolution 40, no. 2: 336-359.
- Thomas, Jakana. "Rewarding bad behavior: How governments respond to terrorism in civil war." American Journal of Political Science 58, no. 4 (2014): 804-818.
- Doyle, Michael W., and Nicholas Sambanis. Making war and building peace: United Nations peace operations. Princeton University Press, 2006.
- Kydd, Andrew and Barbara Walter, "Sabotaging the Peace: The Politics of Extremist Violence," International Organization 56 , no. 2 (2002): 263-291

Week 10 (October 27) - Classical and Third Wave Revolutions

Required Reading:

- Moore Jr., B. 1966. Social Origins of Dictatorship and Democracy. Boston: Beacon Press: Chapters 7-9
- Skocpol, Theda. 1979. States and Social Revolutions. Cambridge: Cambridge University Press: Chapters 2-3
- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." American Sociological Review (1996): 132-152.

- 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.

Recommended Reading:

- Hirschman, Albert O. Exit, voice, and loyalty: Responses to decline in firms, organizations, and states. Harvard university press, 1970.
- Scott, James. 1985. Weapons of the Weak. Yale University Press.
- Opp, Karl-Dieter, and Christiane Gern. "Dissident groups, personal networks, and spontaneous cooperation: The East German revolution of 1989." American sociological review (1993): 659-680.

Week 11 - (November 3 - Zoom Class) - Contemporary Revolutions

Required Reading:

- Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." American Political Science Review, 107(3), 574-592.
- Brancati, Dawn. 2014. Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide. Comparative Political Studies
- Steinert-Threlkeld, Zachary. 2017. Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring. American Political Science Review
- Radnitz, Scott. 2010. "The Color of Money: Privatization, Economic Dispersion, and the Post-Soviet 'Revolutions"" Comparative Politics, ,127-146.
- Trejo, Guillermo 2014. The ballot and the street: an electoral theory of social protest in autocracies. Perspectives on Politics 12(2), 332–352
- Breuer, Anita, Todd Landman, and Dorothea Farquhar. "Social media and protest mobilization: Evidence from the Tunisian revolution." Democratization 22, no. 4 (2015): 764-792.

Recommended Reading:

- Lorentzen, Peter L. Regularizing rioting: Permitting public protest in an authoritarian regime. Quarterly Journal of Political Science 8, no. 2 (2013): 127-158.
- Tucker, Joshua A. (2007) Enough! Electoral Fraud, Collective Action Problems, and PostCommunist Colored Revolutions. Perspectives on Politics, 5(3), pp. 535- 551.
- Ulfelder, Jay. "Contentious collective action and the breakdown of authoritarian regimes." International Political Science Review 26, no. 3 (2005): 311-334.
- Radnitz, Scott, 2010. Weapons of the wealthy: Predatory regimes and elite-led protests in Central Asia. Cornell University Press.
- Hale, Henry E. "Regime cycles: democracy, autocracy, and revolution in post-Soviet Eurasia." World politics 58, no. 1 (2005): 133-165.

Week 12 - (November 10 - Zoom Class) Individual Protest Participation

Required Reading:

- McAdam, Doug. "Recruitment to high-risk activism: The case of freedom summer." American journal of sociology 92, no. 1 (1986): 64-90.
- Pearlman, Wendy. "Emotions and the Microfoundations of the Arab Uprisings." Perspectives on Politics 11, no. 2 (2013): 387-409.
- 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.
- Rüdig, Wolfgang, and Georgios Karyotis. "Who protests in Greece? Mass opposition to austerity." British Journal of Political Science 44, no. 3 (2014): 487-513.
- Berman, Chantal. "When revolutionary coalitions break down: Polarization, protest, and the Tunisian political crisis of August 2013." Middle East Law and Governance 11, no. 2 (2019): 136-179.
- Aytaç, S. Erdem, Luis Schiumerini, and Susan Stokes. "Why do people join backlash protests? Lessons from Turkey." Journal of Conflict Resolution 62, no. 6 (2018): 1205-1228.

Recommended Reading:

- Larson, Jennifer M., Jonathan Nagler, Jonathan Ronen, and Joshua A. Tucker. "Social networks and protest participation: Evidence from 130 million Twitter users." American Journal of Political Science 63, no. 3 (2019): 690-705.
- Idean Salehyan and Brandon Stewart. 2016. Political Mobilization and Government Targeting: When Do Dissidents Challenge the State? Comparative Political Studies
- Young, Lauren E. "The psychology of state repression: Fear and dissent decisions in Zimbabwe." American Political Science Review 113, no. 1 (2019): 140-155.

Week 13 (November 17 - Zoom Class) - Effects of Revolutions and Political Violence

Required Reading:

- King, Charles. 2001. "The Benefits of Ethnic War: Understanding Eurasia's Unrecognized States," World Politics 53 (4): 524-545.
- James D. Fearon and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity," International Organization 54 (4): 845-877
- Blattman, Christopher. "From violence to voting: War and political participation in Uganda." American political Science review 103, no. 2 (2009): 231-247.
- Stephan, Maria J., and Erica Chenoweth. "Why civil resistance works: The strategic logic of nonviolent conflict." International security 33, no. 1 (2008): 7-44.
- Hager, Anselm, Krzysztof Krakowski, and Max Schaub. "Ethnic riots and prosocial behavior: Evidence from Kyrgyzstan." American Political Science Review 113, no. 4 (2019): 1029-1044.

- Getmansky, Anna, and Thomas Zeitzoff. "Terrorism and voting: The effect of rocket threat on voting in Israeli elections." American Political Science Review 108, no. 3 (2014): 588-604.
- Holman, Mirya R., Jennifer L. Merolla, and Elizabeth J. Zechmeister. "The curious case of Theresa May and the public that did not rally: Gendered reactions to terrorist attacks can cause slumps not Bumps." American Political Science Review 116, no. 1 (2022): 249-264.

Recommended Reading:

- Berman, Chantal E. "Policing the organizational threat in morocco: Protest and public violence in liberal autocracies." American Journal of Political Science 65, no. 3 (2021): 733-754.
- Gilligan, Michael J., Benjamin J. Pasquale, and Cyrus Samii. "Civil war and social cohesion: Lab-in-the-field evidence from Nepal." American Journal of Political Science 58, no. 3 (2014): 604-619.
- Fortna, Virginia Page. "Do terrorists win? Rebels' use of terrorism and civil war outcomes." International Organization 69, no. 3 (2015): 519-556.

Week 14 - (November 24) No class – Thanksgiving

Week 15 - (December 1) Student Presentations?

Research Paper due Saturday December 10 @ 12:00p through WebCourses

Questions to answer while reading an academic article or book (maybe in this order)[1]

- 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?

[1] It's also good practice to do this with your own work.

POS 3037: Scope and Methods
Fall 2023

Professor: Dr. Kevin Aslett
Email: kevin.aslett@ucf.edu
Days and Times: Tuesday & Thursdays 1:30-2:45 PM
Classroom: Howard Phillips Hall (HPH) 0310
Office Hours: Tuesday 3:00-5:00 PM in Howard Phillips Hall (HPH) 0302I
Final Exam Date and Time: Tuesday, December 6th 1:00-3:50 PM

COURSE INFORMATION

Course Description:

Equal parts art, programming, and statistical reasoning, data visualization is critical for anyone who seeks to analyze data (big or small). Data analysis skills have become essential for those pursuing careers in politics, policy evaluation and research in fields like political science or broadly any social science. This course introduces students to the powerful R programming language, the basics of creating data-analysis graphics in R, and reasoning about what data visualizations can tell us, and an introduction to basic quantitative analysis in R.

The best way to understand the how and why of data analysis is to work with real life data and questions. We will focus on a single political science subject: democracy and the relationship between macro-level indicators, such as economic development and the quality of democracy. Scholars who study global democracy are concerned with understanding what institutional changes in democracy result in an improvement in overall quality of democracy. This process is fundamental to political science research and to policies aiming to improve democracy in America and across the globe. In this class you will gain a strong introduction to data analysis and visualization through reasoning about the empirical and theoretical challenges of visualizing and describing global democracy.

This is a class about making sense of data. Students will investigate relationships and discover patterns. This is an active process, driven by student engagement. Importantly, there will be weekly homework assignments (after the first week) that students must complete to stay on top of the class. In addition, there will be three main assignments: the midterm, a data visualization presentation and the final exam.

Course Objectives:

(1) The development basic coding skills in the R programming language.
- (1.1) Producing an easy-to-understand figure
- (1.2) Plotting data distributions
- (1.3) Running an Linear regression (Ordinary Least Squares)

(2) The development of basic research skills:
- (2.1) Basic statistics
- (2.2) How to statistically analyze data and report one's results
- (2.3) The ability to digest the report results in the political science discipline.

Required Materials

Students will need a **basic calculator** that performs the following functions: addition, subtraction, multiplication, division, squaring of variables, square root and natural log. One may be purchased at Walgreens or similar store; students do not need a highly complex instrument. Bring it, along with the other course materials, to class each day as it will be used to work problems assigned in class and on the tests. Such calculators may be used during the in-class exams but cell-phone based calculators will NOT be allowed.

Graded Assignments:

Class Participation (10%)
9 HW assignments (20%)
Lightning Talk Presentation (10%)
Midterm I (15%)
Midterm II (15%)
Final Exam (30%)

Grading Scale

GRADE	PERCENTAGE
A	89.5-100
B+	86.5-89.5
B	78.5-86.5
C+	75.5-78.5
C	68.5-75.5
D+	65.5-68.5
D	58.5-65.5
F	58.5 or less

Course Technologies
Our course website is hosted on Canvas. The main features of Canvas we will be using are the modules. The modules break the course content down into daily agendas. If you're unsure what you're supposed to be doing for a given day and when, visit the day's module on Canvas. The daily modules will also contain details and links to all the homework assignments and readings. I will show you how to submit your assignments and see your feedback during the first week of class.

In this class we will use R to work with data. R is free, open-source and interactive programming language for statical analysis. Rstudio is a versatile editor for working with R code and data that provides more intuitive interface to many features of the language.

Both R and Rstudio are widely available for all major operating systems (Windows, Mac OS, Linux). You should install them on your personal computer prior to attending tutorials. Use these links to download the installation files:

R - https://cran.r-project.org/

RStudio - https://www.rstudio.com/products/rstudio/download/
(choose free desktop version)

Reading
Every class period, except for the first day, students will have readings they should consult. Please don't purchase books until you attend first class. On the first day of class Professor Aslett will explain how to get access.

Required Readings:

(1) Imai, Kumai (2018). *Quantitative social science: an introduction*. Princeton University Press.
(2) King, G., Keohane, R. O., & Verba, S. (2021). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press. Accessible online here
(3) Watkins, J. C. (2019). An introduction to the science of statistics: From theory to implementation. Accessible online here
(4) Wilke, Claus. Fundamentals of Data Visualization. Accessible online here

(5) Moore, W. H., & Siegel, D. A. (2013). A mathematics course for political and social research. In *A Mathematics Course for Political and Social Research*. Princeton University Press.
Accessible online here

Supplementary Readings:

(1) Grolemund, Garrett and Hadley Wickham. R for Data Science.
https://r4ds.had.co.nz/

Class Schedule

Date	Topic	Readings	Assignment
Aug. 23	Introduction to the course Course requirements	Syllabus	HW 1 Assigned (Aug. 25th)
Aug. 25	The science in political science	KKV - Ch. 1 Watkins - pg. 3-9	
Aug. 30	The Basics of R	Imai Kosuke(1-28) Rmarkdown Cheatsheet	
Sept. 1	Algebra review and functions	Moore & Siegel (28-49)	HW 2 Assigned (Sept. 9th)
Sept. 6	Conceptualization and measurement Part 1	Imai Kosuke (75-88) Codebook - WDI Codebook - Varieties of Democracy	
Sept. 8	Conceptualization and measurement Part 2	Watkins (9-23)	HW 3 Assigned (Sept. 16th)
Sept. 13	Sampling Part I	Imai Kosuke (89-96)	
Sept. 15	Sampling Part II	Imai Kosuke (277-302)	HW 4 Assigned (Sept. 23rd)
Sept. 20	Causality Part I	Imai Kosuke (32-46)	
Sept. 22	Caiusality Part II	Imai Kosuke (47-68)	
Sept. 27	Review Day		
Sept. 29	Midterm I		
Oct. 4	Correlation and bivariate relationships	Imai Kosuke (97-111) Watkins (33-37)	
Oct. 6	bivariate linear regression (OLS)	Imai Kosuke (47-68) Watkins (37-39)	HW 5 Assigned (Oct. 14th)
Oct. 11	Interpreting Regression Results and model fit	Imai Kosuke (139-156) Watkins (40-45)	
Oct. 13	multivariate linear regression (OLS)	Imai Kosuke (156-161)	HW 6 Assigned (Oct. 21st)
Oct. 18	Probability Part I	Imai Kosuke (242-252) Watkins (81-86)	
Oct. 20	Probability Part II	Imai Kosuke (252-267)	
Oct. 25	Distributions	Imai Kosuke (277-292)	
Oct. 27	Review Day		

Nov. 1	Midterm II		
Nov. 3	Data Visualizations I	Wilke (Sections 1-10)	HW 7 Assigned (Nov. 11th)
Nov. 8	Data Visualizations II	Wilke (Sections 17-25)	
Nov. 10	Uncertainty I	Imai Kosuke (313-332)	HW 8 Assigned (Nov. 18th)
Nov. 15	Uncertainty II	Imai Kosuke (332-342)	
Nov. 17	Hypothesis Testing I	Imai Kosuke (342-353)	HW 9 Assigned (Nov. 25th)
Nov. 22	Hypothesis Testing II	Imai Kosuke (352-363)	
Nov. 24	Thanksgiving *NO CLASS*		
Nov. 29	Lightning Talk Presentations		
Dec. 1	Lightning Talk Presentations		
Dec. 6	FINAL EXAM (1:00-3:50 PM)		

POS3745-22Fall 0001

Announcements from the School of Politics, Religion and Society

- **Internships Available:** Orange County Commissioner's Office, Apply by Aug. 26th, 5:00 pm
- **UCF Legislative Scholars** Program Works to recognize and expand our academic credit, Apply by Sept. 30th, apply for Sept. 18th
- **Pre-Law Society** Meeting Wednesday, August 24th, 5:00 pm

POS 3745: Advanced Quantitative Methods in Political Research

Fall 2022

School of Politics, Religion and International Affairs, College of Science

Credit hours: 3

Instructor Information

- Instructor: Dr. Jason A. Scorza
- Office: Phillips Hall 309 (Office Hours in Phillips Hall 309)
- Office Phone: 407-823-0395
- Office Hours: **Tuesday 2:00-4:00 pm**
- **Office Hours: Tuesday 2:00-4:00 pm Zoom (upon request)**: Wednesday 11am-1pm
- **Office Hours: Wednesday 11am-1pm Zoom (upon request)**: Wednesday 11am-1pm
- Email: Use only Knights Mail (jason.scorza@ucf.edu) or Canvas Inbox
- Jump to Skype for Business (skype:jason.scorza@ucf.edu or scorza@ucf.edu)
- **All course-related issues must be sent through Knights Mail (UCF Email), as questions not related to the course can be sent to my email address, all communication sent through Canvas will be ignored. Please include "POS3745" in the subject line of all emails.**
- **Email** (jason.scorza@ucf.edu) is reserved for urgent communication NOT related to the course. All course-related communication needs to happen on Canvas.

SYLLABUS DISCLAIMER

This syllabus is NOT a contract. Policies in this syllabus can be amended by the instructor when deemed educational and/or pedagogical. Any changes to the syllabus will be announced in class.

Course Information

- Term: Fall 2022
- Course Number & Section: POS 3745
- Course Name: Advanced Quantitative Methods in Political Research
- Credit Hours: 3
- Class Meeting Days: Tuesday & Thursday
- Class Meeting Time: 2pm - 3:15pm
- Class Meeting Place: Online
- Course Website: If Class is Not Online

Course Materials

To enhance your learning experience, provide affordable access to the right course material this course is part of an initiative across model called First Day. You can easily access the required course materials on or before the first day of a discussion post, and benefit from large cost-saving discounts compared to Canvas.

The School of Politics, Security and International Affairs (SPSIA) will use the discounted price as a course charge for the course.

It is NOT recommended that you Opt Out, as these materials are required to complete the course. Students who Opt Out will be charged the full price for the course materials and will not have access to course materials on the Opt Out date unless and prior to your assessment being due.

The books are also available for other sections/times but only from the Nelson Bookstore. Nelson can ship them if you choose the option.

Enrollment Requirements

Completion of Quantitative Methods Proving the pre-requisite course grade is verified graduate standing or permission of instructor.

Online Policy

If you are enrolled online, it is up to you to make sure you participate and have a stable internet connection. Unless it is a live, real-time, synchronous meeting, I will NOT be online at the times listed but will not only bring the course, especially being loaded and functional.

Course Description

This course is designed for students interested in advanced topics in the use of statistical methods as well as other methods and tools used to analyze issues in political science research. These tools will be used to analyze data from various sources and students will be expected to be able to write in-depth quantitative data analysis (these and/or qualitative, more narrative data analysis) based data analysis). The course will also introduce students to other potentially useful software to analyze data and to present data in a variety of ways. Students will be introduced to the use of GIS and to political science research such as content analysis, qualitative comparative analysis, social networking and others.

Students in this course will be expected to be familiar with the basic used in current quantitative research in political science and have the ability to understand the basics of the methodology to be analysis of political phenomena.

Course Materials and Resources

Required Materials/Resources

- APA(Sixth Edition)(9780194761765): Author: Strangelove, Jeffrey M.; Edition: 7TH; but the 6th (6th) available online. is also ok.
- Canvas Course Site
- Additional readings will be required and students will need to search and download the relevant literature (see schedule for weekly required readings)

Optional Materials/Resources

Kachi:

- Gujarati, Damodar N. 2009. Basic Econometrics. 4th Edition. McGraw-Hill.
- Hamilton, Lawrence C. 2013. Statistics with STATA. Version 12. 8th Edition. Brooks/Cole Cengage Learning.
- Kennedy, Peter. 2008.A Guide to Econometrics. 6th Edition. Wiley-Blackwell.
- Gill, Jeff. 2008. Bayesian Methods for Political and Social Research. Cambridge University Press.
- Fox, John. 1991. Regression Diagnostics: An Introduction to Regression Analysis. Sage.

Gotelman:

- A collection of datasets, all the country level, from 1946 to today (note that not all countries/years are available for all variables) Quality of Governance Institute (http://www.qog.pol.gu.se/)
- Online Website: http://www.ucdp.uu.se/gpdatabase/gpdatabase.php
- Online Website: Polity IV project: Political Regime Characteristics and Transitions, 1800-2007 http://www.bsos.umd.edu/cidcm/mep14.htm
- Online Website: Correlates of War Project (http://www.correlatesofwar.org/)
- Correlates of War: Available Datasets: http://www.correlatesofwar.org/COW2data.htm
- Pew Research International Relations Data Sets. Pew Research Internet. University of North Texas. http://www.pewresearch.org/
- Council of European Social Science Data Archive. Text Mining. http://www.nsd.uib.no/
- Comparative Study of Electoral Systems. Other Comparative Projects. http://www.cses.org/cses/index.html

OPEN Resources:

- Online Text version on OPEN are available here: http://www.bookboon.com/en/video-tutorials/ (Annotated analysis and examples of data analysis in OPEN) http://www.ucdp.uu.se/gpdb/)

Student Learning Outcomes

At the course, our main goal will

1) To understand how to conduct and interpret your own research and checking the appropriate statistical tests and techniques on your general political research questions as well as other available/tools/tools.

2) Implement the correct analysis using appropriate software OPEN.

3) Present your findings both orally (through presentation) and written through writing a research report.

Course Activities

Discussion Assessment: Discussion (15 points)

During the course you will be required to discuss the weekly topic. Our weekly meetings. Discussion takes the following forms:

- Your students will be responsible for leading a discussion of the weekly topic
- Your students will be responsible for taking notes of the presentation and discussion and submit the notes of the discussion on Webcourses@UCF.

Discussion should:

- Be in your own words. You can use a power point or not. You are encouraged to search for critiques/validations of the topic assigned to, when do hypothesis testing, when you, what are the limitations? what are the strengths of the specific analysis method?)
- Be organized. Your notes should be organized and easy to read. Organizing with pro and cons/ pros/cons/ advantages/ disadvantages is a good way to organize.

Technical Assessment: take-home assignments (25 points)

Each week students will be required to complete a technical assignment (given, discussed in class. For example, take-home assignments will generally relate to analyzing data in OPEN. The analysis will reflect the weekly topic.

Final Project

Project Presentation (10 points) - open to faculty and other students:

- The project presentation can be done individually or in groups. Presentation cannot be longer than 15 minutes (5 minutes per person if done in groups). Presentation should be organized.
- If in groups, all the content of all the group members must be organized and presented in a way that is seamless. Presentation should be organized and seamless. Presentation should be organized.
- If an individual part of a group does not actually present, s he will receive 0 points for this portion of the grade.
- A group can be of no more than 3

Final Project Paper (20 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 it. If not, you can choose any topic covered during the course or your own topic.
- The final project is due the last week of class. It has to be written as in-depth analysis of a research question. The paper should be organized and written in a way that is easy to read and understand.
- The final project is an individual project.
- Your final project should consist of a thoughtful analysis of your chosen topic
  - You can choose to analyze and critique an existing paper that uses statistics or other type of analysis (qualitative, quantitative, or mixed)
  - You can choose to analyze your own political dataset
- The final research project paper should contain a brief literature review on the topic you are analyzing, a description of the data you are using, a description of the specific statistical tests(s), methodology, discussion and conclusion.
- You need to cite at least 10 peer-review articles that deal with the topic of your chosen research question. Use Chicago Style for citations.

The review must be at least 2000 words, but no longer than 2500 words.

Assignment breakdown for final grade

Discussion	15 points
Continuous Learning	Take-Home Assignments	25 points
Final Evaluation	Project Presentation	10 points
	Final Project Paper	20 points
Exam	Statistics Exam	10
	Final Exam	10

Activity Submissions

Assignments will be submitted on Webcourses@UCF.

Make-up Exams and Assignments

We commonly ask you to attend in-class or online as well as in-class, or asynchronous, alternate assignment for substantial (primarily synoptical) activities, religious observances, or legal obligations (such as jury duty) or other extenuating circumstances. Students who miss a UCF-sanctioned or unavoidable opportunity for any complete missed assignments and/or exams. The opportunity for an assignment and grading scale will be equivalent to the missed assignment and its grading scale. In-class exams will be given on the last day of class. Students who miss the last day of class will be given a Progress Notification that should give you the opportunity to make up the exam. Students who miss an exam, or any of these cases, please contact me ahead of time to notify me of upcoming needs.

Grading

Letter Grade	Points
A	93-100
A-	90-92
B+	88-92
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	0-59

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as incomplete grades, grade changes, and grade forgiveness.

Course Schedule

Week	Topic	Readings
Week 1 - Aug 23	• Introduction • Review of Elements of Research Design	• Babbie(ch. 1, & Wolfinbarger, & (2003) Function of "best" social science: Institutional legitimacy and the production of knowledge in the emergence of agent-based modeling. PNAS, 99(suppl. 3), 7280-7287. • Lakatos, I. (1970). Falsification and the method of scientific research programmes. In: I. Lakatos (Ed.), Criticism and the growth of knowledge (pp. 91-196). Cambridge: UK: Cambridge University Press.
Week 2 - Aug 30	• An overview of different methods and suggestions on how to choose the appropriate method	• Lecture will be based on Baggio, G., Baggio Modelling and Simulations in Tourism an Hospitality Chapter 1,2 and Chapter 4
Week 3 - Sept 6	• Review of the Linear Model and how to research design	• Babbie, Shaeffer and Gaskin-Long. 2006. "Interracial and Interethnic Differences in Date Lunch." The Journal of Conflict Resolution 49.(4: 635-658. • Wooldridge chapters 1, 2 • Optional: Gujarati, chapters 1-3
Week 4 - Sept 13	• Qualitative Comparative Analysis	• Ragin, C. 2006. Set relations in social research: evaluating their consistency and coverage. Soc Methods Res 35(2): 291-333. • Ragin, C. 2000. Fuzzy-set social science. Chicago: Univ of Chicago Press. • Ragin, C. 2008. Redesigning social inquiry: fuzzy sets and beyond. Chicago: Univ of Chicago Press. p. 109-126. Explaining success and failure in the commons: the configurational analysis of collective action in irrigation. International Journal of the Commons 2(2): 157-197. (QCA application and limitation of QCA. Ragin's response to the critiques/limitations made by scholars)
Week 5 - Sep 20	• Uncertainty, Sampling, and Hypothesis Testing	• Wooldridge chapter 4 • Gujarati, chapters 4-5 • Gary King and Daniel Nettl Powell. 2016. How to Lie Without Statistics. • Optional: Gujarati, chapter 6 (hypothesis testing) • Kendler, PS, Wolfinbarger S. 2004. The natural selection of bad science. Royal Society Open Science 1: 140-157.
Week 6 - Sep 27	• Multivariate Regression	• Wooldridge chapters 3, 5 and 6 • Optional: Gujarati, chapter 7 & 8 • Christopher H. Achen. 2015. "Interpreting and Misinterpreting Multivariate Regression Coefficients". American Journal of Political Science. 59(1:1-2).
Week 7 - Oct 4	• Dummy Variables and Multiplicative Interaction Terms • Non-linear relationships (models)	• Wooldridge chapter 7 • Optional: Gujarati, chapter 9 • Brambor, T., Clark, W., & Golder, M. (2006). Understanding interaction models: Improving empirical analyses. Political Analysis, 14(1), 63-82. • Bagozzi et al. (2016). The importance of weight in an ideal point analysis. Quantitative Marketing and Economics, 14(1), 1-27.
Week 8 - Oct 11	• Multicollinearity, heteroskedasticity and autocorrelation • Model specification and general diagnostics	• Wooldridge chapters 8 and 9 and review chap 3 • Optional: Gujarati, chapters 10-13, 15-16 • Chatterjee, Sangit and Frederick Wiseman. 1983. "Outlier Detection in Regression Analysis." Decision Sciences. Volume 14(4):488-502. • Kennedy, P. 2008. A Guide to Econometrics. 6th ed. p. 303-333.
Week 9 - Oct 18	• Time Series Analysis and Longitudinal Analysis	• Wooldridge chapters 10, 12 and 13 • Optional: Gujarati, chapter 21 and 22
Week 10 - Oct 27	Exam Week - Statistics Exam (see Webcourses@UCF for instructions, exam will be on Canvas)	
Week 11 - Nov 1	• Networks	• Borgatti S, Mehra A, Brass DJ, Labianca G. (2009). Network Analysis in the Social Sciences. Science 323(5916):892-895. • Watts, D. J. (2004). The "New" Science of Networks. Annual Review of Sociology, 30, 243-270. • Borgatti, S., Brass, D., & Halgin, D. (2014). Social network research: Confounds, confoundings, and ramifications. Retrieved from http://www.Steveborgatti.com/papers/sunbelbook.pdf • Bruch, E., & Atwell, J. (2015). Agent-based models in empirical social research. Sociological Methods & Research, 44(2), 186-221. • Perliski, M.A. et al. 2007. Contributory Discussion Paper: Agent-Based Modelling. Retrieved from: http://www.ncrm.ac.uk/
Week 12 - Nov 10	• Agent Based Models	• Axelrod (1997). An complex are simple: We can learn a lot about complex systems with surprisingly simple models. Complexity, Agents, & Emergence: Papers from the Second Conference on Agent-Based Modeling, 5-7. • Bagozzi B, E. (2013). Fuzzy Cognitive Maps in Strategic Decision Making. Long Range Planning, 46(1-2), 172-177. • Bagozzi B, E. (2013). Fuzzy Cognitive Maps. Technological Forecasting and Social Change, 80(8), 1562-1567. • Axelrod(1997). Advanced Agent-Based Simulation. Proceedings of the Workshop on Simulation in Peace Research. Retrieved from http://www.ncrm.ac.uk/events/workshop/
Week 13 - Nov 17	• Cross Section To Be Confirmed	• TBD
Nov 29	• Thanksgiving	No Class.
Week 14 - Dec 1	• CLASS PRESENTATIONS	
Week 15	Research project due and Final Exam (Dec 3rd, 2:30pm-5:30pm)	

University Services and Resources

Academic Services and Resources

A list of academic academic support and learning services is available at UCF Student Services.

Students can also contact the Student Success Office (407-823-2811).

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 of this page.

If you are a UCF Online student, please consult the UCF Online Student Guidance for more information about your course or course materials.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, Student Responsibilities, the following is prohibited:

- 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 use of notes, books, or other materials during an examination is cheating.
- Communication of academic through written, oral, electronic, and nonverbal means. The communication of material which has been studied or learned, but rather was obtained through dishonest or improper means, is considered cheating. Unauthorized collaboration.
- Accessible exercises, or assignments intended to be completed and turned in individually, which involve collaborating with another student or students without permission from the instructor in the laboratory, classroom, or other instructional setting, or in any other academic exercise, assignment, or activity, or in the preparation of academic exercises, assignments, or activities, or in the preparation of academic exercises, assignments, or activities, or in the preparation of academic exercises, assignments, or activities

Modeling

Discussing Content Analysis and QCA

Discussing Inference, hypothesis testing and uncertainty

Discussing Multivariate Regression Models

Discussing Networks

Discussing Regression Diagnostic

Discussing research design and the linear model

PUP 3204, Sustainability

Environmental politics through the lens of "sustainability" literature devoted to the relationship of human society and nature.

Instructor Information

Dr. Thomas M. Jacobs & Regan Jacobs
Office: Chapman Hall 204 (Office Hours)
Phone: 407-823-3799
Email: tjacobs@ucf.edu (preferred if emailing)
Office Hours: Office Hours are **by appointment in-person**: Wednesday 11am-1x2:30 pm; Thursday 10am-12 1pm, other times available upon request.
- Office Hours are **in-person** in Chapman Hall 204
- If the above link does not **POP UP**, you can also use this link:
- If the above link does not work **EVEN** this, https://ucf.zoom.us/j/5492810142
- Alternate Zoom Office Hours Appointment Link

Office Location: Chapman Hall 204 (Office Hours), HPC 340 (Campus - on Research 2 days)
All course-related issues must be sent through Webcourses@UCF (preferred, see above) or UCF email (secondary). Students should expect a response to communications sent to research or UCF email within 24 hours (business hours). Instructor-initiated Friday after 5pm may not receive a reply until Monday.
Students should expect a response to Webcourses@UCF messages within 24 hours (business hours). Instructor-initiated messages sent Friday after 5pm may not receive a reply until Monday.

SYLLABUS DISCLAIMER

This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor plus additional rules, guidelines and assessments. Any changes to the syllabus will be announced on the Webcourses@UCF.

Course Information

- Rosa Luxemburg
- Cesar Rodriguez & Jackson, PUP 3204 (Wild)
- Jason Hickel, Less is More
- Credit Hours: 3
- Class Meeting Days: Online
- Class Meeting Times: Asynchronous

Course Materials

Students will read, view, listen, analyze and provide affordable access to the right course material. We want students to focus on course content and not worry about price. Texts will be chosen for the most accessible materials for the course at a discounted price, and benefit from digital and from-scratch sign-on access with no codes, no hassles.

The Library of Malibu, Security and Environmental Justice, will be the discounted price or free course charge for this course.

It is NOT recommended that you Dial Up, as these materials are required to complete the course. Students who choose to Dial Up, Dial Down, do so at their own risk and are responsible for purchasing your course materials at the full retail price and completing the course assignments on time.

Enrollment Requirements

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

Course Introduction

Today the world is changing at an unprecedented rate. Changes are coming fast, due to anthropogenic climate change, population growth, and resource depletion. Sustainability concerns relating to the ability of present society to enjoy resources and levels of wealth, while not compromising future generations from enjoying similar resources and levels of wealth.

This course is a study of critical sustainability issues from a variety of perspectives. Sustainability is sometimes difficult to define because it is inherently contested, unethical, demographic-specific, and culture-specific. Sustainability is a concept that is ever-evolving, and it is difficult to provide accurate and clearly quantifiable and measurable definitions, and yet there are particular 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, models and examples of issues and problems that fall under the umbrella of "sustainability" with a focus on emerging common-pool resource governance institutions and their relationship to the environment. We will also study traditional issues and student-led discussions and presentations on current events.

Student Learning Outcomes

By the end of the semester students should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that arise when dealing with common-pool resources, and be able to critically think about the relationship between society and the environment. Further, by the end of the course, students should:

- Familiar with concepts related to sustainability (sustainability, equity, fairness, etc.)
- Understand the relationship between human society and ecosystem systems (e.g., and multi-level ecological systems, collective, subsidiarity, etc.)
- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to write and speak about environmental issues and sustainability, e.g. via google scholar, on the Blog, or with an audience of peers (e.g. classmates).

Finally, students will be evaluated on:

- Critical thinking
- Ability to discuss/debate/argue (both sides) on the topic of your choice (not related to sustainability)
- Ability to write and speak about issues that blends concepts learned during the 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 and are strongly encouraged to search for additional material** in order to:

- Search for additional material to better understand the topic
- Search for additional material to better understand the course/class presentation.
- Prepare for and participate in the weekly discussions.
- Turn in the assignments on time.

In this course we will utilize multiple-core, or automated system which instructors use to quickly and efficiently grade assignments, and students will be expected to learn how to use this system. A database of student queries that grows with each submission. Accordingly, you will be expected to write your assignments in a manner that is consistent with the system, and you will be expected to provide an accurate or inaccurate response to a question based on the extent that the author (which each one is) and the assignment. For a more detailed look at this process, visit https://www.revisionworld.com/

Required Books

1) Sustainability: The Basics by Kevin Dunn (ebook, 2nd edition)
2) Sustainability and Consumption, Selected Readings, available free at http://sustainabilityconsumption.uio.no/

Grades

A maximum of 1000 points is given in this course. You will be evaluated on 5 (1000 pointsmaximum). 3 final essays, 10 weekly discussions and 2 exams (1 mid-term and 1 final). Students will be given a minimum of 2 weeks to complete each essay. Students will be given a minimum of 1 week to complete each exam. Students will be given a minimum of 1 week to complete each discussion. Students will be given a minimum of 1 week to complete each presentation. Students will be given a minimum of 1 week to complete each assignment

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, 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 .
- 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 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 Summary:

Date	Details	Due
Thu May 13, 2021	Presentation/Exam points Poll	due by 11:59pm
Fri Aug 26, 2022	1st Week Engagement Quiz	due by 11:59pm
Sun Sep 4, 2022	Week 2 - Basics of Sustainability and Sustainability Principles	due by 11:59pm
Sun Sep 11, 2022	Week 3 - Common Pool Resources	due by 11:59pm
Sun Sep 18, 2022	Week 4 - Institutional Design Principles	due by 11:59pm
Sun Sep 25, 2022	Video Presentation or Essay	due by 11:59pm
Sun Oct 2, 2022	Week 6 - Measuring Sustainability and Planetary Boundaries	due by 11:59pm
Sun Oct 9, 2022	Week 7 - Ethics, Fairness and Inequality	due by 11:59pm
Mon Oct 17, 2022	Mid-Term Exam	due by 11:59pm
Sun Oct 23, 2022	Week 9 - Social Dilemmas	due by 11:59pm
Sun Oct 30, 2022	Week 10 - Complex Adaptive Systems	due by 11:59pm
Sun Nov 6, 2022	Week 11 - Social Ecological Systems	due by 11:59pm
Sun Nov 13, 2022	Week 12 - Resilience Principles	due by 11:59pm
Sun Nov 20, 2022	Week 13 - Politics and Sustainability	due by 11:59pm
Sun Nov 27, 2022	Essay	due by 11:59pm
Tue Dec 6, 2022	Final Exam	due by 11:59pm

University of Central Florida

PUP 3314 - Minorities in American Politics. Fall 2022 Syllabus

PUP 3314 Fall 2022. August 22nd-December 2, 2022

Credits: 3 **Prerequisite:** POS 2041 or ENC 1102

Instructor: Stephen Balkaran-PT Lecturer **Course Time**: ONLINE

Office Hours: Online via zoom. If needed on Monday 4. 00 pm -Optional Office Location. N/A

Telephone: 860-794-6690 **Email:** Sbalkara@Ucf.Edu

Campus Location: UCF Main Campus and Off-Campus Regional Sites **Classroom**: N/A

COURSE DESCRIPTION. Historical and contemporary role of minority groups in the American political process, including an examination of their electoral significance and relevant legislative, executive, and judicial policies.

THIS COURSE HAS ONE TEXT: Uneven Roads by Todd Shaw: An Introduction to U.S. Racial and Ethnic Politics 2nd Edition. Sage Publications. ISBN-10: 1506371760. ISBN-13: 9781506371764

Course Focus:
Students learned how to analyze the concept of minority groups in America and how they have influenced American politics from the foundation of this country to the present. Students begin by defining race, racism, minority identity, and the impact of executive, legislative and judicial decisions on their lives and politics. The class utilized a multiplicity of voices and communities to explore the connections between minorities and politics in American history, beginning with early legislative policies for Native Americans, Hispanics, Asians, and Africans Americans. Moving from slavery and ideas of race in Revolutionary America, Native Americans, the Civil War, Imperialism and Western expansion, Jim Crow America, early 20th-century immigration minority-based policies, Japanese Internment, the Civil Rights movement, and the modern United States minority-racial politics.

LEARNING OBJECTIVES & OUTCOMES: Analyze and Examine the following

Course Objectives:
At the end of this course, students will be able to:

1. Describe an analysis and examination of the structure of the American political process including the construction of minority race-based policies and laws.

2-Articulate and understand the contemporary and historical theories that are integral to race and minority politics. The rise and fall of Jim Crow and the impact of racial ideology.

3- Articulate students' ability to critically assess and discuss issues of race, minorities, and the shaping of our political process.

4- Articulate and describe the effect that race, racism, and discrimination have had on shaping political behavior and institutions.

5-Articulate and describe the effect that race, racism, and discrimination have on the shaping of various ethnic groups' experiences in America. Asian Americans, Mexican Americans, and Indigenous groups. Understand the importance of Judicial, Legislative, and Executive decisions on minority groups. E.g., Chinese Exclusion Act, Japanese Internment Executive Orders, Georgia v. Cherokee 1832

6- Articulate and describe the theoretical, analytical, and methodological skills to help students think critically and strategically about race and representation in the American polity, the evolution of American democracy, and the Civil Rights Era with an eye toward policy solutions in the present day.

7- Describe the struggle for Civil Rights of various groups for equal rights (Gay Rights, Civil Rights. Religious freedom, etc.) Including the present status of such groups in society.

8- Articulate and describe the rise of the Black Panther Movement, Disagreement, and Discourse on the pathway to civil rights. Students will be able to articulate and describe the revival of Black Nationalism in America and examine their philosophy and legacy.

9- Describe and apply legislative concepts relating to the study of the American government to current events-Black Lives Matter, the Criminal Justice System, race-based policies in the 21st century-Welfare, and its impact on the modern-day American political process.

10-Articulate and describe the future of minority relations in America and the political process, where do we go from here?

The measure of Learning Outcomes:

Learning outcomes will be measured by online class lectures, assignments, online discussions, and research papers.

Expectations of this Course. This is an online course, which means all the course work will be conducted online; however, expectations for performance in an online course are the same as for a traditional course. Students are expected to: Review and follow the course schedule. - 08.22.2022 Syllabus for PUP 3314

08/22/22. Introduce yourself to the class on the discussion board during the first week of class. Log in to the course at least three times per week. Post a response to the weekly analysis questions by Sunday at 6.00 pm. Submit assignments by the corresponding deadlines. Take exams during the allotted timeframe. The instructor will: Post analysis and/or attendance grades weekly. Grade assignments within seven days of the assignment deadline.

Instructor Methodologies
The format of the course will include online lectures, discussions, and videos.
This is a fully online class

I also have 24 hours response time for emails, and I will check my class 3 times a day, class opens on Monday at 4.00 am and closes on Sunday at 6.00 pm, and students are expected to have their responses for each Module by Sunday. This will also be placed on Announcements.

Criteria	Grade Weighting
Weekly Online Participation-Discussions	25%
Midterm Exam/Research Paper. 7-8 pages. Week 5	25%
Second Exam/Research Paper. 7-8 Pages. Week 10	25%
Final Exam/ Research paper. 7-8 pages. Week 15	25%
Total	100%

Final Exam Date:

Grading Scale (%)	Rubric Description
100 ≥ A > 90	Excellent, have a strong understanding of all concepts, and can apply the concepts in all novel situations. Has full mastery of the content of the course.
> B ≥	Good, has a strong understanding of most or all the concepts and can apply them to stated and defined situations.
> C ≥	Average has a basic understanding of the major concepts of the course and can apply them to basic situations.
> D ≥	Below average, has a basic understanding of only the simple concepts and can apply to only a limited number of the most basic situations.
> F ≥ 0	Demonstrates no understanding of the course content.

COURSE OUTLINE: 15 WEEKS COURSE. August 22-December 2, 2022

WEEK 1- Introduction to Course. August 22-29th 2022 Chapter 1. Does Race and Minority Politics still matter?

Outline and expectations of the Course.
Reading: The Continuing Significance of Race: An American Dilemma by Stephen Balkaran. Harvard Journal of African American Policy. 2015

The documentary by Oprah. Race in America. 25th Anniversary of Dr. King's legacy
https://www.youtube.com/watch?v=B9Y-n4w7XE8&t=2s

Race in America documentary. CBSN Special 2020
https://www.youtube.com/watch?v=MtonRsEQKYI&t=90s

Article. Please read and briefly comment. Steve

https://www.usnews.com/news/articles/2016-03-28/america-has-a-big-race-problem

Chapter Objectives.
1-Describe an analysis and examination of the structure of the American political process including the construction of raced-based minority policies and laws.
2- Identify race-based policies that have affected minority groups in America
3- Analyze whether the system of government upholds American political values of equal justice before the Law.

WEEK 2-3. The Creation of Racial Politics and Ideology. 1870-1920. January 17-31st, 2022. Chapter 3. Black Politics in the Jim Crow Era

Reconstruction Era and the development of Black Codes, the rise of Jim Crow laws, and the southern reaction to the freedom of slaves. The creation of the racial-based political system including legislative and judicial decisions, white supremacy, and black inferiority. The impact of Plessy v. Ferguson and the reshaping of race-based laws for African Americans and America**.** The creation of Legalized and systematic racism in America, & the separation of the races.
The Meaning of Freedom, Race-based Laws, Legislation, and denial of Freedom through the Political Process. (2 weeks)

Documentary: The Rise of Jim Crow.
https://www.youtube.com/watch?v=j3IxWEK0uJA&t=717s

Jim Crow in the North Documentary
https://www.youtube.com/watch?v=XWQfDbbQv9E

Article. Please read and comment

https://artsandculture.google.com/story/jim-crow-and-racial-segregation/DAKi-r_WcPB3Ig

Chapter Objectives.
2-Articulate and understand the contemporary and historical theories that are integral to race and ethnic politics. The rise and fall of Jim Crow and the impact of racial ideology.

2-Describe the development of Black Codes, the rise of Jim Crow laws, and the construction of white supremacy.
3- Describe the impact of Plessy v. Ferguson 1896 and the reshaping of color in America**.** The creation of Legalized and systematic racism in America, & the separation of the races.

WEEK 4. Chapter 2: Native Americans:
Please read Native Americans and the New United States, 1776–the 1830s, How U.S. Federal Policy Erodes Indian Rights, 1830s' U.S Supreme Court ruling on Georgia v. Cherokee Nation 1832

Documentary. Native American Holocaust
https://www.youtube.com/watch?v=o8zfRK8n1Bg

Article. Please read and comment on our government's policies on Native Americans

https://www.theatlantic.com/education/archive/2019/03/failed-assimilation-native-american-boarding-schools/584017/

Chapter Objectives.
1- Articulate and describe the effect that race, racism, and discrimination have had on shaping political behavior and institutions.
2-Describe and understand the impact of racial policies on Indigenous groups and the impact of identity and biases.
3- Articulate and describe the effect that race, racism, and discrimination have had on the shaping of various ethnic groups' experience in America-Indigenous groups

WEEK 5. Different and Common Asian American Roads, the 1800s–1960s
Readings. Chp 5. Asian Americans struggle for inclusion. The Chinese Americans railroad workers and the Chines Exclusion Act. The 1960 Civil Rights Struggle and Asian Americans Japanese Racial Politics and FDR and WW II. Executive, Legislative and Judicial decisions and their impact on Asian Americans

Documentary; Inside the Japanese Internment Camps
https://www.youtube.com/watch?v=tp-msa4jBCw

Becoming American. The Chinese American Experience
https://www.youtube.com/watch?v=LgLzWQ7MnhQ

Article. Please read and comment**.**
https://www.washingtonpost.com/history/2021/03/18/history-anti-asian-violence-racism/

Chapter Objectives.
1-Articulate and describe the effect that race, racism, and discrimination have had on the shaping of various ethnic groups' experiences in America. Asian Americans, the Chinese Exclusion Act, and their continued struggle for racial acceptance.
2- Legislative and Judicial decisions and their impact on Asian Americans

EXAM 1. This will be a 7-8 Page Research Paper

WEEK 6- Chicano/Hispanic Experience. Chapter 5
The Rebirth of Mexican American Politics, 1900–1960 and the struggle for Inclusion in America. Civil Rights and Ethnic Nationalism in Latino Communities, the 1960s–1970s
What Would America be like without Hispanics? By Stephen Balkaran, Harvard Journal of Hispanic Policy.

Documentary: The Chicano Civil Rights Movement
https://www.youtube.com/watch?v=W6KcMdYwJkQ&list=PLFnuQLu4mGXA0VQDB93yMqjBFCkdHq2kE

Documentary: Cesar Chavez. Civil Rights Activist
https://www.youtube.com/watch?v=Vb93EX94q1w

Article. Please read and comment**.**
https://www.huffpost.com/entry/cesar-chavez-martin-luther-king-jr_n_3813214

Chapter Objectives.
1-Articulate and describe the effect that race, racism, and discrimination have had on the shaping of various ethnic groups' experiences in America. Mexican Americans.

2- Articulate and describe the Mexican experience and the Civil Rights movement out west. Cesar Chavez and the farmworkers struggle for respect.
3-Describe and articulate, that we did not cross the border, the border crossed us.

WEEK 7 & 8. Minorities and the American Civil Rights and the Struggle for Equality in America.

Early Civil Rights in 1875 and the rise of Segregation and Plessy v Ferguson. Jim Crow until the 1950s. The judicial decision of Brown v Board of Education 1954, the Montgomery Bus Boycott, and the birth of the Modern-Day Civil Rights Movement. Rise of Dr. M. L. King and his non-violence Movement. The Civil Rights Act of 1964 and the Voting Rights Act of 1965. Modern-day Civil Rights Struggle; Minorities, Women, Asians, Gays, and other Minority Groups. Can we all get along?

Documentary. How Dr. King changed the world.
https://www.youtube.com/watch?v=xabWOU6tU-M&t=339s

Article. From the Civil Rights movement in the 1960s to Black Lives Matter in 2020. Please share your thoughts. Steve

https://www.scientificamerican.com/article/from-civil-rights-to-black-lives-matter1/

Chapter Objectives.
Articulate and describe the theoretical, analytical, and methodological skills to help students think critically and strategically about race and representation in the American polity and the evolution of American democracy and the Civil Rights Era with an eye toward policy solutions in the present day.
• Describe and understand the significance of Race in America and our political process
• Describe and understand the struggle for equality for African Americans, minorities, and women
• Describe the Civil Rights Movement. Dr. MLK and the movement, CRA 1964 and VRA 1965
• Articulate where are we regarding a color-blind society?

WEEK 9. The Rise of the Black Panthers**,** Black Power, and the Civil Rights movement. (1967-1972). and the War on Poverty, FBI and its role in the breakdown of the movement. COINTELPRO and its Impact. The impact of the Black Panthers and Black Nationalism. Racial Politics and Black Nationalism. Legislative decisions and COINTELPRO

Documentary: Vanguard of the Revolution
https://www.youtube.com/watch?v=bqxwTABwtnU

Chapter Objectives.
2-Articulate and describe the rise of the Black Panther Movement, Disagreement, and Discourse among the pathway to civil rights.
3- Articulate and describe the revival of Black Nationalism in America, and what was their philosophy and legacy.

4-Describe the FBI/Government's and its role in the breakdown of the movement and the impact of future policies.

WEEK 10 and 11. Education, Immigration, Criminal Justice minority politics. Chap 11
The New Jim Crow, Chapter 10. Minority-based racial politics in the 21st Century. The racial disparities in Education, Criminal Justice, Immigration, and people of color. Chapter 10 Readings. An Open Letter on Behalf of Undocumented Immigrants by Stephen Balkaran. Harvard Journal of Hispanic Policy Fall 2019
Prison Incarceration Rates and discontinued racial disparities.
Documentary: 13th
https://www.youtube.com/watch?v=krfcq5pF8u8&t=404s

Immigration Documentary. **Families in Crisis: Illegal Immigration**

https://www.youtube.com/watch?v=kadMi7ijna4

Chapter Objectives.
1-Describe and apply concepts on the creation of Public Policy Immigration-Criminal Justice and the impact on ethnic groups. DACA and Immigration. 2020.
2-Articulate the color of the current Immigration debate
3 Articulate and describe the mass incarceration of people of color and the impact on society

EXAM 2-This will be a 7-8 Page Research Paper

WEEK 12. Chap 13. Minority-based politics at the National Level: Poverty, Black Lives Matters Movement. The Struggle Continues; The Future of African American Politics and Civil Rights: How far have we reached? Racial Profiling How far do we have to go?

Documentary. Black Lives Matter
https://www.youtube.com/watch?v=tgFI0phqRIY

Documentary. Charlottesville Race Riots 2018
https://www.youtube.com/watch?v=RIrcB1sAN8I&t=16s

Article. Race in the 21st century.

https://time.com/5851855/systemic-racism-america/

Chapter Objectives.
1-Describe and apply concepts relating to the study of the American government to current events-Black Lives Matter, the Criminal Justice System, race-based policies in the 21st century, and its impact on the modern-day American political process.

2- Describe and apply concepts relating to the study of the American government to current events-Black Lives Matter, the Criminal Justice System, race-based policies in the 21st century, and its impact on the modern-day American political process.

WEEK 13. The Future of Race in America: Overview. Reading: President Obama Inaugural Address 20th January 2009 and his Race Speech, Philadelphia, PA
Where are we and have, we made progress?
https://www.youtube.com/watch?v=z0oD3zyUh38

Chapter Objectives.
1-Describe and articulate the future of race relations in America
2-Describe the continued struggle for equality and Civil Rights: How far have we reached? How far do we have to go?

WEEK 14. Review for Final Exam

- The Final Exam will be a 7-8 pages research paper on any of the Race-Political Science topics provided and will be 25% of your final grade. The essay will be graded out of 100 points. Please see attached rubric
- The exam will Open on Week 15 and students will have 2 weeks to work on their research paper, which is due on the last day of class via canvas. December 1, at 5.00 pm
- See attached rubric for this assignment

General Review. **Final Research Paper Due. Dec 1st. APA Style. 25% of Grade**.

Exams: There will be 2 exams, both will be a research paper, and the other will be a final research paper, along with the Online Discussions. Topics will be on Segregation and Civil Rights. etc.

Mid-Term Exams: Week 6 and 10. Online MIDTERM TEST. Instructions and due dates will be given in class. Makeup or Late exams will be determined by the Instructor and Student at a future date.

Final Research Paper:

Each student will be required to write a typed, double-spaced (7-9) pages (minimum) paper. The research paper can be any of the issues we have discussed in class, e.g., the Civil Rights Movement, the Future of Race relations, etc. APA Style. Late papers will receive a grade deduction
Please note that Turn-In will be required for the research paper

Class Lectures: Lectures will be based on notes, PowerPoints, documentaries, and prerecorded commentaries. THIS IS A FULLY ONLINE CLASS

Weekly Assignment/Discussion: Participation will be mandatory

Sample Question: The Civil Rights movement is a response to American terrorism against African Americans for the past 250 years. I wonder if Dr. King realized his work and movement will have a huge impact on American History. Would he be happy today? I will love to hear your comments

Sample Answer: I do believe that Dr. King realized that his work would make an impact on American History, Dr. King's goal at that time was to have non-violent marches to give African Americans advancements in their civil rights, to be in a society free of discrimination and equality. Dr. King worked day and night and risked his life on an everyday basis to get his voice heard for equality for African Americans, by doing this he was working on long-term goals for his people which made a significant impact on blacks and whites. For example, Dr. King's "I Have a Dream" speech portrays racial equality as a continual journey to racial progress meaning not just in the present time of 1963 but beyond. Dr. King knew that his beliefs and words would impact America and Americans for generations to come.

The answer that will NOT be graded: Yes, I agree.

Description of Learning Activities: Students will:

1-Participate in online lectures and be prepared to participate in online discussion of reading
2-Be prepared for online quizzes and tests on the material covered in class and lectures
3-Research assigned online topics
4-Complete online class assignments on time

Class Website:
Materials used for classes will be available on UCF Web courses for download before each class. I

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 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.
3. Commercial Use of Academic Material: Selling of course material to another person, or 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.
4. Falsifying or misrepresenting the student's 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 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

Students with Special Testing/Learning Needs:
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty, and the student may be warranted to ensure an accessible course experience.

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

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.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on a link from the menu on left).
- To stay informed about emergencies, 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 emergencies 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). **Student & Faculty Communication and Processes:**

Good communication between students and their instructors can make a big difference in academic experiences. If a student has a question or problem with the course or an assignment, they should always try to talk to their instructor first. Email is probably the best way of communicating with students, I will respond to all emails and questions within 24 hours.

Notes: The instructor reserves the right to modify this syllabus should the need arise.

POS 3703:
Scope & Methods of Political Science
(3 Credit Hours)
University of Central Florida – Fall 2022
Meeting Times: Tuesdays & Thursdays: 12:00 - 1:15 PM
Meeting Location: HPH 310

Instructor Information
Salah Ben Hammou
Email: salah.benhammou@ucf.edu or through Webcourses.
Website: http://www.salahbenhammou.wordpress.com
Office Hours: M & W (10:00 am - 12:00 pm via Zoom) or by appointment.

Course Description: Welcome! This course will introduce you to the world of political science research and how political scientists conduct quantitative research. Specifically, we will focus on the logic of research design, measurement, constructing hypotheses, and data analysis. In addition to learning the logic of research, you will also gain experience in using Stata – a software for statistical analysis – to analyze data.

Catalog Description: The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology

Student Learning Objectives: Students who have successfully completed this course will have obtained an understanding of:

- What political science research means
- How the scientific method is used in social science more generally
- How political scientists conduct quantitative research
- How to analyze data
- How to use statistical software like Stata

COURSE REQUIREMENTS & CORE STATEMENTS

Course Design: This course is a combination of lectures and hands-on lab work using Stata. Generally speaking – aside from the first week – each week will have Tuesdays dedicated to lectures over the theoretical aspects of political science research and Thursdays will be dedicated to working in the lab with Stata. Students will begin lab assignments in class on Thursday and will have until Sunday at 11:59 PM to turn in the assignment. In addition, students will have weekly quizzes that will open on Wednesday at 11 AM and will be due on Friday at 11:59 PM. There will be a midterm exam and a final exam. The class is structured as such to ensure that students understand the theoretical foundations of research while also getting practical experience with data analysis.

Required Materials:

- *The Essentials of Political Analysis*. 6th Edition. by Phillip H. Pollock III and Barry C. Edwards. *Sage Publishing*. 2019.
- *A Stata Companion to Political Analysis*. 4th Edition. by Phillip H. Pollock III and Barry C. Edwards. *Sage Publishing*. 2018.

Grading: Students will be evaluated and graded according to the following scale:

Attendance (10%)
Weekly Lab Assignments (15%)
Weekly Quizzes (15%)
Mid-Term Exam (30%)
Final Exam (30%)

A: 90.00-100.00
B+: 85.00-89.99
B: 80.00-84.99
C+: 75.00-79.99
C: 70.00-74.99
D+: 65.00-69.99
D: 60.00-64.99
F: 0-59.99

Attendance: Given the technicality of this course, students are required to attend each class session to succeed. This is especially relevant for Thursdays as I will spend time demonstrating how to use Stata and working through examples during this time. This is also your chance to ask me questions in-person while working on your lab assignment if there's time at the end of the class to start assignments.

With that being said, I allow **up to two** absences with no penalty towards your attendance grade. Life often gets in the way and the structure of the classroom should reflect that. **You will still be responsible for the material on the days you are absent.** If you need an additional absence for emergency reasons, I highly encourage students to speak with me. **You will still be responsible for the material on the days you are absent.**

Weekly Lab Assignments: Each week, students will be responsible for completing lab assignments using Stata. The assignments will be based on selections from *The Stata Companion* workbook and will be assigned each Thursday in class. Students will have until Sunday at 11:59 PM to turn in the assignment via Webcourses. At the end of the semester, I will drop your lowest lab assignment grade.

Weekly Quizzes: Students will be required to complete weekly quizzes on the theoretical aspects of political science research, accessed through Webcourses. These quizzes will open on

Wednesday at 11:00 AM and will focus on the material covered during the Tuesday session *and* the assigned reading. **Students are expected to come to class having read the material beforehand.** Students will have until Friday at 11:59 PM to complete the assignments. At the end of the semester, I will drop your lowest quiz grade.

Mid-Term Exam: Students will be required to take an in-class Midterm exam covering both the theoretical and lab-based topics of the class. More information on the exam will be provided as we approach the exam date.

Final Exam: Students will be required to take an in-class Final exam covering both the theoretical and lab-based topics of the class. More information on the exam will be provided as we approach the exam date.

Late Assignments: Students are responsible for punctually turning in assignments. However, if students are facing pressing circumstances that impede upon their ability to turn in their assignments on time, I encourage them to come speak to me and I will allow an extension up to one week after the due date except for the Midterm & Final Exam **ONE TIME**. **This needs to be communicated to me *prior* to the due date and not afterwards.** For students who do not communicate with me, I allow a grace period of 24 hours to turn in the assignment after the due date with no penalty **BUT THIS WILL ONLY BE ALLOWED TO EACH STUDENT TWICE (this does not apply to Midterms, Finals, or Extra Credit)**. Anything beyond 24 hours will be marked down by 10 points for every day it is late.

Extra Credit: As a rule, I do not offer extra credit assignments for this course – especially given the leniency with dropping students' lowest assignment grades. **However, students can earn an extra five (5) points if they link their favorite song on the Webcourses assignment by Sunday, August 28 at 11:59 PM.** I'll then comply all the songs into a course playlist, which I'll make available on Webcourses via Spotify.

Additional Resources: In addition to the reading materials, I highly recommend that students visit the following website: https://edge.sagepub.com/pollock to engage with the free online material related to the *Essentials* book. This includes recorded video lectures on each chapter in the book, practice quizzes, and eFlashcards. Although not required, using this resource will absolutely sharpen your understanding of the course material and help your grade out.

Electronic Devices: I have absolutely no issue with the use of electronic devices to take notes as long as you remain engaged in the classroom. Please do not let devices distract you, your peers, or me during a class session. I ask that you keep cellphones on vibrate or silent during the duration of a class.

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

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7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements

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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.

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- 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."
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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 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.

*****Syllabus is subject to change at the instructor's discretion. Any changes will be announced in class and on Webcourses.***

COURSE SCHEDULE

Week 1. Introduction Week

- **Tuesday, August 23** – Syllabus Overview (No readings required)
- **Thursday, August 25 –** What is Political Analysis? (No readings required)
    - Friday, August 26 – Academic Activity quiz due at 11:59 PM.
    - Sunday, August 28 – Extra Credit assignment due at 11:59 PM.

Week 2. Concepts & Measurement

- **Tuesday, August 30 –** Lecture on Concepts & Measurement (Read *Essentials*, Ch. 1)
- **Thursday, September 1 –** Lecture/Lab on Getting into Stata (Read *Companion*, Ch 1&2)
    - Friday, September 2 – Quiz 1 due at 11:59 PM
    - Sunday, September 4 – Lab 1 due at 11:59 PM.

Week 3. Understanding Variables Pt. 1

- **Tuesday, September 6 –** Lecture on Understanding Variables Pt. 1 (Read *Essentials,* Ch 2)
- **Thursday, September 8 –** No in-person, watch virtual lecture (Instructor out of town for a conference)
    - Friday, September 9 – Quiz 2 due at 11:59 PM.
    - Sunday, September 11 – Reflection assignment due at 11:59 PM.

Week 4. Understanding Variables Pt. 2

- **Tuesday, September 13 –** Lecture on Understanding Variables Pt. 2 (Review *Essentials*, Ch. 2)
- **Thursday, September 15 –** Lecture/Lab in Stata (Read *Companion*, Ch 3)
    - Friday, September 16 – Quiz 3 due at 11:59 PM.
    - Sunday, September 18 – Lab 2 due at 11:59 PM.

Week 5. Explanations, Hypotheses, and Comparisons

- **Tuesday, September 20 –** Lecture on Explanations, Hypotheses, and Comparisons (Read *Essentials*, Ch. 3)
- **Thursday, September 22 –** Lecture/Lab in Stata (Read *Companion*, Ch 4)
    - Friday, September 23 – Quiz 4 due at 11:59 PM.
    - Sunday, September 25 – Lab 3 due at 11:59 PM.

Week 6. Research Design

- **Tuesday, September 27** – Lecture on Research Design (Read *Essentials*, Ch. 4)
- **Thursday, September 29** – Lecture/Lab in Stata (Review *Companion*, Ch 4)
    - Friday, September 30 – Quiz 5 due at 11:59 PM.
    - Sunday, October 2 – Lab 4 due at 11:59 PM.

Week 7. Midterm Week

- **Tuesday, October 4** – Lecture on Midterm review (Review previous lecture slides)
- **Thursday, October 6 –** Midterm exam (no readings)

Week 8. Making Controlled Comparisons

- **Tuesday, October 11** – Lecture on Controlled Comparisons (Read *Essentials*, Ch. 5)
- **Thursday, October 13** – Lecture/Lab in Stata (Read *Companion*, Ch 5)
    - Friday, October 15 – Quiz 6 due at 11:59 PM.
    - Sunday, October 16 – Lab 5 due at 11:59 PM.

Week 9. Foundations of Statistical Inference

- **Tuesday, October 18 –** Lecture on Statistical Inference (Read *Essentials,* Ch. 6)
- **Thursday, October 20 –** Lecture/Lab in Stata (Read *Companion*, Ch 6)
    - Friday, October 21 – Quiz 7 due at 11:59 PM.
    - Sunday, October 23 – Lab 6 due at 11:59 PM.

Week 10. Test of Significance & Measures of Association Pt. 1

- **Tuesday, October 25** – Lecture on Tests of Significance & Measures of Association (Read *Essentials*, Ch. 7)
- **Thursday, October 27 –** Lecture/Lab in Stata (Read *Companion*, Ch 7)
    - Friday, October 28 – Quiz 8 due at 11:59 PM.
    - Friday, October 28 – Withdrawal deadline.

Week 11. Test of Significance & Measures of Association Pt. 2

- **Tuesday, November 1** – Lecture on Tests of Significance (Review *Essentials*, Ch. 7)
- **Thursday, November 3** – Lecture/Lab in Stata (Review *Companion*, Ch 7)
    - Friday, November 4 – Quiz 9 due at 11:59 PM
    - Sunday, November 6 – Lab 8 due at 11:59 PM.

Week 12. Linear Regression pt. 1

- **Tuesday, November 8** – Lecture on Linear Regression (Read *Essentials*, Ch. 8)
- **Thursday, November 10** – Lecture/Lab in Stata (Read *Companion*, Ch. 8)
    - Friday, November 11 – Quiz 10 due at 11:59 PM.
    - Sunday, November 13 – Lab 9 due at 11:59 PM.

Week 13. Linear Regression pt. 2 & Reading a Journal Article

- **Tuesday, November 15 –** Lecture on Reviewing Linear Regression (Review *Essentials*, Ch. 9)
- **Thursday, November 17** – Lecture on Reading a Journal Article (Read article uploaded in Webcourses)
    - Friday, November 18 – Quiz 11 due at 11:59 PM.
    - Sunday, November 20 – Lab 10 due at 11:59 PM.

Week 14. Final Exam Review Pt. 1

- **Tuesday, November 22** – Reviewing Theoretical Foundations (Review lecture slides)
- **Thursday, November 24** – Reviewing Stata (Review lecture slides)

Week 15. Final Exam Review Pt. 2

- **Tuesday, November 29** – Reviewing Theoretical Foundations (Review lecture slides)
- **Thursday, December 1** – Reviewing Stata (Review lecture slides)

FINAL EXAM:
Thursday, December 8, 2022
10:00 AM – 12:50 PM

***Syllabus is subject to change at the instructor's discretion. Any changes will be announced in class and on Webcourses.*

INR 4401
INTERNATIONAL LAW

Dr. Robert L. Bledsoe
11:30-12:20MWF
CB1-319
robert.bledsoe@ucf.edu

OFFICE: Phillips Hall 102"B"
HOURS: 9:00-10:00;1:00-3:00MWF

COURSE OUTLINE

1. **Course Objectives**. This one semester course on international law is designed to:
   (1) introduce you to the nature and sources of international law; how that law developed; and how it relates to municipal law;
   (2) gain an understanding of the role of law and international organizations in aiding both stability and peaceful change in the international system;
   (3) familiarize you with the legal principles which create the subjects of international law and govern their succession or demise;
   (4) examine the rights and duties of the subjects of international law;
   (5) suggest how individuals fit into the scheme of things;
   (6) introduce you to the legal principles, customs, and norms which govern national jurisdiction over spatial domain and problems in extraterritorial jurisdiction;
   (7) introduce you to the legal principles, customs, and norms which govern nations during the course of their international transactions through diplomacy and treaties;
   (8) 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;
   (9) gain insight into how international law has been instrumental in improving both the human and global environment.

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.

2. **Course Requirements**. The course will consist of a series of lectures focusing upon the topics and issues outlined in Section 5. You are encouraged to ask questions, inject personal observations, and challenge the assertions of the professor. Attend all class meetings. While no formal record of attendance is kept, you will find that failure to attend class will soon be reflected in your course performance, as lecture material will often not be found in your reading assignments. **Read** and **master** the material in the assignments. These are found in the sole textbook for the course:

> Gerhard von Glahn and James Larry Taulbee, *Law Among Nations: An Introduction to Public International Law.* 11th ed. Routledge. 2017.

Reading the assignments and keeping up with the lectures is your responsibility. No specific pages of reading will be given from one lecture to another. Pace yourself according to the topics under consideration during lecture periods.

In addition, there may be select videos to review.

We have a site on Webcourses@ucf.edu and you have an initial assignment to complete there, so log in and review. All grades will be posted there as well as announcements, updates, links to other materials, etc.

Case Brief. During the course, you will present a case brief to the class. Cases will be assigned in advance of the class period during which they will be presented. It is important that you are in class to present your brief, as they serve to illustrate major points made during the lecture and do the class no good if they are tardy. No make-up briefs will be assigned for those who are absent or not prepared when they are called upon to present their assigned case. A sample brief has been provided to you on our Announcements page in Webcourses so you can see what one looks like. The goal is to limit it to less than one page. Once presented, your **typed** brief is to be entered in Assignments on our course web page for grading. All students should keep track of the point of law when a case is being read to the class, as the briefs will not be available to students later on since students keep stealing the folder and thus it is not available for others in the class. A briefing cases tutorial can be found at https://www.lib.jjay.cuny.edu/how-to/brief-a-case.

3. **Examinations**. There will be four examinations during the

course. All will consist of short answer questions dealing with legal concepts, principles, points of law, hypothetical situations, themes, and case identification and briefing. The final examination is **not cumulative**. Each exam will cover that portion of the material outlined in Section 5. Exams are scheduled as follows and will be held at the normal class time and meeting place:

(1) **Monday, September 19**
(2) **Wednesday, October 12**
(3) **Monday, November 7**

The final examination will be held at the normal class meeting place from **10-12:50, Wednesday Dec. 7**. Please provide me with four (4) examination booklets ("blue books" or “green books”) at your earliest convenience. They can be purchased at the Bookstore and will be used to write your answers on exam days. Please make sure they are not crumbled, stained, etc. Would you want to take an exam in one of them in that condition? Submitting exam booklets is a course requirement. Failure to do so will result in a letter grade reduction when term ends. **Attendance at examinations is mandatory. There are no makeup examinations save in cases of dire medical emergencies (documentation required)[going to the UCF Health Center with a headache is not a dire medical emergency]. In addition, after the first person has turned in their exam and left the room, no one who is tardy and arrives after that time will be allowed to take the exam. They will have missed the test.** All exams will be in pen (not pencil). Once an exam has begun, no one is allowed to leave the classroom for any reason (so be prepared ahead of time to remain for from 50 minutes to three hours when exams begin – perhaps limit your coffee or other liquids intake before coming for the exam?).

4. **Grades**. There are five possible grades for the course:

Exams	(4 x 30%)	= 120%
Case Brief		= 10%

Each student must have **three** exam grades to equal 90% of the course. (All students must do the briefing exercise.) This can be the highest three grades of the four examinations (plus the case brief); or three examinations (plus the case brief) and skipping an exam, including the final. Be very careful how you decide upon your options, as there are **no makeup exams** (either midterms or final – except as noted above). If you miss a test, you have dropped your lowest grade already. In no case is it wise to miss the first examination. Make your vacation plans for **after**

finals week.

Letter grades: 90-100 = A (NOTE: there will be no +/- grades)
80-89 = B
70-79 = C
60-69 = D
< 60 = F

5. **Assignments**. (Chapters in von Glahn/Taulbee)

I.	NATURE, DEVELOPMENT, AND SOURCES OF INTERNATIONAL LAW	Chptrs.1-3
II.	TREATIES	Chptr. 4
III.	PACIFIC SETTLEMENT	Chptr. 5
IV.	MUNICIPAL LAW AND INTERNATIONAL LAW	Chptr. 6

---First midterm (Monday, September 19)---

V.	SUBJECTS OF LAW/RECOGNITION	Chptr. 7
VI.	RIGHTS AND DUTIES OF STATES/SUCCESSION	Chptr. 8
VII.	NATIONALITY	Chptr. 9
VIII.	BASES OF JURISDICTION	Chptr. 10

---**Second midterm** (**Wednesday, October 12**)---
Note: Withdrawal deadline is Friday, October 28

IX.	STATE RESPONSIBILITY	Chptr. 11
X.	JURISDICTIONAL REGIMES	Chptrs.12-13
XI.	DIPLOMACY	Chptr. 14

---**Third midterm** (**Monday, November 7**)---

XII.	INTERNATIONAL CRIMINAL LAW	Chptr. 16
XIII	ENVIRONMENTAL LAW	Chptr. 18
XIV.	FORCE AND INTERNATIONAL LAW (pp.506-522&534-537)	Chptrs.19 20-22

---**Final exam** (**Wednesday, December 7**)---

WELCOME TO INTERNATIONAL LAW AND MAY YOU HAVE A SUCCESSFUL FALL SEMESTER

Note: The School of Politics, Security, and International Affairs has computer labs open to majors. There are posted open

lab times in HPH 310 and the computers in HPH 312 are available M-F from 8:00am-5:00pm.

Announcement Attachments: Guide to Finding and Briefing Cases
Sample of Case Brief
Glossary of Legal Terms

Some ground rules:

(1) Classroom
- no food or drinks (except water)
- no smoking
- use of laptops or tape recorders is ok but turn off beepers, pagers, cell phones, etc.
- if you are late, please come anyway but try not to be disruptive when entering the room
- **if you test positive for COVID, call the UCF COVID Line at 407-823-2509 and they will notify me and we can address the issue**

(2) Communications
- feel free to email me:
  - office – robert.bledsoe@ucf.edu
  - on our web site
- call me at the office but not at home
  - Main Campus(407-823-2608)
  - see me during office hours or call for appointment

(3) Exams
- 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
- final grades are not given out over the telephone nor by the Department staff. All your grades during the course are available through our Webcourse site. If you want any course materials returned, provide me ahead of time a stamped, addressed envelop

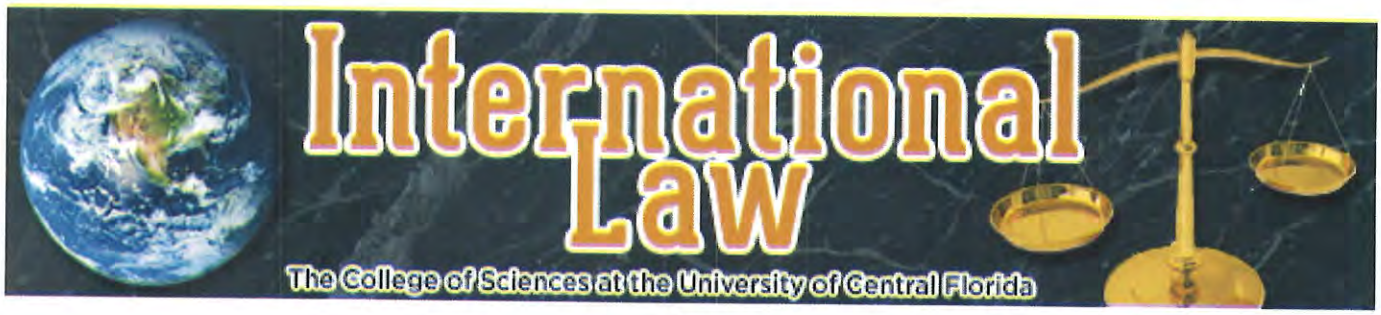
NOTE: Syllabus is subject to change during the semester at the discretion of the Instructor

For those of you that are interested in the law and/or thinking about law school, an informative introduction to the historical evolution of law, codes, courts, and why we have particular

statutes (heavily focused on the United States), in your “spare” time read Michael Roffer’s *The Law Book: From Hammurabi to the International Criminal Court, 200 Milestones in the History of Law*

And our School web page has lots of pre-law resources (a *Student Pre-Law Handbook*; webinars on finances, the LSAT, careers, etc.; 4-year and senior year checklists on things to do; and we have 5 pre-law advisers at your service – myself included)

Syllabus



Syllabus

Fall 2022

Instructor Contact

Instructor	Robert Bledsoe
Office	Main campus: Phillips Hall 102
Office Hours	9:00-10:00MWF 1:00-3:00MWF
Phone	Orlando campus: (407) 823-2608 (e-mail for phone scheduling)
E-mail	robert.bledsoe@ucf.edu (mailto:robert.bledsoe@ucf.edu)

Course Information

Course Name	INR 4401 -0W60 International Law
Credit Hours	3
Semester/Year	Fall 2022
Location	web-based

Our GTA support is provided by

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. The e-Book version of our textbook is ISBN 978-1-315-53413-8. A 12th edition has just come out. ISBN 9781032021546 It is not going to be any different for our course, so either edition will be fine.

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 are 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 reopenings of quizzes (without medical documentation). If you miss an essay assignment, a letter grade is deducted for each day you are late. Send your late essay assignment to me as an e-mail attachment. 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/)** 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* and this is available in our UCF Library online journals collection

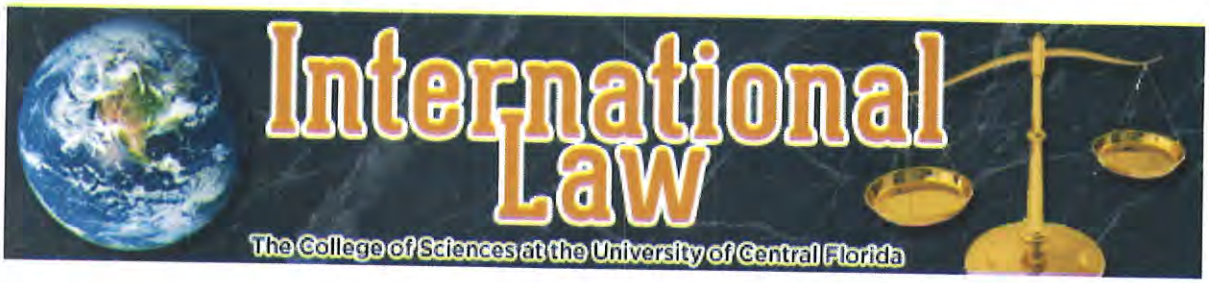
Institute for International Law and Justice (http://www.iilj.org/) at New York University

The Avalon Project (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)

(see also the Journals attachment in Announcements)

Schedule



Week/Date	Topic	Assignments	Due Dates
Week 1	Module 0: Introductory (opens 08/22/22)	• Complete 2-part Assignment (Case Brief; Introduction)	08/26/22 11:59pm
Weeks 2-3	Module 1: The Nature and Development of International Law (opens 08/22/22)	• Read Chapters 1, 2 • Take Chapters 1 and 2 Quizzes • Complete essay Assignment (Background)	09/11/22 11:59pm
Weeks 4-5	Module 2: Sources of International Law and Relationship to Municipal Law (opens 08/22/22)	• Read Chapters 3, 6 • Take Chapters 3 and 6 Quizzes • Complete Case Brief Assignment (Sources) • Complete Case Briefs Assignment (*Whitney v. Robertson*; *Tag v. Rogers*)	09/25/22 11:59pm
Weeks 6-7	Module 3: States and Their Rights and Duties (opens 08/22/22)	• Read Chapters 7,8 • Take Chapters 7 and 8 Quizzes • Complete essay Assignment (Kosovo)	10/09/22 11:59pm
Weeks 8-9	Module 4: Principles of Jurisdiction and State Responsibility (opens 08/22/22)	• Read Chapters 10,11 • Take Chapters 10 and 11 Quizzes • Complete essay Assignment (Hypothetical Scenario)	10/23/22 11:59pm

Weeks 10-11	Module 5: Law of the Sea; Diplomacy (opens 08/22/22)	• Read Chapters 12, 14 • Take Chapters 12 and 14 Quizzes • Complete essay Assignment (Diplomacy)	11/06/22 11:59pm
Weeks 12-15	Module 6: Environment; Criminal Law (opens 08/22/22)	• Read Chapters 16, 18 and pp. 593-600 • Take Chapters 16 and 18 Quizzes • Complete essay Assignment (ICC)	11/30/22 11:59pm
	There is no Final Exam		

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

Syllabus

Instructor Contact

Instructor	Robert Bledsoe
Office	Phillips Hall 102 "B"
Office Hours	9:00-10:00/1:00-3:00MWF
Phone	(407) 823-2608
E-mail	robert.bledsoe@ucf.edu

Course Information

Course Name	INR4404 - 0W60 Space Law
Credit Hours	3
Semester/Year	Fall 2022
Location	Web-based

Our GTA support is provided by

Course Description

PR: None. Space law is a one-semester course designed as an examination of the legal regime of

outer space and the identification of legal problems arising from human activity in space.

The scope of the course will be a blend of international space law and the national laws of space-faring states, as well as global, regional, and national institutions involved in this area. The methodology will be historical, institutional, policy, and legal analysis from public international law and comparative private international law (conflict of laws) perspectives. While useful to students desiring to go on to law school or graduate school, the primary purpose of the course (see Course Objectives) is to provide the basic tools for any student to better understand the legal influence upon human scientific, military, and commercial activity in outer space. But if you are going on to law school or graduate school and wish to study space in more detail, be sure to take your two textbooks with you as they will be very helpful.

Course Objectives

- acquaint the student with the legal problems which have arisen or are likely to arise out of human activities in outer space
- familiarize the student with the basic treaties that comprise the international legal regime of outer space

The primary purpose of the course is to nurture basic tools for you to better assess the complex environment of nature, politics, and technology as represented in the legal regime of outer space. These basic tools include critical thinking, appreciation of diversity, and accessing technology. **Critical thinking** is central to the analysis and assessment of the varied issues confronting humankind in dealing with outer space; **diversity** is key to understanding the varied interests of groups, countries, regions in dealing with those issues (as John Stuart Mill observed: "He who knows only his side of the case knows little of it"); and **technology** is an incredible door to introduce you to ideas you may never have before pondered.

Required Text

- There are two textbook for the course plus materials available online. The textbooks are: Matthew J. Kleiman, *The Little Book of Space Law.* American Bar Association (2013) ISBN 9781614388746 and Christopher D. Johnson, *Handbook for New Actors in Space.* Secure World Foundation (2017 edition) ISBN 9780692454138.

Supplemental Texts

- There are no supplemental texts for the course.

Course Requirements

The course will consist of a series of **Learning Modules** utilizing your textbooks and the

resources of the Web. Be sure to read the materials in each Module before proceeding to the Assignments and submitting your materials, as there is information in the Module that is not replicated in the Assignment description on your submission site.

Without the confines of scheduled class attendance, you must manage your time wisely. Refer to the **Schedule** (and the **Syllabus** on the left hand tool bar) for availability and due dates for elements of the course. In order to keep up, you should schedule yourself to do a Module every two weeks, giving yourself plenty of time to do the assignments. Putting off doing Assignments until the deadline will spell disaster for you - as systems do crash, personal matters do arise over which you have no control, and software will often not interface.

Missed Assignments/Make-Ups/Extra Credit

There should be no missed Assignments, since all are available for extended periods of time. 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. Once the deadline has passed, I will deduct a letter grade for each day the assignment is late (send it to me as an e-mail attachment). Be sure to put all deadlines on a calendar and compare it with your semester commitments such as regionals, away games, conferences, job commitments outside of the local area, etc. Be particularly careful of time differences if you are outside our local time zone and also don't overlook the time change on **Sunday (November 6)**. The entire course is available on the first day of the semester, so there is plenty of time to plan ahead for meeting deadlines. **If you text positive for COVID, call the UCF COVID Line at 407-823-2509 and they will inform me. We will deal with it as needed.**

Evaluation and Grading

The course grade is based upon completion of Module Assignments. If it is found that you are submitting work done by someone else, the minimum penalty will be a zero on the Assignment and persistent infractions will lead to academic disciplinary action (see Academic Honesty section below).

There are a total of 6 Assignments. Each Assignment is worth 100 points for a total of 500 points (you get to skip an assignment, including the final project, or do all assignments and drop you lowest grade). To calculate your course average, divide your total score by 500 and that will give you your average.

(there are no +/- letter grades)

Letter Grade	Points
A	90 -100 points
B	80-89 points

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

Assignment	Points
Assignment 1	100
Assignment 2	100
Assignment 3	100
Assignment 4	100
Assignment 5	100
Assignment 6	100
Total	500

Attendance Policy

This course is totally online. There are no classroom examinations, introductory sessions, etc.

Academic Honesty

Plagiarism and Cheating of any kind on an Assignment or Final Project 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. We will use Turnitin to monitor such behavior. 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. 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

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Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Schedule

Week/Date	Topic	Assignments	Due Dates
Week 1	Module 0: Introduction (opens 08/22/22)	**Introduction** (student audit) assignment	08/25/22 11:59pm
Weeks 2-3	Module 1: Outer Space Treaty (opens 08/22/22)	Read assigned materials Complete **Outer Space Treaty** essay Assignment	09/11/22 11:59pm
Weeks 4-5	Module 2: Rescue of Astronauts Agreement (opens 08/22/22)	Read assigned materials Complete **Rescue Agreement** essay Assignment	09/25/22 11:59pm
Weeks 6-7	Module 3: Liability Convention (opens 08/22/22)	Read assigned materials Complete **Liability Convention** essay Assignment	10/09/22 11:59pm
Weeks 8-9	Module 4: Registration Convention (opens 08/22/22)	Read assigned materials Complete **Registration Convention** essay Assignment	10/23/22 11:59pm

Weeks 10-11	Module 5: Moon Treaty (opens 08/22/22)	Read assigned materials Complete **Moon Treaty** essay Assignment	11/06/22
Weeks 12-15	Module 6: Domestic Issues (opens 08/22/22)	Read assigned materials Complete **Domestic Issues** Assignment	11/30/22 11:59pm

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

INR 2002
INTERNATIONAL RELATIONS THEORY AND PRACTICE

Dr. Robert L. Bledsoe
10:30-11:20MWF
CB1-319
robert.bledsoe@ucf.edu

OFFICE: Phillips Hall 102"B"
HOURS:9:00-10:00;1:00-3:00MWF
(or by appointment)

Course Outline

1. **Course Objectives.** This one semester course is designed to:
   (1) introduce you to the fundamentals of the international system;
   (2) gain awareness of how there can be differing views about that system
   (3) think critically about trends, processes, and issues;

The primary purpose of the course is to provide the basic tools for any student to better understand the world in which we live and how it is viewed from various lens/perspectives. It is part of the required core of the International and Global Studies major and one of the options for the International/Comparative track in the Political Science major.

2. **Course Requirements.** The course will consist of a series of lectures focusing upon the topics and issues outlined in Section 5. You are encouraged to ask questions, inject personal observations, and challenge the assertions of the professor. Attend all class meetings. While no formal record of attendance is kept, you will find that failure to attend class will soon be reflected in your course performance, as lecture material will often not be found in your reading assignments. **Read and master** the material in the assignments. These are found in the textbook for the course:

Karen A. Mingst and Heather Elko McKibben, *Essentials of International Relations.* 9th edition. Norton (2021). ISBN 9780393441703 (paperback) ISBN 9780393872033 (epub)

This is the only textbook required for the course. Reading the assignments and keeping up with the lectures is your responsibility. No specific pages of reading will be given from one lecture to another. Pace yourself according to the topics under consideration during lecture periods. In addition to the textbook, there will be video assignments.

We have a site on Webcourses@ucf.edu and you have an initial assignment to complete there, so log in and review. All grades will be posted there as well as announcements, updates, links to other materials, etc.

The School of Politics, Security, and International Affairs has scheduled open lab hours in HPH 310 and in HPH 312 computers are available from 8-5M-F.

Optional Research Project: You have the option of doing a debate project that can substitute for a missed or poor exam. The following are suggested topics:

Is the Paris Climate Change Agreement a Constructive Response to the Global Climate Crisis?
Is China Emerging as a Global or a Regional Power?
Is Nationalism a Constructive or Destabilizing Force?
Should the United States Continue Drone Strikes Overseas?
Is a Two-State Solution Viable for the Israeli-Palestinian Dispute?
Was the United States Justified in Attacking Iraq?
Is Globalization Good for the International System?
Should an International Piracy Court be Established?
Does Foreign Aid Help Third World Development?
Should the International Criminal Court be Abolished?
Is the World Trade Organization Obsolete?
Can Alternative Energy Sources Replace Fossil Fuels?
Should the High Seas be Closed to Fishing?
Should the Ban on Commercial Whaling be Maintained?
Can Offshore Aquaculture Replace Commercial Fishing?
Should the United States Join the Mine Ban Treaty?
Is the Chinese Belt and Road Initiative a Global Threat?
Is China's South China Seas Claim Defensible?
Should Plastics be Banned?
Should Arctic Development be Banned?
Should Population Growth be Regulated?
Should Taiwan Become an Independent Country?
Should Puerto Rico Become a State?

This list is not exhaustive but you must clear suggested topics not on the list with the instructor. You will research and present **both sides** of the debate for your selected topic in a 4-8 page (suggested) typed, footnoted, double-spaced paper with bibliography. The deadline for you e-mailing me your **topic** is **Friday, Sept. 9th at 11:59pm**. The deadline for submitting your **finished product** is **Friday, Nov. 18th at 11:59pm**. You can quit the optional project at any time but cannot decide to do one after the Sept. 10th deadline.

3. **Examinations.** There will be four (4) examinations during the course, in which you will draw upon the materials in the chapters, lectures, and videos. Each exam will cover that portion of the material outlined in Section 5 and the format for the exams will consist of a series of short answer questions dealing with concepts, theories, principles, and issues. Exams are tentatively scheduled as follows and will be held at the normal class time and meeting place:

(1) **Wednesday, September 21**
(2) **Friday, October 14**
(3) **Wednesday, November 9**

The final exam (noncumulative) will be held at the normal class meeting place from **10:00am-12:50pm, Monday, December 5**. Please provide me with 4 examination booklets ("blue books" or "green books") at your earliest convenience but at least prior to the first midterm exam. Bring all booklets at one time, with your name in the upper right corner of one of the bluebooks so I can check you off the role for having completed this requirement. Failure to comply with this requirement will result in you being docked one letter grade at the end of the term for failing to complete a course requirement. Exam booklets can be purchased at the Bookstore and will be used to write your answers on exam days. Please be sure they are not crumbled, stained, etc. Would you want to take an exam in one of them in that condition? **Attendance at exams is mandatory. There are no makeup exams save in medical emergencies for which there needs to be documentation {having a headache and going to the Student Health Service does not fit this requirement and if you are going away for regionals, games, etc. and won't be back until Sunday evening, then prepare ahead of time for the exam). In addition, after the first person has turned in their exam and left the room, no one who is tardy and arrives after that time will be allowed to take the exam.** They will have missed the test. All exams will be in pen (not pencil). Once an exam has begun, no one is allowed to leave the classroom for any reason (so be prepared ahead of time to remain for from 50 minutes to 3 hours when exams begin [e.g., watch out how much coffee you drink before the exam]).

4. **Grades.** There are five (5) possible grades for the course:

Exams	(4 x 25%) = 100%
Debate Project	(25%)= 25%

Each student must have **four (4)** grades to equal 100% of the course. This can be all four examinations and no debate paper; or all four exams and the debate paper (dropping the lowest grade); or three exams and the debate paper (substituting for a missed exam or the final exam). Be very careful how you decide upon your options, as there are **no makeup exams** (either midterms or final – except as noted above). If you miss an exam, you have dropped your lowest grade already. In no case is it wise to miss the first exam (that is where you find out what the Instructor feels is important to remember and guides you for studying for subsequent exams).

Letter grades:	90-100 = A	(Note: there will be no +/- grades)
	80-89 = B	
	70-79 = C	
	60-69 = D	
	< 60 = F	

5. **Assignments.** (Chapters in Mingst and McKibben)
(YT=Youtube https://www.youtube.com/watch?v=)

I. **Introduction to and Evolution of IR** Chptrs. 1-2

Steve Smith, "Bringing International Relations Theory to Life" YT =zvKRAd9bOzU
Rhonda Callaway, "Major Theories" YT =UUOIks1arFQ

II. **Theories of International Relations** Chptr. 3
John Mearsheimer, "Structural Realism" YT =RX11Dh6rD18
"International Relations – Liberal Theory" YT =7D5FNrqT5dM
"International Relations – Feminism and IR" YT =ajAWGztPUiU
Feminist theory http://www.theory-talks.org/2009/04/theory-talk-28html
"Constructivism" YT =kYU9UfkV_XI
"Constructivism" YT =3WLJc9JYbsE
"Constructivism" YT = ArQuWRXhDig

---First exam (Wednesday, September 21)---

III. **Levels of Analysis/The State** Chptrs. 4-5

IV. **International Security** Chptr. 6
Robert Glover, "International Security" YT =wamEMbCaoaO
Stefan Wolff, "International Security" YT =wNLbo_eJQrw

---Second exam (Friday, October 14)---
Note: withdrawal deadline is Friday, October 28

V. **International Law and Organization** Chptrs. 7&9

VI. **Global Economy and Development** Chptr. 8
Brian Urlacher, "Theories of International Political Economy"
YT = FvRkFsabsyU

---Third exam (Wednesday, November 9)---

VII. **Global Issue and the Future** Chptrs. 10-12
Michael Rossi, "The Challenge of International Terrorism"
YT =WznOvObDk68

---Final exam (Monday, December 5)---

WELCOME TO INTERNATIONAL RELATIONS AND MAY YOU HAVE A SUCCESSFUL FALL SEMESTER

Some Ground Rules:

(1) For in the classroom
no food or drinks (water is ok)

no smoking
turn off beepers, pagers, cell phones, etc.
laptops are permitted
tape recorders are permitted but not encouraged
if you are late, please come in anyway but try not to be disruptive when entering the room
if you test positive for COVID, call the UCF COVID Line at 407-823-2509 and they will alert me and we will make arrangements

(2) Communications

feel free to email me
office – robert.bledsoe@ucf.edu
Canvas online Course page
(note that both preserve confidentiality)
call me at the office
Main campus (407) 823-2608
see me during office hours or by appointment (see telephone number above)

(3) Exams

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. Once exam has started you may not leave until you are finished and hand in your exam (plan ahead for how much liquid you intake before the exam).
final grades are not posted and will not be given out over the telephone nor by the Department staff. I will be happy to let you know your final exam score, course average, and course grade plus any materials that you wish returned if you provide me ahead of time a stamped, addressed envelop (large if you want any course materials returned). Midterm exam grades will be posted on our Canvas online Course on Grades as will the final course grade.

NOTE: Syllabus is subject to change during the semester at the discretion of the Instructor

INR 4084
Politics of International Terrorism
Fall 2022

Instructor: Andrew Boutton

Office: 302 Howard Phillips Hall

Office Hours: TR 10-12

Email: andrew.boutton@ucf.edu

Time: TR 1:30 - 2:45

Place: BA 1, rm. 225

Overview

Concern about terrorism is a relatively recent development for US officials and citizens, having increased significantly since the early 1970s (and particularly since the September 11 attacks). However, for many countries around the world, terrorism has been a persistent security concern—even a fact of daily life—for much of the past 150 years, and probably longer. Today, there are perhaps only a handful of countries for which terrorism is not a factor in one form or another. In many others, terrorist groups conduct decades-long campaigns, hold and govern territory, and often kill thousands of people in the process.

We will begin this course by discussing what exactly constitutes terrorism, as the definition has become heavily politicized and is often a point of contention. We will then discuss the history and evolution of terrorism over time. Then, we will move from individual- and group-level motivations for terrorism to a variety of issues including state sponsorship the effect of terrorism on politics. We will finish by covering counterterrorism strategies and some contemporary cases of terrorism.

This is an upper-level course, and thus will be both reading- and writing-intensive. You should be prepared to keep up with the reading and written assignments throughout the semester. In addition, stories and events related to terrorism are in the news on a daily basis, and we'll discuss many of them directly in class. Therefore, I strongly suggest that you keep up with current international events as well. This will put you in a better position to do well on exams and quizzes, and also to earn participation points in class. A good place to start is the *World* section of the New York Times website, but please ask me if you're interested in additional recommendations.

Objectives

This is not a history class, or even one about current events. The overarching goal of this class is to develop broad knowledge about general patterns and regularities of terrorism, and then be able to apply them to specific cases. Specifically, by the end of the course, you should be able to:

1. Critically engage with the concept of terrorism, addressing the question of who or what makes a terrorist and why the specific definition matters.

2. Understand the psychological and strategic aspects undergirding the use of terrorism as a violent political tactic.
3. Grasp the linkages between the use of terrorism and various other political dynamics, such as economic performance, regime type, civil war, state instability, and repression.
4. Examine the nuanced public response to terrorism, including the role of the media, and the way in which preexisting beliefs condition political attitudes and voting in terrorism's wake.
5. Appreciate the difficult challenges democracies face in fighting terrorism; grappling with how to balance issues of human rights, civil liberties, openness, and respect for life and protect national security and reducing terrorist violence.
6. Recognize emerging threats from terrorism and develop informed views regarding potential strategies or policies states can pursue to mitigate these threats, while still preserving or upholding other important values and goals.

Materials

You will need to acquire the following books for this class:

> Chenoweth, Erica, and Pauline Moore. 2018. *The Politics of Terror*. New York: Oxford University Press
>
> Crenshaw, Martha, and Gary LaFree. 2017. *Countering Terrorism* Washington DC: Brookings Institution Press.

They are in stock at university bookstores, but you may be able to find them for less online. The remainder of the readings will consist of academic articles, selections from books, or online newspapers. Links to some of them can be found in the PDF of the syllabus, and I'll make the others available to you via Webcourses.

Grading:

The overall grade for this class will consist of three different categories of assignment: short papers, quizzes, participation, and final paper. These are explained in more detail below. The value of each assignment varies, but the total value of all assignments is 500 points. Thus, your final grade is based directly upon how many of the 500 points you earn throughout the semester.

Short response papers: 150 points (2 @ 75 points each)

During this semester, we will watch two in-class documentaries on terrorism and counterterrorism. After watching each film, students will write a short (i.e., +/- 1,500 words each) paper that describes 1) a key dilemma or challenge highlighted by the film; and 2) potential suggestions or solutions for policy-makers dealing with that issue. These papers will serve as lower-stakes "practice" for your final policy papers due at the end of the semester. Due dates for the response papers are

- October 3
- November 1

Please follow the Chicago Manual of Style's citation guide when citing sources.

Quizzes: 100 points (5 @ 20 points each)

There will be a total of five (5) quizzes throughout the semester that will be given in-class and without prior warning. These will typically consist of 2-4 short-answer questions taken directly from the reading assigned for that class day. Thus, you should read the assigned material, carefully, *before* the start of each class period. Each quiz will be worth 20 points.

Final Policy Paper: 125 points

The final project for this class will be an individually-written policy-oriented paper. It should be approximately 2,000-2,500 words (about 6 pages) and address a contemporary policy debate in the study of terrorism. It may or may not be something we have covered in the class; I will provide a list of potential topics later in the semester. In the paper, students should take a position on the selected issue, advocate for a concrete policy idea that will address the challenge by constructing a persuasive and coherent argument and citing relevant articles and data to support your position. The final paper is due on Monday, December 5 on Webcourses.

Participation

The course will be conducted as a seminar in which student participation is central. In fact, the quality of your experience in the class is, in part, dependent on your active, in-class engagement with the material alongside your classmates. It is therefore important that you come to class prepared each week, having read the readings carefully and being prepared to discuss them. As such, each student will receive a participation grade made up of three components:

1. **Attendance:** All students are expected to regularly attend class. If you need to miss a class due to a university-approved reason, please let me know ahead of time and we can plan for anything you will miss.

2. **In-class participation:** Students are expected to ask/answer questions in class and be actively involved in group activities and discussions. If you are concerned about your ability to actively speak in class dialogues, please come talk to me early in the semester.

3. **Weekly discussion questions:** All students are required to submit three questions (clarifying or substantive) on the readings each week on Canvas, by 11:55pm the night before class. These questions will be used to inform the lecture slides and direct discussion during class.

The table below shows the thresholds I will use for letter grades:

Late work

You may submit late work without a university excuse up to four (4) days after the due date, but with a **15% deduction per day from your grade** on that assignment. I will not accept anything beyond four days past the deadline.

Make-up policy

If you are unable to take an exam due to an emergency or a university-approved scheduling conflict, you must let me know as soon as possible and provide the relevant documentation. I will try to be as accommodating as possible for students [mark "D" on the syllabus quiz] with legitimate conflicts, but as a general rule, I will only consider allowing make-up exams if you contact me ahead of time (email is fine). Make-up exams should be taken within one (1) week of the original exam date, and will not be given before the exam date.

Letter grade	Percentage (out of 500 points)
A	94-100
A-	90-93
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

Grade rounding

Final grades will be rounded up to the nearest whole number if and only if the grade is within 0.5 points of the next highest whole number. For example, a grade of 89.5 will be rounded to 90, but a grade of 89.49 will not be. There will be no discussion on this point. I realize this may be frustrating in some cases, but you are all adults, and the line must be drawn somewhere. One additional consequence of my participation policy (discussed above) is that I will not entertain ***any*** end-of-semester requests for extra credit or for grades to be rounded up.

Plagiarism

The penalty for plagiarism and "cheating" of any kind may vary, but as a general rule, plagiarism will result in a 0 for the assignment and may result in an F for the entire class, depending on the severity of the case. Particularly egregious instances may be referred to the Office of Student Conduct if further action is needed. Despite what some students seem to think, plagiarism is quite easy to detect. Fortunately, it is also very easy to avoid by citing your sources correctly. For this class, please follow the Chicago Manual of Style's citation guide.

Email

I am generally available via email to answer questions about the class, readings, or assignments. You can email me directly at andrew.boutton@ucf.edu or via the email feature in Webcourses. ***If you email me directly, please put the course number in the subject line***. I will make every effort to respond to emails within 48 hours of receiving them..

Course Schedule:[1]

Week 1: Introduction

August 23: *Course intro*

August 25: *The War on Terror*

- Byman, Daniel. 2019. "It's hard to commemorate 9/11 if you don't understand it." Foreign Policy.
- Bapat, Navin. 2021. "The end of the 'War on Terror'" Political Violence at a Glance. August 23

Week 2: What is terrorism?

August 30: *Definitions*

- Chenoweth & Moore Ch 1; pp 201-202; box 7.3 on pg. 214
- Moghadam, Berger, & Beliakova. 2014. "Say terrorist, think insurgent: Labeling and analyzing contemporary terrorist actors" Perspectives on Terrorism, 8(5)

September 1: *Defining and classifying terrorists*

- D'Orazio & Salehyan "Who is a terrorist?" International Interactions, 44(6): 1017-1039
- Ganor, Boaz. 2002. "Defining terrorism: Is one man's terrorist another man's freedom fighter?." Police Practice and Research 3(4): 287-304.

Week 3: Terrorism in history

September 6: *Origins*

- Hoffman, Bruce. Inside Terrorism. Columbia University Press, 2006. Chapter 2: Origins of Contemporary Terrorism.

September 8: *Historical Waves of Terrorism*

- Rapoport, David C. 2004. "Four waves of modern terrorism"
- Shugart, William. 2006. "An analytical history of terrorism" Public Choice, 128(1)

Week 4: Causes of terrorism

September 13: *Structural factors*

- Chenoweth & Moore, Ch 6

September 15: *Preconditions and precipitants*

- Crenshaw, Martha. 1981. "The causes of terrorism" Comparative Politics 13(4): 379-399.

Week 5: Causes of terrorism II

September 20: *Psychological factors*

- Chenoweth & Moore Ch. 4
- Victoroff, Jeff. 2005. "The mind of the terrorist: A review and critique of psychological approaches." Journal of Conflict Resolution 49(1): 3-42

September 22: *Ideological factors*

- Chenoweth & Moore Ch. 5

[1] The reading assignments are subject to change slightly. I will make you aware of any changes well in advance.

Week 6: Radicalization

September 27: *Paths to radicalization*

- TBD

September 29: *IN-CLASS DOCUMENTARY*

- *If a Tree Falls*

Week 7: Public responses

October 4: *Terrorism in the media*

- TBD

October 6: *Political effects*

- TBD

Week 8: States and terrorists

October 11: *State sponsorship of terrorism*

- Chenoweth & Moore, Ch. 11

October 13: *Problems with state sponsorship*

- Navin Bapat. 2012. "Understanding state sponsorship of militant groups" British Journal of Political Science 42(1): 1-29

Week 9: Strategies

October 18: *Strategies*

- Chenoweth & Moore, Ch. 8 & 9

October 20: *Does terrorism work?*

- Kydd, Andrew H., and Barbara F. Walter. 2006. "The strategies of terrorism." International Security, 31(1): 49-80.

Week 10: Terrorism, governance, & social services

October 25: *When terrorists provide public services*

- Chenoweth & Moore Ch. 10

October 27: *IN-CLASS DOCUMENTARY*

- *The Gatekeepers*

Week 11: Counterterrorism

November 1: *Counterterrorism instruments*

- Chenoweth & Moore, Ch 13
- Crenshaw & LaFree, Ch 1

November 3: *Counterterrorism policies*

- Chenoweth & Moore, Ch 14

Week 12: Challenges in counterterrorism

November 8: *Is the threat of terrorism overblown?*

- Crenshaw & LaFree, Ch 2
- Mueller, John, and Mark Stewart. 2012. "The terrorism delusion: America's overwrought response to September 11" International Security 37(1): 81-110

November 10: *We don't know what we don't know*

- Crenshaw & LaFree, Ch 3 & 5

Week 13: How effective is counterterrorism?

November 15: *Terrorist organizations*

- Chenoweth & Moore, Ch 3
- Crenshaw & LaFree, Ch 5

November 17: *What does success look like?*

- Crenshaw & LaFree, Ch 3 & 6

Week 14: Thanksgiving—No class

Week 15: The future of terrorism

November 29

- TBD

December 1:

- TBD

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 are 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.

University Policies

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 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

Note to students with disabilities:
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.

INR 7139
Issues in Domestic Security
Fall 2022

Credit: 3 hours

Instructor: Andrew Boutton

Office: 302 Howard Phillips Hall

Office Hours: TR 10-12

Email: `andrew.boutton@ucf.edu`

Time: W 1:00 - 3:50

Place: HPH 305G

Overview:

This course is intended for doctoral students and will be most beneficial for those who have completed an introductory statistics and research design course. Broadly, the emphasis of the course will be on a variety of domestic/internal security issues, with a particular focus on the causes, consequences, and control of violence. You will be introduced to some of the most important research in the fields of international relations, comparative politics, and security studies, including both older works that continue to affect our thinking, and more recent work that represents new substantive and methodological trends.

This course has three primary goals. The first is to introduce students to the primary methodological and substantive approaches to the field of security studies, with an emphasis on new research, and research that speaks to contemporary policy challenges. Second, students will learn how this research is conducted, as well as the obstacles to assembling and providing evidence for or against a variety of security-related arguments. A result of this is that students will learn how to read, evaluate, and critique the work of others. Finally, students will initiate at least one of their own research projects, which will give them practical experience in elaborating a theoretical argument, drawing out testable implications, assembling and analyzing relevant evidence, and ultimately presenting their work in front of their peers. These goals necessarily constrain our ability to cover the entire subfield, and to read many of what are considered "classic" works in the field of security studies, although I'm happy to suggest reading that may be useful in preparing for comprehensive exams.

The course will be roughly divided into discrete units or topics. We will spend one week on some units, while others consist of a number of sub-topics and will stretch over the course of several weeks. We will cover a fair amount of academic literature on each topic, and will also discuss both contemporary and historical cases that illustrate how the theoretical mechanisms work in "real life.". You will notice that many of the weeks contain a considerable amount of reading. That is by design; the philosophy behind graduate school is similar to that of boot camp: it may hurt now, but you will be stronger in the future because of it.

Finally, recurring theme throughout this course will be the gap between research and policy in the realm of security. As you read and think about the material, it would be useful to consider 1) why academic research

fails to inform policy actions in many cases; 2) how this gap manifests itself; and 3) what, if anything, can be done to construct a more symbiotic relationship between the academic and policy worlds.[1]

Requirements:

Students are expected to: 1) attend all class meetings; 2) read assigned material prior to the start of each meeting, and be prepared to contribute meaningfully to the discussion of the material during class; 3) submit discussion questions based on the readings the night before class; 4) co-lead seminar discussion; 5) review the work of one of your peers; and 6) complete a number of written assignments, discussed in greater detail below.

Grading

This class is worth 1,000 points, which you can earn by completing the assignments below. Your final grade will be based on the percentage of the 1,000 points that you earn.

Attendance, participation, and discussion leader (300 points)

In-class participation

This is a seminar, not a lecture. While I will generally guide the discussion (typically alongside two students; more on this below), I will not spend time lecturing, and I want you to do most of the talking. Thus, the quality of the class is dependent upon students actively engaging the material along with the instructor and other students. Therefore, students should read the required material *closely* before each class meeting, and come to class prepared to break down each reading in excruciating detail and contribute meaningfully to the discussion.

Weekly discussion questions

As part of the participation grade, each student will submit—by 11:59 PM the night before class, via the Webcourses discussion feature—three questions drawn from that week's reading. Students should view these questions as a partial basis for their contribution to the in-class discussion that week. These could be real questions (e.g. "What did Powell mean when he said X?" "How does this theory account for case Y"?) or merely observations intended to spark discussion (e.g. "I think Wright's observation is exactly right" or "Kalyvas is dead wrong here"). While you only need to submit three questions, the more of these points you have written down before class, the more interesting and productive our discussions will be. The questions you submit will be accessible to everyone before class, and the discussion co-leaders should also use them as a partial guide when structuring the discussion.

Discussion leader

Beginning in Week 4, two students will lead the seminar discussion along with me, although I will play a supporting role. The purpose of this exercise is 1) to force students to think critically about the material; 2) to ensure that as a class, we discuss what you find interesting and/or puzzling; and 3) to improve presentation and public-speaking ability, an essential skill-set regardless of the career path you choose.

The role of discussion leaders is not to simply present or summarize the material. It's assumed that we will all have read the assigned readings, so simply summarizing them is boring and adds nothing to the class.

[1] Blogs such as Political Violence at a Glance, the Monkey Cage, and several others are good ways to keep abreast of current developments in IR and security-oriented research. They also frequently discuss academic engagement with the policy world, and the contributors often have insightful things to say on the subject.

Rather, your job as discussion leader is to facilitate in-class discussion by raising questions and thinking about the following:

- Working through the logic of the argument and research design, identifying flaws and areas for improvement
- Is the question important? Does it contribute to our knowledge of security studies?
- What do the data look like? Does the measurement of key variables actually capture the concepts we're interested in?
- Discuss the testable implications of the theory.
- Assess the quality of main empirical finding; Can we be confident in the results based on the research design employed? Do the results support the theory?
- Connections–if any–with research we've already covered in class and with other research in the field.
- What case(s) don't fit the conclusions or theoretical assumptions, and why? How could you amend the theory to accommodate this data?
- What is the real-world importance of the research? Should those in the policy community be made aware of these findings? How could the conclusions be applied to contemporary conflicts or other security issues?
- Think about the readings as a whole: Why do they agree or disagree? What are the reasons for different findings and/or conclusions?
- What is the next step in this research agenda? Propose something: it doesn't have to be right, just plausible. If you could have any type of data, what question would you try to answer as an extension of this research?

A few things you should NOT do as discussion leader:

- Summarize the readings. Assume that we are all at least familiar with them, in which case too much summarizing is pointless. Ideally, summary should comprise at most 1/8 of your presentation, and should consist of little more than identifying the motivating question or argument, describing the research design, and highlighting the most important findings or conclusions.
- Rip apart the readings exclusively. Criticism certainly has its place in a seminar, but it is most productive when tempered with recognition of the contribution a piece of research makes to the overall debate.
- Place large chunks of text on slides, or copy and paste quotes from the article unless it serves a clear purpose. Tables and plots are the exception. Try to aim for < 50 words per slide. If you can say it with a picture, graph, or diagram, all the better.
- Read your presentation directly from the slides.

Discussion co-leaders will be assigned as Week 3 approaches. Each week, the discussion co-leaders should schedule a time to meet with me briefly before the class meeting to ensure that we are each on the same page.

Keep these guidelines in mind as well when reading for class, writing your peer reviews, response papers, and during in-class discussions. As always, I encourage you to see me, or otherwise let me know, if I can answer any questions about the readings or provide guidance on any of the points above. Visual aids (i.e., slides of some sort) are strongly encouraged for use during the discussions.

Substantive assignments (7 @ 50 points each = 350 points)

Lave and March assignment

For Week 3, we will read an excerpt from the classic book by Lave and March, *An Introduction to Models in the Social Sciences*. This is an excellent guide for learning how to think like a researcher, ask questions, and propose testable scientific explanations. For the assignment, I will give you two prompts in the form of facts. Select one, and following in the framework of Lave and March, you will then construct a "model" that accounts for this fact and all of its observable implications. Write up a 750 word explanation of your model and how you arrived at each stage. We will all give short presentations of our models in class during Week 3.

Short critique papers (5)

To help you think critically about the material we cover, you will prepare a number of 500-word thought papers conducting critical analyses of articles or chapters we read. These papers should help you to crystallize your thoughts on particular readings and will serve in part as a basis for your contribution to the seminar discussion that week. **You must turn in 4 of these over the 15 weeks of the semester**. You may choose any piece in a given week to write on, but you can do no more than one analysis per week. **These reviews are due at the beginning of class the week we discuss the applicable reading**, although I encourage you to turn in the reviews early when you can, as this will allow me to guide the discussion to cover points that may be of interest or that need to be emphasized. Students should be prepared to talk about their arguments in the seminar as appropriate.

These reviews should contain a commentary or critique of one of the week's readings (you may also choose to write about more than one reading if you'd like). It should not summarize them, but rather engage the material meaningfully and critically analyze it from the perspective of theory, logic, design, method, evidence, conclusions, other research, and/or its overall contribution to international relations research. This critique could take several forms. It could directly critique the arguments or methods in a stand-alone fashion, for instance by discussing why the measures or methods used do not serve to prove the author's point, how they misinterpret the evidence, or why their argument omits some important factor(s) that would call into question their conclusions.

Alternatively, your critique could compare or tie the work into other literature that we have discussed, and comment on how other literature/insights could improve the piece. You may provide some insight into other readings by showing how the central piece is connected to them, but be careful not to stray too far from a central focus on one piece. Finally, your paper could suggest questions or issues raised by the piece that must be analyzed further, for instance alternative hypotheses, alternative theoretical perspectives, or suggest comparisons to other readings that would prove valuable. This analysis should be written in the spirit of constructive criticism - you should identify a weakness or problem in the piece and then offer suggestions about how to improve it. To be successful, your paper will not just throw stones or raise complaints. The first paragraph of your response paper should make clear the central theme of your response/commentary, and you should continue to work that theme throughout the remainder of the paper.

Note that in general an academic review contains three sections: 1) a brief summary of the major theory, method(s), and evidence; 2) a critique of the work on its own terms (i.e., does it answer the question it asks, is the method used correctly, is the evidence convincing, what improvements could be made); 3) a critique of the book from a broader perspective (i.e., is the question important, is the method the right one to use, does it tie into other work, what contribution does the book make). In general, follow the discussion leader guidelines above. Because these are intended to be short reviews, I do not expect you to deal with each of these elements completely, but keep them in mind as another guide.

Manuscript peer review

Each student will submit a first draft of their final paper for review by me and one of your fellow students. The drafts will then be randomly assigned to another student in the class, who will read it and write an **anonymous**, 500-750 word review of the paper. The review should be comprehensive and should address all aspects of the paper, both substantive and stylistic. A good rule of thumb would be to use the "Discussion leader" bullet points above as a guideline. But a useful review accomplishes more than simply throwing stones; rather, if there is something to criticize, the reviewer should provide concrete steps that the author can take to fix the problem(s). I will provide examples of reviews that I have written and received in the past, and students should follow the general format.

The tentative due date for the first paper draft is **Wednesday, October 26**, with the peer reviews due **Wednesday, November 9**. This should allow sufficient time for students to incorporate the reviewers' comments into their presentations and final drafts.

Final paper (250 (final paper) + 100 (rough draft) + 50 (presentation) = 400 points)

You will have two options for the final paper, which will be due in its final form on **Friday, December 2, by 5:00 PM.** via Turnitin.

Option A: Original research

The first option is to prepare an original research design on some topic related to security (the topic does not have to be drawn from the syllabus). The paper should lay out a clear plan for analyzing a key theoretical or empirical issue in security. The research designs should include:

1. A review of the extant research related to your question. The literature review should justify your research question by noting problems or lacunae in the existing literature.
2. A clear and succinct statement of a theoretical argument on an important question that you extract from the literature or develop yourself.
3. A research design section detailing how you plan to make inferential claims, either detailing an identification strategy or outlining how your theory implies a set of observable relationships that are inconsistent with competing arguments.
4. A description of the data and characterization of the population of cases to which the theoretical argument/hypotheses apply, and the description of a sample (or way of sampling) from this population.
5. A preliminary assessment or "plausibility probe" based on brief examination of one or more cases from a sample, or a "quick" coding of variables for a simple descriptive analysis or reduced-form regressions.

Option B: Replication & extension

The second option for the final paper is to select a piece of existing security research that you feel can or should be altered or improved, and then to obtain the materials necessary to replicate and extend that study. You should describe the initial study and the ease with which the results are reproduced. Then, identify any research design or methodological flaws in the research, and propose a new or improved design. The extension should move beyond simply adding an additional control variable, and the paper should include a thorough justification of why this extension represents an improvement.

For more information about the importance of reproduction and replication see:

- King, Gary. 2006. "Publication, Publication." PS: Political Science and Politics 39: 119-125.

- King, Gary. 1995. "Replication, Replication." PS: Political Science and Politics 28: 443-499.

The point of the final paper is to encourage you to think about and develop ideas you wish to pursue in your research after the seminar, and to begin developing your skills as researchers. You will be graded on the quality of the paper, as well as your effort to incorporate the comments you receive at each stage, from both the anonymous reviewer and during your in-class presentation. We will discuss the particulars of the final paper as the semester moves along. All students should at least briefly discuss their paper topics with me no later than **March 5**. **If you are having trouble coming up with a research question or finding the right data, PLEASE see me. I'll be happy to help point you in the right direction**

Paper presentations (50 points)

The last two weeks of class will be entirely devoted to presentations in which each student will give a 20-minute presentation of his/her final project (with visual aids/slides). This will be followed by a collegial Q & A session in which I and the rest of the class can ask questions and offer constructive criticism. The point of this exercise is to allow students one final opportunity to get feedback and suggestions on the project before submitting the final product to me. Since papers are due a week or so after the presentations, it is expected that students will make an effort to incorporate whatever comments they receive into the final draft.

Readings:

Required readings will be articles in published journals, which should be available on Google scholar or through the UCF library website. On occasion, I will assign online content or an excerpt from a book. In both cases, I will let you know well in advance how to access the readings.

Course Schedule:

Week 1 (August 24): *Course intro*

Week 2 (August 31): *Model-building*

Lave, Charles, and Jean March. 1975. An Introduction to Models in the Social Sciences. University Press of America (selection)

Sir Arthur Conan Doyle "Silver Blaze" (`http://www.eastoftheweb.com/short-stories/UBooks/SilvBlaz.shtml`)

Kevin A. Clarke & David M. Primo. 2012. A Model Discipline: Political Science and the Logic of Representations. Oxford University Press (Ch 1-3) (skim)

Week 3 (September 7): *Civil wars & other forms of domestic violence*

Week 4 (September 14) *Causes of domestic violence*

Week 5 (September 21) *New vs. old civil wars: Has violence changed over time?*

Week 6 (September 28) *Ethnic conflict*

Week 7 (October 5) *Terrorism*

Week 8 (October 12) ***Institutions, civil-military relations, and domestic security forces***

Week 9 (October 19) ***Authoritarian regimes***

Week 10 (October 26) ***Democracy & democratization***

Week 11 (November 2) ***State failure***

Week 12 (November 9) ***International sources of domestic security***

Week 13 (November 16) ***Presentations***

Week 14 (November 23): ***No class***

Week 15 (November 30): ***Presentations***

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 are 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.eduhttp://www.uwc.ucf.edu`, stop by MOD 608, or call 407.823.2197.

University Policies

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/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

Note to students with disabilities:
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.

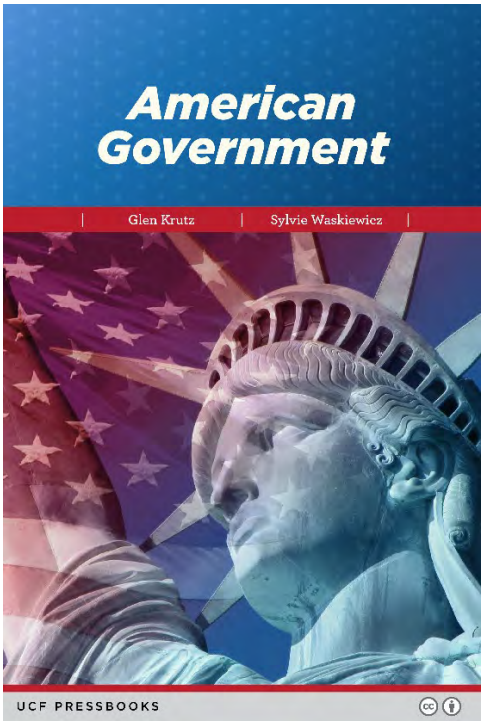
POS2041 American National Government

Section 0006

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours



General Course Information

Course Information

- Term: Fall 2022
- Course Number & Section: POS2041-0006
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: Tuesday / Thursday
- Class Meeting Time: 10:30 AM-11:45 AM
- Class Location: HS1 O125 (Get DirectionsLinks to an external site.)
- Course Modality: Face to Face (P)

This course has received the following distinctions:

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/Links to an external site.
- 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:

Day	Time	
Tuesday	9:00 AM - 10:15 AM (Links to an external site.)	
Wednesday	3:00 PM - 5:00 PM (Links to an external site.)	
Thursday	9:00 AM - 10:15 AM (Links to an external site.)	
By appointment	**Contact me to arrange a meeting time**	

Graduate Teaching Assistants (GTAs)

GTAs are advanced graduate students who will be helping with the class. They will help with grading, providing feedback, and helping you with the material if you have any questions.

- GTA(s):
- Digital Contact: Use the Webcourses@UCF messaging

GTA Office Hours

All office hours will be held in person at the PhD Office on the second floor of HPH

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.

- o
  - **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- o
  - **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/ (Links to an external site.)](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 is 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.

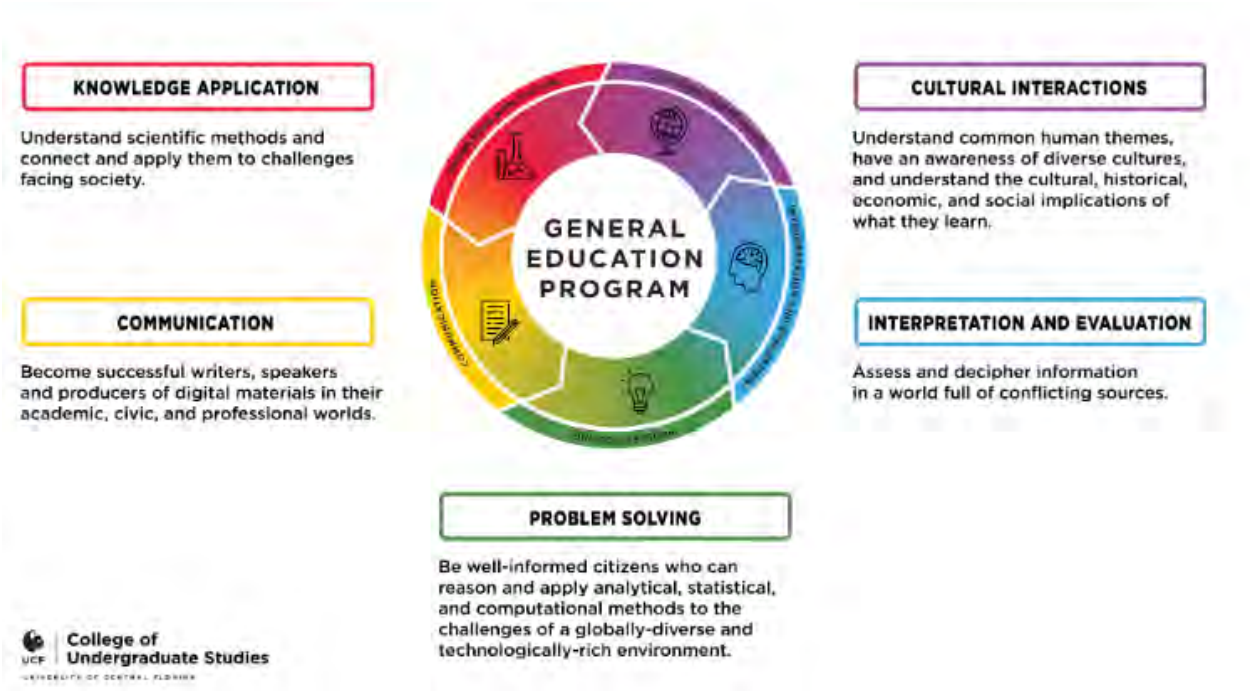
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and 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 in person. In order to successfully complete this course, you need to make sure that you:

1. come to class on time
2. devote enough time outside of class to complete the readings and assignments before coming to class
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.

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.

Please 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

All learning materials for this course will be available for free. 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
- Access to 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. 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.

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).

Examinations

There will be 5 exams in this course (4 section exams and a cumulative final examination). Only the 4 highest exams will count so if you have done very well in the first 4 exams, you do not need to take the final exam.

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.

In Case of Student Illness – 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 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 their format may be different.

Assessment and Grading Procedures

Grading Item	Percentage
Modules (12 graded modules)	20
Yellowdig	20
Final Project	20
Exams	40
Total	100

Grade Distribution

Letter Grade	Points
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.

Fall 2022 Schedule

Date	Topic	Assignments/Notes
Part I: The Foundations of the American System		
Week 1: 8/22	Introduction: American Government and Civic Engagement	Week 1 Module Friday: Drop/Swap Deadline on myUCF

Week 2: 8/29	The Constitution and its Origins	Week 2 Module
Week 3: 9/5	American Federalism	Week 3 Module
Part II: Individual Agency and Action		
Week 4: 9/12	Civil Liberties	Week 4 Module
Week 5: 9/19	Civil Rights	Week 5 Module
Week 6: 9/26	Public Opinion and the Media	Week 6 Module
Week 7: 10/3	Voting, Campaigns & Elections	Week 7 Module
Part III: Toward Collective Action: Mediating Institutions		
Week 8: 10/10	Political Parties	Week 8 Module
Week 9: 10/17	Interest Groups	Week 9 Module
Part IV: Delivering Collective Action: Formal Institutions		
Week 10: 10/24	The Congress	Week 10 Module • **Friday 10/28: Withdrawal Deadline**
Week 11: 10/31	The Presidency & the Bureaucracy	Week 11 Module

Week 12: 11/7	The Courts	Week 12 Module
Final Project Weeks		
Week 13: 11/14	Project Week	Week 13 Module
Week 14: 11/21	Project Week	Week 14 Module **Thanksgiving Break: Wednesday Nov. 23-Sunday Nov. 27**
Week 15: 11/28	Review Week	Week 15 Module **Friday: Last Day of Class**
Week 16: 12/5	Final Exam Week	Week 16 Module **Final Exam: Tuesday, December 6, 10:00 AM – 12:00 PM**

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 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 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. 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.

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 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.

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, 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.
- 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 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

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.

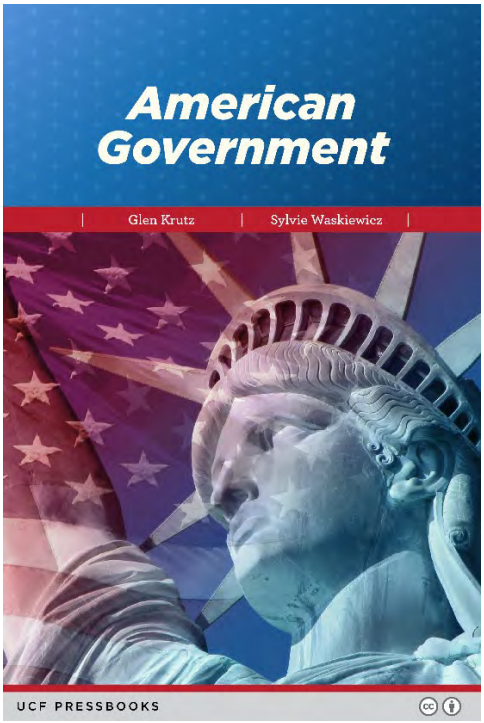
POS2041 American National Government

Section 601

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours



General Course Information

Course Information

- Term: Fall 2022
- Course Number & Section: POS2041-601
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: Mondays & Wednesdays
- Class Meeting Time: 1:30 PM - 2:45 PM
- Class Location: CB1 O107 (Get DirectionsLinks to an external site.).
- Course Modality: Face to Face (P)

This course has received the following distinctions:

Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Phone: (407) 823-2608 (does not take messages)
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Wednesday	3:00 PM - 5:00 PM (Links to an external site.)	
Thursday	9:00 AM - 10:15 AM (Links to an external site.)	
By appointment	**Contact me to arrange a meeting time**	

Graduate Teaching Assistants (GTAs)

GTAs are advanced graduate students who will be helping with the class. They will help with grading, providing feedback, and helping you with the material if you have any questions.

- GTA(s):
- Digital Contact: Use the Webcourses@UCF messaging

GTA Office Hours

All office hours will be held in person at the PhD Office on the second floor of HPH

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.

- o
  - **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- o
  - **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/ (Links to an external site.)](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 is 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.

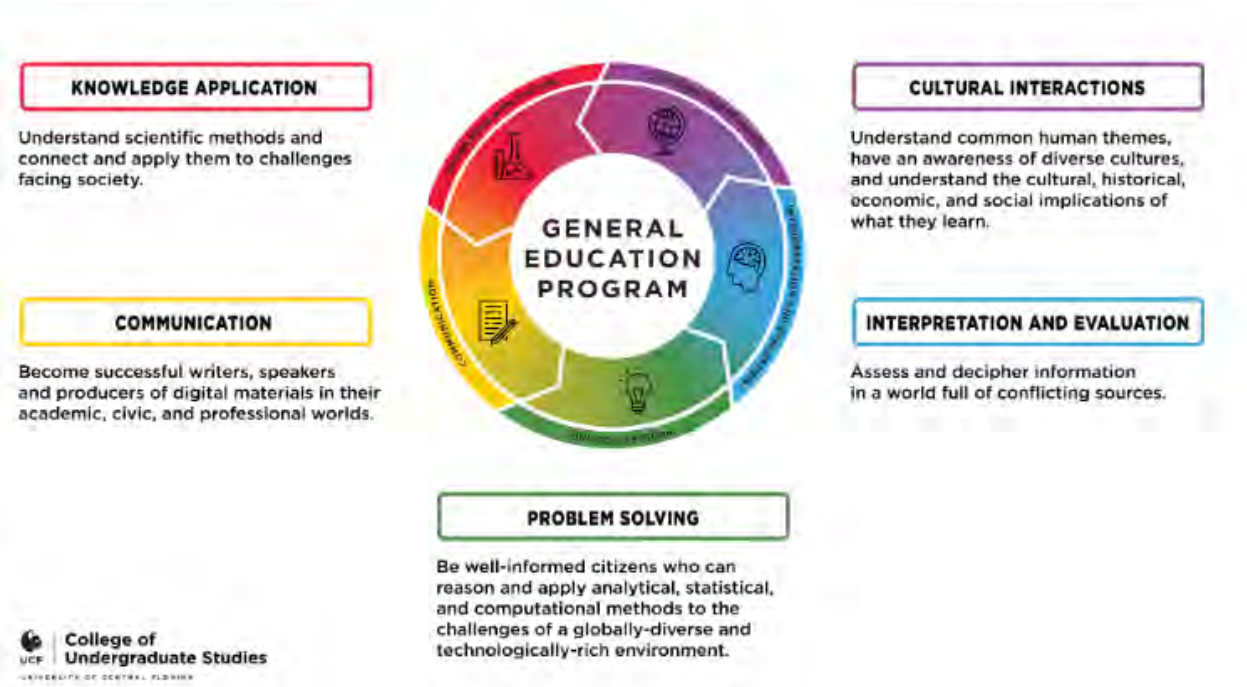
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and 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 in person. In order to successfully complete this course, you need to make sure that you:

1. come to class on time
2. devote enough time outside of class to complete the readings and assignments before coming to class
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.

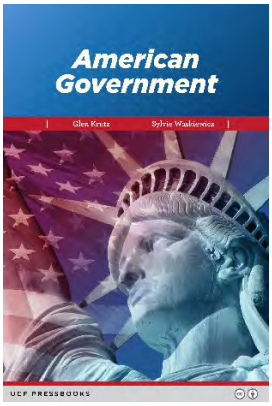
Although I do my best to avoid changing the schedule, please make sure you check the class schedule often, as the schedule may change depending on several factors. In any case, I will make sure to post an announcement when a change is made to the syllabus or the class schedule. However, it is your responsibility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

Please 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

All learning materials for this course will be available for free. 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
- Access to 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

Course Activities

This course will consist of a combination of activities: class discussions, individual research, and short writing assignments. Each week I will post one or more questions which you should consider and prepare for that week's discussion. The questions, readings, and assignments for each week can be found on the modules for each week. To see which module corresponds to each week, please consult the class schedule.

The course activities required in this course are:

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 of the first week of class (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.

Protocol Points

Protocol points are points that are given to you at the beginning of the course and will remain with you as long as you observe and abide by the class protocols and the UCF student code of conduct. In other words, you start off with 2.5 points and you will only lose some or all of them if you somehow violate any of the protocols set forth in the syllabus.

You can lose protocol points if you do any of the following:

1. Use rude, disrespectful, intimidating, or unprofessional language in any communication or discussion assignment in this course. Please make sure to review the email protocols in the Course Policies section of the syllabus.
2. Violate the ethical standards set forth by UCF (see http://www.osc.sdes.ucf.edu/).
3. Repeatedly arrive late to class.
4. Fail to turn off or turn to silent your cellphone or other electronic devices during the class and/or use of these devices during class time unless allowed by the professor. If any of this occurs, there will be one warning and after that, the penalty for each additional offense will increase.
5. Ask a question that is obviously already stated either in the syllabus, class modules, or in an email that I have sent to the class.
6. You do not answer an email sent by your instructor within 48 hours.
7. Fail to observe the protocols set forth in this syllabus.

Please keep in mind that if you lose all the protocol points, other disciplinary actions will ensue.

Classwork

Modules list and describe the topic(s) and the assignments for each week. Modules will open on Monday of each week at 9:00 AM. The classwork assignments will generally be based on questions derived from the week's topic. This classwork will also serve as preparation for the quizzes and final exam. In order to do well in these class assignments, it is important that you complete all the work assigned in each week's module. This requires you to be very disciplined and organized.

Since each module will have a set of activities you need to complete, a good strategy is to log into the course as soon as it opens to see what is required for that week. This will enable you to plan and prepare for the class activities and assignments. 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.

Please keep in mind that if you miss two weeks of assignments *for any reason* without a valid excuse and/or discussing this with your professor, you will fail the class. Thus, please make sure that you keep up with the readings and assignments.

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.

Collaborative Project

To help bridge the gap from education to employment, the students will engage in a collaborative group project. The students in this class will be grouped with students from the CCJ4694: Human Trafficking course to work on a final project. 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 12.5 % of the grade (25 points) but these will be divided into several components (Roadmap, Final Project, and Reflection paper).

Mandatory Zoom Meetings

There will be **TWO general mandatory meetings** where students and instructors from both classes will meet. The meetings will be held by Zoom (links and passwords will provided in the respective modules).

- **Thursday, September 1, 1:30 PM - 2:30 PM**
- **Thursday, September 29, 1:30 PM - 2:30 PM**

Examinations

There will be three examinations in this course - two midterms and a final exam. The final examination will be cumulative. You must take this exam. 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.

- 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 2 weeks 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 if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

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 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 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*

Grading Item	Percentage
Protocol Points	2.5
Modules (11 graded modules/5 points each)	55
Final Project	12.5
Examinations	30

Letter Grade	Points
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.

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.

In Case of Student Illness – 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 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 their format may be different.

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.

Fall 2022 Schedule

Date	Topic	Assignments/Notes
Part I: The Foundations of the American System		
Week 1: 8/22	Introduction: American Government and Civic Engagement	Week 1 Module Friday: Drop/Swap Deadline on myUCF
Week 2: 8/29	The Constitution and its Origins	Week 2 Module
Week 3: 9/5	American Federalism	Week 3 Module
Part II: Individual Agency and Action		
Week 4: 9/12	Civil Liberties	Week 4 Module
Week 5: 9/19	Civil Rights	Week 5 Module
Week 6: 9/26	Public Opinion and the Media	Week 6 Module

Week 7: 10/3	Voting, Campaigns & Elections	Week 7 Module
Part III: Toward Collective Action: Mediating Institutions		
Week 8: 10/10	Political Parties	Week 8 Module
Week 9: 10/17	Interest Groups	Week 9 Module
Part IV: Delivering Collective Action: Formal Institutions		
Week 10: 10/24	The Congress	Week 10 Module • **Friday 10/28: Withdrawal Deadline**
Week 11: 10/31	The Presidency & the Bureaucracy	Week 11 Module
Week 12: 11/7	The Courts	Week 12 Module
Final Project Weeks		
Week 13: 11/14	Project Week	Week 13 Module
Week 14: 11/21	Project Week	Week 14 Module **Thanksgiving Break: Wednesday Nov. 23-Sunday Nov. 27**
Week 15: 11/28	Review Week	Week 15 Module **Friday: Last Day of Class**
Week 16: 12/5	Final Exam Week	Week 16 Module **Final Exam: Monday, December 5, 2022, 1:00 PM – 3:50 PM**

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 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 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. 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.

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 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.

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, 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.

- 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 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

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.

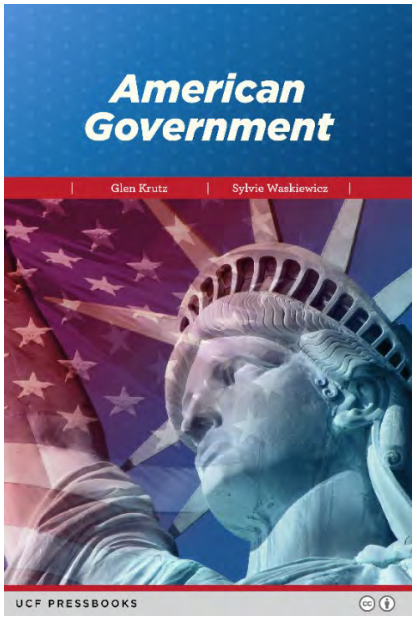
POS2041 American National Government

Section 602

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours



General Course Information

Course Information

- Term: Fall 2022
- Course Number & Section: POS2041-602
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: Tuesdays & Thursdays
- Class Meeting Time: 1:30 PM - 2:45 PM
- Class Location: BIO O212 (Get directionsLinks to an external site.)
- Course Modality: Face to Face (P)

This course has received the following distinctions:

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/Links to an external site.
- 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:

Day	Time	
Tuesday	9:00 AM - 10:15 AM (Links to an external site.)	
Wednesday	3:00 PM - 5:00 PM (Links to an external site.)	
Thursday	9:00 AM - 10:15 AM (Links to an external site.)	
By appointment	**Contact me to arrange a meeting time**	

Graduate Teaching Assistants (GTAs)

GTAs are advanced graduate students who will be helping with the class. They will help with grading, providing feedback, and helping you with the material if you have any questions.

- GTA(s):
- Digital Contact: Use the Webcourses@UCF messaging

GTA Office Hours

All office hours will be held in person at the PhD Office on the second floor of HPH

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/ (Links to an external site.)

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 is 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.

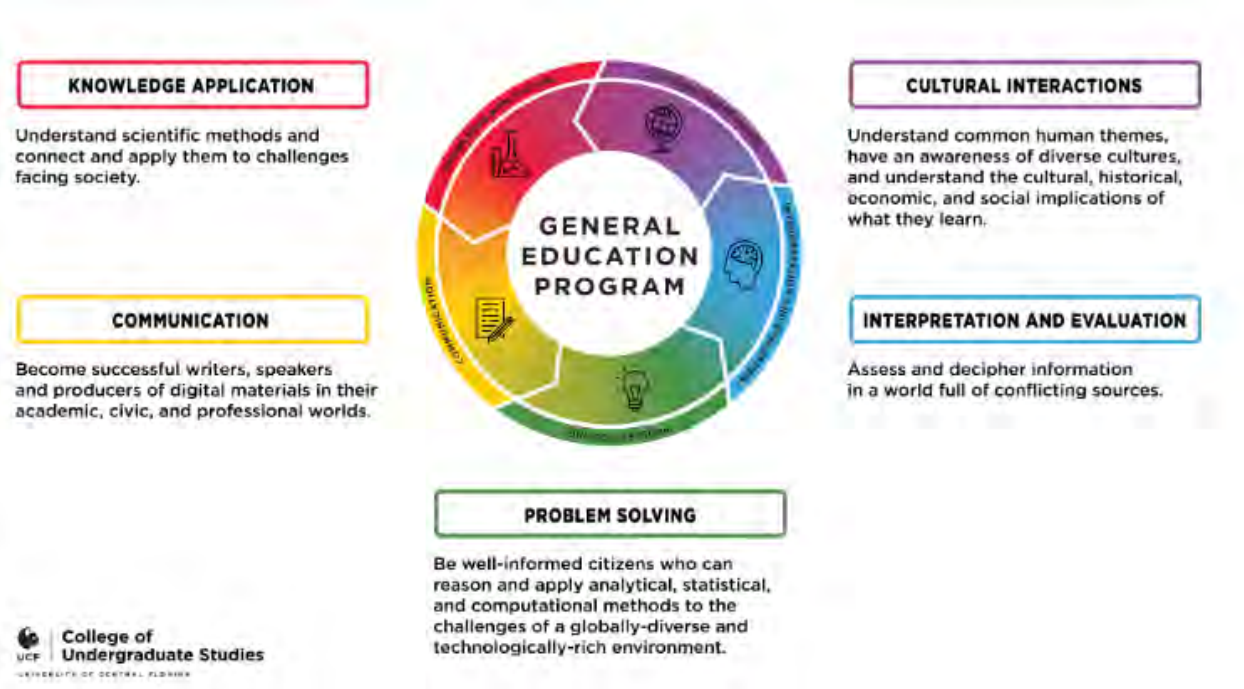
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and 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 in person. In order to successfully complete this course, you need to make sure that you:

1. come to class on time
2. devote enough time outside of class to complete the readings and assignments before coming to class
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.

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.

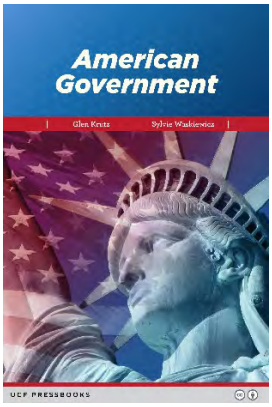
However, it is your responsibility to ensure that you read the class announcements and communications sent out by the instructor.

Please 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

All learning materials for this course will be available for free. 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
- Access to 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

Course Activities

This course will consist of a combination of activities: class discussions, individual research, and short writing assignments. Each week I will post one or more questions which you should consider and prepare for that week's discussion. The questions, readings, and assignments for each week can be found on the modules for each week. To see which module corresponds to each week, please consult the class schedule.

The course activities required in this course are:

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 of the first week of class (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.

Protocol Points

Protocol points are points that are given to you at the beginning of the course and will remain with you as long as you observe and abide by the class protocols and the UCF student code of conduct. In other words, you start off with 2.5 points and you will only lose some or all of them if you somehow violate any of the protocols set forth in the syllabus.

You can lose protocol points if you do any of the following:

1. Use rude, disrespectful, intimidating, or unprofessional language in any communication or discussion assignment in this course. Please make sure to review the email protocols in the Course Policies section of the syllabus.
2. Violate the ethical standards set forth by UCF (see http://www.osc.sdes.ucf.edu/).
3. Repeatedly arrive late to class.
4. Fail to turn off or turn to silent your cellphone or other electronic devices during the class and/or use of these devices during class time unless allowed by the professor. If any of this occurs, there will be one warning and after that, the penalty for each additional offense will increase.
5. Ask a question that is obviously already stated either in the syllabus, class modules, or in an email that I have sent to the class.
6. You do not answer an email sent by your instructor within 48 hours.
7. Fail to observe the protocols set forth in this syllabus.

Please keep in mind that if you lose all the protocol points, other disciplinary actions will ensue.

Classwork

Modules list and describe the topic(s) and the assignments for each week. Modules will open on Monday of each week at 9:00 AM. The classwork assignments will generally be based on questions derived from the week's topic. This classwork will also serve as preparation for the quizzes and final exam. In order to do well in these class assignments, it is important that you complete all the work assigned in each week's module. This requires you to be very disciplined and organized.

Since each module will have a set of activities you need to complete, a good strategy is to log into the course as soon as it opens to see what is required for that week. This will enable you to plan and prepare for the class activities and assignments. 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.

Please keep in mind that if you miss two weeks of assignments *for any reason* without a valid excuse and/or discussing this with your professor, you will fail the class. Thus, please make sure that you keep up with the readings and assignments.

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.

Collaborative Project

To help bridge the gap from education to employment, the students will engage in a collaborative group project. The students in this class will be grouped with students from the CCJ4694:

Human Trafficking course to work on a final project. 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 12.5 % of the grade (25 points) but these will be divided into several components (Roadmap, Final Project, and Reflection paper).

Mandatory Zoom Meetings

There will be **TWO general mandatory meetings** where students and instructors from both classes will meet. The meetings will be held by Zoom (links and passwords will provided in the respective modules).

- **Thursday, September 1, 1:30 PM - 2:30 PM**
- **Thursday, September 29, 1:30 PM - 2:30 PM**

Examinations

There will be three examinations in this course - two midterms and a final exam. The final examination will be cumulative. You must take this exam. 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.

- 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 2 weeks 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 if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

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 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 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*

Grading Item	Percentage

Protocol Points	2.5
Modules (11 graded modules/5 points each)	55
Final Project	12.5
Examinations	30

Letter Grade	Points
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.

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.

In Case of Student Illness – 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 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 their format may be different.

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.

Fall 2022 Schedule

Date	Topic	Assignments/Notes
Part I: The Foundations of the American System		
Week 1: 8/22	Introduction: American Government and Civic Engagement	Week 1 Module Friday: Drop/Swap Deadline on myUCF
Week 2: 8/29	The Constitution and its Origins	Week 2 Module
Week 3: 9/5	American Federalism	Week 3 Module
Part II: Individual Agency and Action		
Week 4: 9/12	Civil Liberties	Week 4 Module
Week 5: 9/19	Civil Rights	Week 5 Module
Week 6: 9/26	Public Opinion and the Media	Week 6 Module
Week 7: 10/3	Voting, Campaigns & Elections	Week 7 Module
Part III: Toward Collective Action: Mediating Institutions		
Week 8: 10/10	Political Parties	Week 8 Module
Week 9: 10/17	Interest Groups	Week 9 Module

Part IV: Delivering Collective Action: Formal Institutions		
Week 10: 10/24	The Congress	Week 10 Module • **Friday 10/28: Withdrawal Deadline**
Week 11: 10/31	The Presidency & the Bureaucracy	Week 11 Module
Week 12: 11/7	The Courts	Week 12 Module
Final Project Weeks		
Week 13: 11/14	Project Week	Week 13 Module
Week 14: 11/21	Project Week	Week 14 Module **Thanksgiving Break: Wednesday Nov. 23-Sunday Nov. 27**
Week 15: 11/28	Review Week	Week 15 Module **Friday: Last Day of Class**
Week 16: 12/5	Final Exam Week	Week 16 Module **Final Exam: Monday, December 5, 2022, 1:00 PM – 3:50 PM**

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 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 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. 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.

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 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.

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, 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.
- 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 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

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.

INR 4603.0001: International Relations Theory

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu
Class Meetings: Tues-Thurs 1:30-2:45 at BA1 0116
Office Hours: Wednesday, Thursday 9:30-11:30 and by appt. at HPH 314
Credit: 3 Hours

International Relations Theory examines the dominant explanations of how states interact with one another. Our main focus will be on social scientific theories designed to answer questions about historical and contemporary patterns of interaction, with a focus on realist theories, constructivism, institutionalism, and domestic politics theories. The questions addressed will include the likelihood of war, alliance partner choices, the risks and benefits of international cooperation, state compliance with international law, and the prospects for peace. Because competing theories sometimes offer different answers to these questions, part of our task will involve considering the kinds of tests and evidence which we can use to judge the validity of the different theories.

Student Learning Outcomes

- Students will become familiar with principles of social science and major theoretical approaches to international relations
- Students will learn how to analyze world politics using international relations theories
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Course Design

This course involves a combination of class sessions involving lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. I have chosen to have you read a mix of texts: there is a textbook, but there are also original scholarly theoretical pieces and research pieces. While scholarly pieces may be more challenging to read, they help you better understand how scholars think and argue in a way that textbooks do not. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about. As a matter of course, all students should plan to review each day the international news in a newspaper of record, like the *New York Times, Washington Post, Le Monde, The Times of London,* etc. Neither the *USA Today* nor the *Orlando Sentinel* count.

Assignments

First Week Academic Activity
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 week 1 academic activity by 5 PM on 26 August, 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. To complete the assignment (it's simple, based on the first reading), go to the webcourses webpage, select quizzes, and complete the 1-question quiz.

Homework papers (6): 20*% of grade*
Each accounts for 4%, with lowest grade dropped.
Due on indicated dates (see schedule)
1 page, but follow specific assignment instructions.

Midterm: *20%,* 6 October
In-class; multiple choice and essay. Bring a 'blue book.'

Term Paper Memo: 5%. Due 13 October
Identify your research question, at least two political science papers on the topic, the hypothesis you will test, your anticipated empirical method, and resources you will use to test your theory. 1 Page.

Term Paper: *25%* Due 17 November
Using ideas and arguments from the course, make a theory that relates two variables. Test your theory using a case study drawn from contemporary world politics or OLS regression on data from an existing dataset.

Final Exam: *20%.* ***Tuesday 6 December*** 1:00-3:50 PM
In the classroom. Cumulative. Multiple choice and essay. Bring a 'blue book'

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the class-room discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Assignments are to be turned in by class time on the day they are due. Papers should be handed in via webcourses. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.
Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor's excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Academic Misconduct

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://osc.sdes.ucf.edu/process/roc). 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. 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.

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.

Relevant UCF Policies

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, 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.

Accommodations for Students with Military Obligations
Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Campus Safety
Emergencies on campus are rare. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at http://www.ehs.ucf.edu/workplacesafety.html. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult https://letsbeclear.ucf.edu/ or UCF victim services https://www.ucf.edu/services/s/victim-services/. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

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' knights-mail accounts (as maintained by the registrar) or will be announced in class meetings (though usually both). Changes become effective immediately after their mention in class, or the sending of the e-mail.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.

Readings
You should purchase Tim Dunne et al.'s *International Relations: Discipline and Diversity*. It is available in the bookstore and from a variety of online vendors. The remainder of the readings (or links to them) will be available on-line at the webcourses@ucf website.

Course Schedule

23 August
Introduction

25 August
International Relations as Social Science
Dunne, Chapter 1

30 August
What are states?
Weber, Max. "Politics as a Vocation"
Selection from Wendt, "The Essential State", from *Social Theory of International Politics*.

1 September
Football Campus Closure at 2 PM, No Class

6 September
Should We Focus on States…or actors inside the state?
Wolfors, *Discord and Collaboration,* Ch. 1.
Selection from Allison and Zelikow, *Essence of Decision*
Recommended
Vincent Arel-Bundock, James Afkinson, and Rachel Potter, "The Limits of Foreign Aid Diplomacy: How Bureaucratic Design Shapes Aid Distribution," *International Studies Quarterly*, 59:3, 2015

8 September **Homework 1 Due**
What do States Want? Power? Security? Something Else?
Selection from Morgenthau, *Politics Among Nations*
Wolfors, "National Security as an Ambiguous Symbol"
Selection from Schweller, *Deadly Imbalances*

Section 2: The Field of Interaction

13 September
Geography and Geopolitics
Mahan, *The Influence of Sea-Power on History,* Chapters 1 and 2.

15 September
Anarchy, I **Homework 2 Due**
Waltz, *THIP,* Chapter 6.
Recommended
Selection from Hedley Bull, *The Anarchical Society*
Alexander Wendt, "Anarchy is What States Make of It," *International Organization*, 1992

20 September
Or, Hierarchy?
David Lake, "Escape from the State of Nature," *International Security*, 2007.
Recommended:
Selections from Gilpin, *War and Change in World Politics*
Rovner, Joshua, and Caitlin Talmadge, "Hegemony, Force Posture, and the Provision of Public Goods: The Once and Future Role of Outside Powers in Securing Persian Gulf Oil," Security Studies, Vol. 23, No. 3 (Summer 2014), pp. 548–581.

Major Theories of International Relations

22 September
Realisms
Dunne, Chapter 2-3

27 September **Homework 3 Due**
Hegemonic Stability Theory, (aka Power Transition Theory)
Selection from Dicicco and Levy, "The Power Transition Research Program,"

29 September
Institutionalism and Constructivism
Dunne, Chapter 5
Dunne, Chapter 9
Recommended:
Schmidt, Sebastian, "Foreign Military Presence and the Changing Practice of Sovereignty: A Pragmatist Explanation of Norm Change," *American Political Science Review*, Vol. 108, No. 4 (November 2014), pp. 817–829.

4 October
Liberalism: A State Preferences and Characteristics-based Theory
Andrew Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics," *IO*, 1997.
Recommended:
Dunne, Chapter 4

6 October
Midterm Exam

War in International Relations

11 October
Polarity and the Probability of War
Selection from Waltz, *THIP*
Randall Schweller, "Bandwagoning for Profit: Bringing the Revisionist State Back in," *International Security*, 1994

13 October **Term Paper Memo Due**
Football Campus Closure at 2 PM, No Class

18 October
Testing Polarity
*Assuming good weather, be prepared to play tug of war outside. Wear appropriate clothes (athletic shoes, etc.); gloves (e.g. work, gardening, weightlifting, etc.) are advisable.

20 October
Homework 4 Due
Hegemonic Theories of War
Selection 2 from Gilpin, *War and Change*
Recommended
Bentley Allan, Srdjan Vucetic, and Ted Hopf. "The Distribution of Identity and the Future of International Order: China's Hegemonic Prospects." *International Organization*, 2018.

25 October
Economics and War
Ed Mansfield and Jon Pevehouse, "Trade Blocks, Trade Flows, and International Conflict," *International Organization*, 2000

27 October **Homework 5 Due**
Rules in War?
James Morrow, "When Do States follow the Laws of War?" *American Political Science Review*, 2007.
Nina Tannenwald, "The Nuclear Taboo," *International Organization*, 1999
Recommended:
Thomas Dolan, "Unthinkable and Tragic," *International Organization*, 2013

Alliances

1 November
Picking Partners, I
Glenn Snyder, "The Security Dilemma in Alliance Politics," *World Politics*, 1984
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.

3 November
Picking Partners, II
Selection from Srdjan Vucetic, *The Anglosphere*, Ch 1-2. Available online via the library.
Recommended:
John Mearshiemer and Stephen Walt, "The Israel Lobby and US Foreign Policy," *Middle East Policy*, 2006.

8 November
Breaking Up
Brett Ashley Leeds and Burcu Savun, "Terminating Alliances," *Journal of Politics*, 2007
Be sure to bring a paper or digital copy of the article with you to class to reference. I discourage people from planning to read it on their phones.

Cooperation

10 November **Homework 6 Due**
Cooperation and its Problems
Robert Keohane, *After Hegemony*, selection.
Charles Kindleberger, "Dominance and Leadership in the International Economy: Exploitation, Public Goods, and Free Rides," *International Studies Quarterly*, 1981.
Recommended:
Mancur Olson, *Logic of Collective Action* (selection)
Kenneth Oye, "Cooperation under Anarchy," *World Politics*, 1985

15 November
Cooperation as Bargaining
James Fearon, "Bargaining, Enforcement, and International Cooperation," *International Organization*, 1998
Barbara Koremenos, Charles Lipson and Duncan Snidal, "The Rational Design of International Institutions," *International Organization*, 2001.
Recommended:
Joseph Grieco, "Anarchy and the Limits of Cooperation," *International Organization,* 1988
Emilie Hafner-Burton, Brad LeVeck, and David Victor, "No False Promises: How the Prospect of Non-Compliance Affects Elite Preferences for International Cooperation," *International Studies Quarterly*, 2017.

17 November **TERM PAPER DUE**
Two-Level Games in Cooperation
Michael Hiscox, "Class versus Industry Cleavages," *International Organization*, 2001.
Recommended:
Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *IO*, 1988
Sungmin Rho and Michael Tomz. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization*, 2017.

22 November
International Law
Harold Koh, "Why Do Nations Obey International Law? *Yale Law Journal*,
Recommended
Kowert and Legro, "Norms, Identity, and their Limits," in *Culture of National Security*, 1998
John Mearsheimer, "False Promise of International Institutions," *International Security*, 1994

24 November
Thanksgiving—No Class

29 November
Peace
Selection from Karl W. Deutsch, *Political Community and the North Atlantic Area*
Selection from David Mitrany, *A Working Peace System*
Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace, 1946-1986," *APSR*, 1994
Recommended:
Sophie Meunier. "Integration By Stealth: How the European Union Gained Competence over Foreign Direct Investment," *Journal of Common Market Studies,* 2017.
Selection from Edward Gulick, *Europe's Classical Balance of Power*.

1 December
Critical/Normative theories
Dunne, Chapter 8, 10, 12

6 December: Final Exam, 1:00-3:50 PM

POS3413-22Fall 0W60

Jump to Today ✎ Edit

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

- **Internships Available:** Orange County Commissioner's Office, Apply by Aug. 18th, more info.
- **UCF Legislative Scholars Program:** Work in state legislature for stipend and academic credit, more info on flyer, apply by Sept. 18th
- **UCF Academic Services:** Tutors and Learning Assistants needed, help UCF student-athletes, more info.
- **Applying to Law School?** UCF's Free Personal Statement Review/Editing Service is now open

POS 3413: The American Presidency

WELCOME TO POS 3413

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!**

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)**
- Office Hours: Tuesdays noon - 1:30pm, Thursdays noon - 1:30pm, and Fridays 10am - 1pm. Call 321-394-8868 during these times to speak to me or drop by, no appointment needed.
- GTA: TBD

Course Information

- Course Name: The American Presidency
- Course ID & Section: POS3413-22Fall 0W60
- Credit Hours: 3
- Semester/Year: Fall 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.

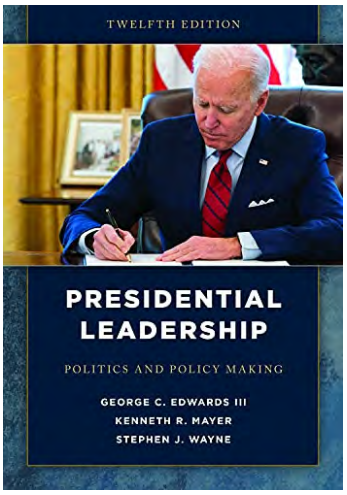
Course prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor.

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, 12th Edition* (Rowman & Littlefield 2022). ISBN-13: 978-1538136102, ISBN-10: 1538136104. **View on Amazon (https://www.amazon.com/Presidential-Leadership-Politics-Policy-Making/dp/1538136104/ref=sr_1_12?qid=1656010816)**.



- **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/)**.
- **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

COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

This course will follow University-wide policies with respect to face covering.

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. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (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.

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 (http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies)**, 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." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

Missed Assignments/Make-Ups/Extra Credit

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. There are no extra credit assignments in this class. See **UCF Policy 4.401. (http://policies.ucf.edu/)** and **UCF Regulation 5.020 (https://regulations.ucf.edu/chapter5.asp)**.

Late Work

Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10 on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

Lateness deductions may be waived if lateness was caused by extreme and unforeseen circumstances for which students can't fairly be held responsible. For example, if you are injured in a car accident and hospitalized, lateness caused by an unforeseeable medical emergency is excusable. If your home is destroyed in a fire, lateness caused by an unforeseeable personal emergency is excusable. I may ask for documentation.

Grading Scale

Name:	Range:	
A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%
C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
F	< 59.5 %	to 0.0%

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.

Group Work

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** (https://scai.sdes.ucf.edu/) 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.

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** (http://uwc.cah.ucf.edu/), 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** (http://uwc.cah.ucf.edu/schedule-a-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.

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** (https://sas.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.

Emergency Procedures and Campus Safety

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** **(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.

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). For additional information, contact the **Office of Diversity Initiatives** **(https://diversity.ucf.edu/)** 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.

START HERE MODULE

Course Summary:

Date	Details	Due
Mon Aug 22, 2022	Start Module/Week 01 (https://webcourses.ucf.edu/calendar?event_id=2604790&include_contexts=course_1407900)	12am
	UCF Classes Start (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604793&include_contexts=course_1407900)	12am
	Syllabus Quiz (https://webcourses.ucf.edu/courses/1407900/assignments/7537566)	due by 11:59pm
Wed Aug 24, 2022	Small Group Discussion for Module 01: Presidential Leadership (https://webcourses.ucf.edu/courses/1407900/assignments/7537601)	due by 11:59pm
Fri Aug 26, 2022	Add Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604786&include_contexts=course_1407900)	12am
	Drop/Swap Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604778&include_contexts=course_1407900)	12am
	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645781&include_contexts=course_1407900)	12am
	Evidence of Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1407900/assignments/7537575)	due by 5pm
Sun Aug 28, 2022	Module 01 Quiz: Introduction to the American Presidency (https://webcourses.ucf.edu/courses/1407900/assignments/7537565)	due by 11:59pm
Mon Aug 29, 2022	Start Module/Week 02 (https://webcourses.ucf.edu/calendar?event_id=2604781&include_contexts=course_1407900)	12am
Wed Aug 31, 2022	Small Group Discussion for Module 02: Proof of Concept (May Require Independent Research) (https://webcourses.ucf.edu/courses/1407900/assignments/7537582)	due by 11:59pm
Fri Sep 2, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645782&include_contexts=course_1407900)	12am

Date	Details	Due
Sun Sep 4, 2022	Module 02 Quiz: The Powers of the Presidency (https://webcourses.ucf.edu/courses/1407900/assignments/7537577)	due by 11:59pm
Mon Sep 5, 2022	Start Module/Week 03 (https://webcourses.ucf.edu/calendar?event_id=2604783&include_contexts=course_1407900)	12am
Wed Sep 7, 2022	Small Group Discussion for Module 03: Nominating an Animal Rights Candidate (https://webcourses.ucf.edu/courses/1407900/assignments/7537583)	due by 11:59pm
Fri Sep 9, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645783&include_contexts=course_1407900)	12am
Sun Sep 11, 2022	Module 03 Quiz: The Nomination Process (https://webcourses.ucf.edu/courses/1407900/assignments/7537568)	due by 11:59pm
Mon Sep 12, 2022	Start Module/Week 04 (https://webcourses.ucf.edu/calendar?event_id=2604784&include_contexts=course_1407900)	12am
Wed Sep 14, 2022	Small Group Discussion for Module 04: Reapportionment and the 2024 Presidential Election (https://webcourses.ucf.edu/courses/1407900/assignments/7537584)	due by 11:59pm
Fri Sep 16, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645784&include_contexts=course_1407900)	12am
Sun Sep 18, 2022	Module 04 Quiz: Presidential Elections (https://webcourses.ucf.edu/courses/1407900/assignments/7537576)	due by 11:59pm
Mon Sep 19, 2022	Start Module/Week 05 (https://webcourses.ucf.edu/calendar?event_id=2604787&include_contexts=course_1407900)	12am
Wed Sep 21, 2022	Small Group Discussion for Module 05: Assessing the President's Popularity (https://webcourses.ucf.edu/courses/1407900/assignments/7537585)	due by 11:59pm
Fri Sep 23, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645785&include_contexts=course_1407900)	12am
Sun Sep 25, 2022	Module 05 Quiz: Public Perception of Presidents (https://webcourses.ucf.edu/courses	due by 11:59pm

Date	Details	Due
	/1407900/assignments/7537564)	
Mon Sep 26, 2022	Start Module/Week 06 (https://webcourses.ucf.edu/calendar?event_id=2604789&include_contexts=course_1407900)	12am
Wed Sep 28, 2022	Small Group Discussion for Module 06: Leading the Public Away from Watergate (https://webcourses.ucf.edu/courses/1407900/assignments/7537586)	due by 11:59pm
Fri Sep 30, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645786&include_contexts=course_1407900)	12am
Sun Oct 2, 2022	Module 06 Quiz: Leading the Public (https://webcourses.ucf.edu/courses/1407900/assignments/7537570)	due by 11:59pm
Mon Oct 3, 2022	Start Module/Week 07 (https://webcourses.ucf.edu/calendar?event_id=2604791&include_contexts=course_1407900)	12am
Wed Oct 5, 2022	Small Group Discussion for Module 07: How the Media Can Help (https://webcourses.ucf.edu/courses/1407900/assignments/7537587)	due by 11:59pm
Fri Oct 7, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645787&include_contexts=course_1407900)	12am
Sun Oct 9, 2022	Module 07 Quiz: The President and the Media (https://webcourses.ucf.edu/courses/1407900/assignments/7537571)	due by 11:59pm
Mon Oct 10, 2022	Start Module/Week 08 (https://webcourses.ucf.edu/calendar?event_id=2604792&include_contexts=course_1407900)	12am
Wed Oct 12, 2022	Small Group Discussion for Module 08: The President Goes on Tour (https://webcourses.ucf.edu/courses/1407900/assignments/7537581)	due by 11:59pm
Fri Oct 14, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645788&include_contexts=course_1407900)	12am
Sun Oct 16, 2022	Module 08 Quiz: The Structure of the Presidency (https://webcourses.ucf.edu/courses/1407900/assignments/7537580)	due by 11:59pm

Date	Details	Due
Mon Oct 17, 2022	Start Module/Week 09 (https://webcourses.ucf.edu/calendar?event_id=2604780&include_contexts=course_1407900)	12am
Wed Oct 19, 2022	Small Group Discussion for Module 09: Presidential Character (May Require Independent Research) (https://webcourses.ucf.edu/courses/1407900/assignments/7537593)	due by 11:59pm
Fri Oct 21, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645789&include_contexts=course_1407900)	12am
Sun Oct 23, 2022	Module 09 Quiz: Presidential Decision Making (https://webcourses.ucf.edu/courses/1407900/assignments/7537569)	due by 11:59pm
Mon Oct 24, 2022	Start Module/Week 10 (https://webcourses.ucf.edu/calendar?event_id=2604777&include_contexts=course_1407900)	12am
Wed Oct 26, 2022	Small Group Discussion for Module 10: Federal Regulations and Me (https://webcourses.ucf.edu/courses/1407900/assignments/7537592)	due by 11:59pm
Fri Oct 28, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645790&include_contexts=course_1407900)	12am
	UCF Withdrawal Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604775&include_contexts=course_1407900)	12am
Sun Oct 30, 2022	Module 10 Quiz: The President and the Executive Branch (https://webcourses.ucf.edu/courses/1407900/assignments/7537567)	due by 11:59pm
Mon Oct 31, 2022	Start Module/Week 11 (https://webcourses.ucf.edu/calendar?event_id=2604776&include_contexts=course_1407900)	12am
Wed Nov 2, 2022	Small Group Discussion for Module 11: Working with Congress (https://webcourses.ucf.edu/courses/1407900/assignments/7537591)	due by 11:59pm
Fri Nov 4, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645791&include_contexts=course_1407900)	12am

Date	Details	Due
Sun Nov 6, 2022	Module 11 Quiz: The President and Congress (https://webcourses.ucf.edu/courses/1407900/assignments/7537578)	due by 11:59pm
Mon Nov 7, 2022	Start Module/Week 12 (https://webcourses.ucf.edu/calendar?event_id=2604774&include_contexts=course_1407900)	12am
Wed Nov 9, 2022	Small Group Discussion for Module 12: The President and the Judiciary (https://webcourses.ucf.edu/courses/1407900/assignments/7537590)	due by 11:59pm
Fri Nov 11, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645792&include_contexts=course_1407900)	11pm
Sun Nov 13, 2022	Module 12 Quiz: The President and the Judiciary (https://webcourses.ucf.edu/courses/1407900/assignments/7537574)	due by 11:59pm
Mon Nov 14, 2022	Start Module/Week 13 (https://webcourses.ucf.edu/calendar?event_id=2604779&include_contexts=course_1407900)	12am
Wed Nov 16, 2022	Small Group Discussion for Module 13: Strategic Lobbying (https://webcourses.ucf.edu/courses/1407900/assignments/7537589)	due by 11:59pm
Fri Nov 18, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645793&include_contexts=course_1407900)	11pm
Sun Nov 20, 2022	Module 13 Quiz: Domestic and Economic Policy Making (https://webcourses.ucf.edu/courses/1407900/assignments/7537573)	due by 11:59pm
Mon Nov 21, 2022	Start Module/Week 14 (https://webcourses.ucf.edu/calendar?event_id=2604785&include_contexts=course_1407900)	12am
Wed Nov 23, 2022	Small Group Discussion for Module 14: Responding to International Crisis (https://webcourses.ucf.edu/courses/1407900/assignments/7537588)	due by 11:59pm
Thu Nov 24, 2022	Thanksgiving Holiday (https://webcourses.ucf.edu/calendar?event_id=2604795&include_contexts=course_1407900)	12am
Fri Nov 25, 2022	Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2645794&	11pm

Date	Details	Due
	include_contexts=course_1407900)	
Sun Nov 27, 2022	Module 14 Quiz: Foreign and Defense Policy (https://webcourses.ucf.edu/courses/1407900/assignments/7537572)	due by 11:59pm
Mon Nov 28, 2022	Start Studying for Final Exam (https://webcourses.ucf.edu/calendar?event_id=2604782&include_contexts=course_1407900)	12am
Fri Dec 2, 2022	Last Day of UCF Classes (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604788&include_contexts=course_1407900)	11pm
Sun Dec 4, 2022	Final Exam (Fall 2022) (https://webcourses.ucf.edu/courses/1407900/assignments/7537579)	due by 11:59pm
Wed Dec 14, 2022	Grades Due to UCF by noon (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604794&include_contexts=course_1407900)	11pm

POS4284-22Fall 0W60

Jump to Today ✎ Edit

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

- **Internships Available:** Orange County Commissioner's Office, Apply by Aug. 18th, more info.
- **UCF Legislative Scholars Program:** Work in state legislature for stipend and academic credit, more info on flyer, apply by Sept. 18th
- **UCF Academic Services:** Tutors and Learning Assistants needed, help UCF student-athletes, more info.
- **Applying to Law School?** UCF's Free Personal Statement Review/Editing Service is now open

WELCOME TO POS 4284 - PLEASE READ

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.**

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)**
- Office Hours: Tuesdays noon - 1:30pm, Thursdays noon - 1:30pm, and Fridays 10am - 1pm. Call 321-394-8868 during these times to speak to me or drop by, no appointment needed.
- GTA: TBD

Course Information

- Course Name: Judicial Process and Politics
- Course ID & Section: POS4284-22Fall 0W60
- Credit Hours: 3
- Semester/Year: Fall 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.

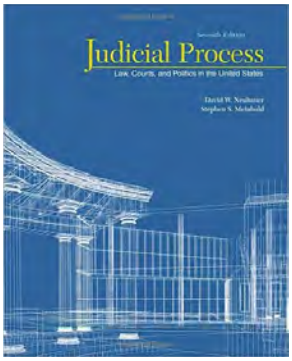
Course prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor.

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)**



- **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)**.

- **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/)**.

- **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.

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

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

This class follows University-wide policies regarding face coverings.

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. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (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.

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 (http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies)**, 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." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

Missed Assignments/Make-Ups

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See **UCF Policy 4.401. (http://policies.ucf.edu/)** and **UCF Regulation 5.020 (https://regulations.ucf.edu/chapter5.asp)**.

Late Work

Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10 on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

Grading Scale

Name:	Range:	
A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%

C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
F	< 59.5 %	to 0.0%

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.

Group Work

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** **(https://scai.sdes.ucf.edu/)** 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.

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** **(http://uwc.cah.ucf.edu/)**, 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** **(http://uwc.cah.ucf.edu/schedule-a-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.

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 (https://sas.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.

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. 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 (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.

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). For more information, see the **UCF Policy (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)** and/or contact the **Office of Diversity Initiatives (https://diversity.ucf.edu/)** 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.

START HERE MODULE

Course Summary:

Date	Details	Due
Mon Aug 22, 2022	Read Gideon's Trumpet, pp. 3-11. (https://webcourses.ucf.edu/calendar?event_id=2604822&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 1-15 (https://webcourses.ucf.edu/calendar?event_id=2604841&include_contexts=course_1407899)	12am
	UCF Classes Begin! (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604824&include_contexts=course_1407899)	12am
	Syllabus Quiz (Not Weighted, Please Complete ASAP) (https://webcourses.ucf.edu/courses/1407899/assignments/7537603)	due by 11:59pm
Fri Aug 26, 2022	Add Deadline (https://webcourses.ucf.edu/calendar?event_id=2604811&include_contexts=course_1407899)	12am
	Drop/Swap Deadline (https://webcourses.ucf.edu/calendar?event_id=2604805&include_contexts=course_1407899)	12am
	Evidence of Academic Engagement Quiz (Not Weighted, Please Complete ASAP) (https://webcourses.ucf.edu/courses/1407899/assignments/7537618)	due by 5pm
Sun Aug 28, 2022	Discussion: Meet Your Small Group (https://webcourses.ucf.edu/courses/1407899/assignments/7537623)	due by 11:59pm
	Law, Courts & Politics Module 01 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537604)	due by 11:59pm

Date	Details	Due
	Law, Courts, and Politics Hangman (https://webcourses.ucf.edu/courses/1407899/assignments/7537636)	due by 11:59pm
Mon Aug 29, 2022	Read Gideon's Trumpet, pp. 12-30. (https://webcourses.ucf.edu/calendar?event_id=2604840&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 16-45 (https://webcourses.ucf.edu/calendar?event_id=2604830&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604814&include_contexts=course_1407899)	12am
Sun Sep 4, 2022	Law and Legal Systems Module 02 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537606)	due by 11:59pm
	Law and Legal Systems Vocab Word Search (https://webcourses.ucf.edu/courses/1407899/assignments/7537635)	due by 11:59pm
Mon Sep 5, 2022	Read Gideon's Trumpet, pp. 31-46. (https://webcourses.ucf.edu/calendar?event_id=2604839&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 46-79 (https://webcourses.ucf.edu/calendar?event_id=2604804&include_contexts=course_1407899)	12am
Sun Sep 11, 2022	Discussion: A Courthouse Near You (Requires You to Visit a Courthouse) (https://webcourses.ucf.edu/courses/1407899/assignments/7537624)	due by 11:59pm
	Federal Courts Crossword (https://webcourses.ucf.edu/courses/1407899/assignments/7537632)	due by 11:59pm
	Federal Courts Module 03 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537610)	due by 11:59pm
Mon Sep 12, 2022	Read Gideon's Trumpet, pp. 47-58. (https://webcourses.ucf.edu/calendar?event_id=2604809&include_contexts=course_1407899)	12am

Date	Details	Due
	Read Neubauer & Meinhold, pp. 80-112 (https://webcourses.ucf.edu/calendar?event_id=2604810&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604825&include_contexts=course_1407899)	12am
Sun Sep 18, 2022	State Courts Jeopardy Game (https://webcourses.ucf.edu/courses/1407899/assignments/7537639)	due by 11:59pm
	State Courts Module 04 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537616)	due by 11:59pm
Mon Sep 19, 2022	Read Gideon's Trumpet, pp. 59-81. (https://webcourses.ucf.edu/calendar?event_id=2604807&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 113-148 (https://webcourses.ucf.edu/calendar?event_id=2604806&include_contexts=course_1407899)	12am
Sun Sep 25, 2022	Discussion: Costs and Benefits of Attending Law School (https://webcourses.ucf.edu/courses/1407899/assignments/7537620)	due by 11:59pm
	Lawyers and Legal Representation Crossword Puzzle (https://webcourses.ucf.edu/courses/1407899/assignments/7537637)	due by 11:59pm
	Lawyers and Legal Representation Module 05 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537619)	due by 11:59pm
Mon Sep 26, 2022	Read Gideon's Trumpet, pp. 82-99. (https://webcourses.ucf.edu/calendar?event_id=2604816&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 149-185 (https://webcourses.ucf.edu/calendar?event_id=2604828&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604823&include_contexts=course_1407899)	12am

Date	Details	Due
Sun Oct 2, 2022	Judges Hangman Game (https://webcourses.ucf.edu/courses/1407899/assignments/7537634)	due by 11:59pm
	Judges Module 06 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537607)	due by 11:59pm
Mon Oct 3, 2022	Read Gideon's Trumpet, pp. 100-106 (https://webcourses.ucf.edu/calendar?event_id=2604800&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 186-211 (https://webcourses.ucf.edu/calendar?event_id=2604838&include_contexts=course_1407899)	12am
Sun Oct 9, 2022	Discussion: Practicing Law (Requires You to Interview an Attorney) (https://webcourses.ucf.edu/courses/1407899/assignments/7537622)	due by 11:59pm
	Mobilizing the Law Jeopardy Game (https://webcourses.ucf.edu/courses/1407899/assignments/7537638)	due by 11:59pm
	Mobilizing the Law Module 07 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537615)	due by 11:59pm
Mon Oct 10, 2022	Read Gideon's Trumpet, pp. 107-122. (https://webcourses.ucf.edu/calendar?event_id=2604815&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 212-241 (https://webcourses.ucf.edu/calendar?event_id=2604808&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604842&include_contexts=course_1407899)	12am
Sun Oct 16, 2022	Criminal Justice: Preliminary Stages Module 08 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537605)	due by 11:59pm
	Criminal Justice: Preliminary Stages Sequencer (https://webcourses.ucf.edu/courses/1407899/assignments/7537630)	due by 11:59pm
Mon Oct 17, 2022	Read Gideon's Trumpet, pp. 123-145. (https://webcourses.ucf.edu/calendar?event_id=2604812&include_contexts=course_1407899)	12am

Date	Details	Due
	Read Neubauer & Meinhold, pp. 242-280 (https://webcourses.ucf.edu/calendar?event_id=2604836&include_contexts=course_1407899)	12am
Sun Oct 23, 2022	Criminal Justice Word Search (https://webcourses.ucf.edu/courses/1407899/assignments/7537631)	due by 11:59pm
	Criminal Justice: Bargaining and Sentencing Module 09 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537608)	due by 11:59pm
	Discussion: High Profile Criminal Trials in the News (https://webcourses.ucf.edu/courses/1407899/assignments/7537625)	due by 11:59pm
Mon Oct 24, 2022	Read Gideon's Trumpet, pp. 146-168. (https://webcourses.ucf.edu/calendar?event_id=2604827&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 281-314 (https://webcourses.ucf.edu/calendar?event_id=2604818&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604835&include_contexts=course_1407899)	12am
Fri Oct 28, 2022	UCF Withdrawal Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604817&include_contexts=course_1407899)	12am
Sun Oct 30, 2022	Civil Litigation: Disputing Pyramid Sequencer (https://webcourses.ucf.edu/courses/1407899/assignments/7537629)	due by 11:59pm
	Civil Litigation: How Cases Begin Module 10 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537614)	due by 11:59pm
Mon Oct 31, 2022	Read Gideon's Trumpet, pp. 169-190. (https://webcourses.ucf.edu/calendar?event_id=2604799&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 315-342 (https://webcourses.ucf.edu/calendar?event_id=2604832&include_contexts=course_1407899)	12am

Date	Details	Due
Sun Nov 6, 2022	Civil Litigation Crossword Puzzle (https://webcourses.ucf.edu/courses/1407899/assignments/7537628)	due by 11:59pm
	Civil Litigation: How Cases End Module 11 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537613)	due by 11:59pm
	Discussion: High Stakes Civil Litigation in the News (https://webcourses.ucf.edu/courses/1407899/assignments/7537626)	due by 11:59pm
Mon Nov 7, 2022	Read Gideon's Trumpet, pp. 191-201. (https://webcourses.ucf.edu/calendar?event_id=2604831&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 343-373 (https://webcourses.ucf.edu/calendar?event_id=2604820&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604826&include_contexts=course_1407899)	12am
Sun Nov 13, 2022	Trials and Juries Module 12 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537611)	due by 11:59pm
	Trials and Juries Sequencer (https://webcourses.ucf.edu/courses/1407899/assignments/7537641)	due by 11:59pm
Mon Nov 14, 2022	Read Gideon's Trumpet, pp. 202-217. (https://webcourses.ucf.edu/calendar?event_id=2604834&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 374-405 (https://webcourses.ucf.edu/calendar?event_id=2604821&include_contexts=course_1407899)	12am
Sun Nov 20, 2022	Discussion: Florida Appeals Court Opinion on a Statute of Limitations (https://webcourses.ucf.edu/courses/1407899/assignments/7537621)	due by 11:59pm
	The Appellate Process Hangman Game (https://webcourses.ucf.edu/courses/1407899/assignments/7537640)	due by 11:59pm
	The Appellate Process Module 13 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537609)	due by 11:59pm

Date	Details	Due
Mon Nov 21, 2022	Read Gideon's Trumpet, pp. 218-233. (https://webcourses.ucf.edu/calendar?event_id=2604798&include_contexts=course_1407899)	12am
	Read Gideon's Trumpet, pp. 234-250. (https://webcourses.ucf.edu/calendar?event_id=2604802&include_contexts=course_1407899)	12am
	Read Neubauer & Meinhold, pp. 406-435 (https://webcourses.ucf.edu/calendar?event_id=2604829&include_contexts=course_1407899)	12am
	Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604803&include_contexts=course_1407899)	12am
Thu Nov 24, 2022	Thankgiving (https://webcourses.ucf.edu/calendar?event_id=2645715&include_contexts=course_1407899)	12am
Sun Nov 27, 2022	U.S. Supreme Court Agenda Setting Crossword Puzzle (https://webcourses.ucf.edu/courses/1407899/assignments/7537642)	due by 11:59pm
	U.S. Supreme Court Agenda Setting Module 14 Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537617)	due by 11:59pm
Mon Nov 28, 2022	Start studying for POS 4284 Final Exam! (https://webcourses.ucf.edu/calendar?event_id=2604837&include_contexts=course_1407899)	12am
Sun Dec 4, 2022	POS 4284 Final Exam (Fall 2022) (https://webcourses.ucf.edu/courses/1407899/assignments/7537612)	due by 11:59pm
Mon Dec 5, 2022	Read Neubauer & Meinhold, pp. 436-473 (https://webcourses.ucf.edu/calendar?event_id=2604819&include_contexts=course_1407899)	12am
Sun Dec 11, 2022	Discussion: History in the Making in the U.S. Supreme Court (https://webcourses.ucf.edu/courses/1407899/assignments/7537627)	due by 11:59pm
	Identify Warren Court Justices (May Require Web Research) (https://webcourses.ucf.edu/courses/1407899/assignments/7537633)	due by 11:59pm

Date	Details	Due
	U.S. Supreme Court Justices and Their Decisions Module Quiz (https://webcourses.ucf.edu/courses/1407899/assignments/7537602)	due by 11:59pm
Mon Dec 12, 2022	Reminder: Bonus Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2604801&include_contexts=course_1407899)	12am
Wed Dec 14, 2022	Grades Due to UCF by noon (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604813&include_contexts=course_1407899)	11pm

POS4603-22Fall 0002

Jump to Today ✎ Edit

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

- **Internships Available:** Orange County Commissioner's Office, Apply by Aug. 18th, more info.
- **UCF Legislative Scholars Program:** Work in state legislature for stipend and academic credit, more info on flyer, apply by Sept. 18th
- **UCF Academic Services:** Tutors and Learning Assistants needed, help UCF student-athletes, more info.
- **Applying to Law School?** UCF's Free Personal Statement Review/Editing Service is now open

WELCOME TO POS 4603 - PLEASE READ

Please read this entire syllabus page carefully. It answers questions students have about this class. Resources to help you with this class: **Frequently Asked Questions**, and **If You Have Tech Problems**. If your question isn't answered: **Questions about Class Syllabus, Grading, Calendar? Post Them Here!** (You'll need to complete preliminary modules to access these pages.)

Academic integrity information: **Academic Integrity, Unauthorized Assistance, and Unauthorized Communications** and **Academic Integrity, Plagiarism, and Citations**. (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/)**)
- Office Hours: Tuesdays noon - 1:30pm, Thursdays noon - 1:30pm, and Fridays 10am - 1pm. Call 321-394-8868 during these times to speak to me or drop by, no appointment needed.
- E-mail: **barry.edwards@ucf.edu (mailto:barry.edwards@ucf.edu)**
- GTA: TBD

Course Information

- Course Name: American Constitutional Law I
- Course ID & Section: POS 4603-22Fall 0002
- Credit Hours: 3
- Semester/Year: Fall 2022
- Face-to-Face Class: Tues. & Thurs., 10:30-11:45am
- Class Location: Classroom Building 1, Rm. 319

Course Description

Constitutional law addresses the contents of the U.S. Constitution and the interpretation of those contents. We will look at the organization of the United States Government (i.e., the distribution and execution of those powers); and the relations between the Government and persons under its jurisdiction (i.e., under the Bill of Rights). Under the

United States' system, the chief problems of constitutional law center on the basic matter of judicial review, on relations between and among the three (3) branches of government, on the federal system's distribution of powers between the federal and state governments, and on the restrictions or limitation on government in either procedural or substantive (e.g., due process) contexts. University Course Catalog Description: Development of American federalism and national power, commerce clause, and nationalization of the economy.

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.

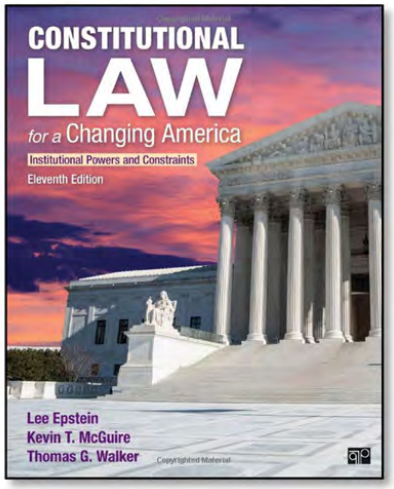
Course Objectives

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

Epstein, Lee, and Thomas Walker. *Constitutional Law for a Changing America: Institutional Powers and Constraints, 11th Edition.* (Thousand Oaks, CA: CQ Press, an Imprint of Sage Publications, Inc. 2021). ISBN-13: 978-1544391250, ISBN-10: 1544391250. **Make sure you buy the right textbook (see image below) this textbook is part of a series with different titles.** **See on Amazon** **(https://www.amazon.com/Constitutional-Law-Changing-America-Institutional/dp/1544317905/ref=sr_1_1?qid=1561046345)** .



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.

Course Requirements

Your final grade is based on the following components.

1. **Midterm One** (20%) - In person, in-class exam covering weeks/modules 1-7.
2. **Midterm Two** (20%) - In person, in-class exam covering weeks/modules 8-12.
3. **Online Assignments** (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.
4. **Class Participation** (15%) - Includes on-time attendance, listening to others, being prepared to answer questions, not using smart phone during class.
5. **Final Exam** (30%) – In person exam covering all weeks/modules.

Course Policies (click headings to open and read)

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** **(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies)**, 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." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

Missed Assignments/Make-Ups

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See **UCF Policy 4.401.** **(http://policies.ucf.edu/)** and **UCF Regulation 5.020** **(https://regulations.ucf.edu/chapter5.asp)**.

Late Work

Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10 on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

Lateness deductions may be waived if lateness was caused by extreme and unforeseen circumstances for which students can't fairly be held responsible. For example, if you are injured in a car accident and hospitalized, lateness caused by an unforeseeable medical emergency is excusable. If your home is destroyed in a fire, lateness caused by an unforeseeable personal emergency is excusable. I may ask for documentation.

Grading Scale

Name:	Range:	
A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%
C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
F	< 59.5 %	to 0.0%

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.

Group Work

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** **(https://osrr.sdes.ucf.edu/)** 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.

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** **(http://uwc.cah.ucf.edu/)**, 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 (http://uwc.cah.ucf.edu/schedule-a-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.

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 (https://sas.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.

Emergency Procedures and Campus Safety

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 (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.

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). For additional information, contact the **Office of Diversity Initiatives (https://diversity.ucf.edu/)** 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.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

This class follows University-wide policies regarding face coverings.

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. CDC guidance for COVID-19 symptoms is located here: (**https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html** **(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.

START HERE MODULE

Course Summary:

Date	Details	Due
Mon Aug 22, 2022	Start Module/Week 01 (https://webcourses.ucf.edu/calendar?event_id=2604905&include_contexts=course_1408181)	12am
	UCF Classes Begin (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604895&include_contexts=course_1408181)	12am
Fri Aug 26, 2022	Add Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604891&include_contexts=course_1408181)	12am
	Drop/Swap Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604896&include_contexts=course_1408181)	12am
	Evidence of Academic Engagement Quiz (Does not affect your grade, please take ASAP) (https://webcourses.ucf.edu/courses/1408181/assignments/7537829)	due by 5pm
Sun Aug 28, 2022	Articles or Constitution? Pick One (https://webcourses.ucf.edu/courses/1408181/assignments/7537855)	due by 11:59pm
	Introduction to U.S. Constitution Jeopardy (https://webcourses.ucf.edu/courses/1408181/assignments/7537865)	due by 11:59pm
	Practice Quiz: Introduction to U.S. Constitution (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537832)	due by 11:59pm
Mon Aug 29, 2022	Start Module/Week 02 (https://webcourses.ucf.edu/calendar?event_id=2604900&include_contexts=course_1408181)	12am
Sun Sep 4, 2022	Crossword Puzzle: U.S. Supreme Court Agenda Setting (https://webcourses.ucf.edu/courses/1408181/assignments/7537858)	due by 11:59pm
	Identify the Warren Court Justices (may require internet research) (https://webcourses.ucf.edu/courses/1408181/assignments/7537864)	due by 11:59pm
	Practice Quiz: Understanding the U.S. Supreme Court (Optional, does not affect	due by 11:59pm

Date	Details	Due
	your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537810)	
Mon Sep 5, 2022	Start Module/Week 03 (https://webcourses.ucf.edu/calendar?event_id=2604901&include_contexts=course_1408181)	12am
Sun Sep 11, 2022	Constraints on Judicial Power Hangman (https://webcourses.ucf.edu/courses/1408181/assignments/7537856)	due by 11:59pm
	Matching Quiz: Judiciary Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537872)	due by 11:59pm
	Practice Quiz: Judicial Powers and Constraints (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537835)	due by 11:59pm
Mon Sep 12, 2022	Start Module/Week 04 (https://webcourses.ucf.edu/calendar?event_id=2604911&include_contexts=course_1408181)	12am
Sun Sep 18, 2022	Identify Burger Court Members (may require internet research) (https://webcourses.ucf.edu/courses/1408181/assignments/7537862)	due by 11:59pm
	Matching Quiz: Legislative Powers Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537873)	due by 11:59pm
	Practice Quiz: Legislative Powers and Constraints (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537817)	due by 11:59pm
Mon Sep 19, 2022	Start Module/Week 05 (https://webcourses.ucf.edu/calendar?event_id=2604910&include_contexts=course_1408181)	12am
Sun Sep 25, 2022	Matching Quiz: Executive Powers Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537868)	due by 11:59pm
	Practice Quiz: Executive Powers and Constraints (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537820)	due by 11:59pm
	Presidential Powers: Pick One (https://webcourses.ucf.edu/courses/1408181/assignments/7537878)	due by 11:59pm

Date	Details	Due
Mon Sep 26, 2022	Start Module/Week 06 (https://webcourses.ucf.edu/calendar?event_id=2604909&include_contexts=course_1408181)	12am
Sun Oct 2, 2022	Identify Rehnquist Court Justices (may require internet research) (https://webcourses.ucf.edu/courses/1408181/assignments/7537863)	due by 11:59pm
	Matching Quiz: Separation of Powers in Domestic Affairs (https://webcourses.ucf.edu/courses/1408181/assignments/7537875)	due by 11:59pm
	Practice Quiz: Separation of Powers in Domestic Affairs (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537806)	due by 11:59pm
Mon Oct 3, 2022	Start Module/Week 07 (https://webcourses.ucf.edu/calendar?event_id=2604886&include_contexts=course_1408181)	12am
Sun Oct 9, 2022	Foreign Affairs Power of President or Congress? (https://webcourses.ucf.edu/courses/1408181/assignments/7537860)	due by 11:59pm
	Practice Quiz: Separation of Powers in Foreign Affairs (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537812)	due by 11:59pm
	U(SA) Better Recognize (May require internet research) (https://webcourses.ucf.edu/courses/1408181/assignments/7537881)	due by 11:59pm
Tue Oct 11, 2022	Midterm #1: Branches of Federal Government (https://webcourses.ucf.edu/courses/1408181/assignments/7621344)	due by 11:45am
Wed Oct 12, 2022	Start Module/Week 08 (https://webcourses.ucf.edu/calendar?event_id=2604894&include_contexts=course_1408181)	12am
Sun Oct 16, 2022	Federalism Hangman: Name that State (https://webcourses.ucf.edu/courses/1408181/assignments/7537859)	due by 11:59pm
	Matching Quiz: Federalism Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537869)	due by 11:59pm
	Practice Quiz: Federalism (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537830)	due by 11:59pm

Date	Details	Due
Mon Oct 17, 2022	Start Module/Week 09 (https://webcourses.ucf.edu/calendar?event_id=2604884&include_contexts=course_1408181)	12am
Sun Oct 23, 2022	Historic Foundations of Federal Commerce Power: Pick True or False (https://webcourses.ucf.edu/courses/1408181/assignments/7537861)	due by 11:59pm
	Matching Quiz: Historic Era Commerce Power Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537871)	due by 11:59pm
	Practice Quiz: Historical Foundations of Federal Power to Regulate Commerce (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537837)	due by 11:59pm
Mon Oct 24, 2022	Start Module/Week 10 (https://webcourses.ucf.edu/calendar?event_id=2604889&include_contexts=course_1408181)	12am
Fri Oct 28, 2022	UCF Withdrawal Deadline (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604885&include_contexts=course_1408181)	12am
Sun Oct 30, 2022	Matching Quiz: Modern Era Commerce Power Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537874)	due by 11:59pm
	Practice Quiz: Federal Power to Regulate Commerce in the Modern Era (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537811)	due by 11:59pm
	Who Nominated Current Supreme Court Justices? (may require internet research) (https://webcourses.ucf.edu/courses/1408181/assignments/7537882)	due by 11:59pm
Mon Oct 31, 2022	Start Module/Week 11 (https://webcourses.ucf.edu/calendar?event_id=2604914&include_contexts=course_1408181)	12am
Sun Nov 6, 2022	Matching Quiz: Federal Tax and Spending Power Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537870)	due by 11:59pm
	Practice Quiz: Federal Powers to Tax and Spend (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537819)	due by 11:59pm

Date	Details	Due
	Tax Terminology Word Search (https://webcourses.ucf.edu/courses/1408181/assignments/7537880)	due by 11:59pm
Mon Nov 7, 2022	Start Module/Week 12 (https://webcourses.ucf.edu/calendar?event_id=2604915&include_contexts=course_1408181)	12am
Sun Nov 13, 2022	Matching Quiz: State Power to Tax and Regulate Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537876)	due by 11:59pm
	Practice Quiz: State Powers to Regulate Commerce, Tax, and Spend (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537838)	due by 11:59pm
	State Power: Pick True or False (https://webcourses.ucf.edu/courses/1408181/assignments/7537879)	due by 11:59pm
Tue Nov 15, 2022	Midterm #2: Federal-State Relations (https://webcourses.ucf.edu/courses/1408181/assignments/7621345)	due by 11:45am
Wed Nov 16, 2022	Start Module/Week 13 (https://webcourses.ucf.edu/calendar?event_id=2604888&include_contexts=course_1408181)	12am
Sun Nov 20, 2022	Matching Quiz: Economic Substantive Due Process Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537867)	due by 11:59pm
	Practice Quiz: Economic Substantive Due Process (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537822)	due by 11:59pm
	Who Prevailed: Government or Business? (https://webcourses.ucf.edu/courses/1408181/assignments/7537883)	due by 11:59pm
Mon Nov 21, 2022	Start Module/Week 14 (https://webcourses.ucf.edu/calendar?event_id=2604898&include_contexts=course_1408181)	12am
Thu Nov 24, 2022	Thanksgiving (https://webcourses.ucf.edu/calendar?event_id=2604934&include_contexts=course_1408181)	12am
Sun Nov 27, 2022	Matching Quiz: Takings Clause Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537877)	due by 11:59pm

Date	Details	Due
	Practice Quiz: The Takings Clause (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537836)	due by 11:59pm
	Who Prevailed: Government or Property Owner? Pick One (https://webcourses.ucf.edu/courses/1408181/assignments/7537884)	due by 11:59pm
Mon Nov 28, 2022	Start Module/Week 15 (https://webcourses.ucf.edu/calendar?event_id=2604917&include_contexts=course_1408181)	12am
Thu Dec 1, 2022	Last Day for Class Participation (https://webcourses.ucf.edu/courses/1408181/assignments/7621343)	due by 11:59pm
Fri Dec 2, 2022	Last Day of UCF Classes (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604882&include_contexts=course_1408181)	11pm
Sun Dec 4, 2022	Contract Clause: Pick True or False (https://webcourses.ucf.edu/courses/1408181/assignments/7537857)	due by 11:59pm
	Matching Quiz: Contract Clause Cases (https://webcourses.ucf.edu/courses/1408181/assignments/7537866)	due by 11:59pm
	Practice Quiz: The Contract Clause (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1408181/assignments/7537825)	due by 11:59pm
Tue Dec 6, 2022	POS 4603 Final Exam (Fall 2022) (https://webcourses.ucf.edu/courses/1408181/assignments/7621307)	due by 10am
Wed Dec 14, 2022	Grades Due to UCF by noon (Fall 2022) (https://webcourses.ucf.edu/calendar?event_id=2604892&include_contexts=course_1408181)	11pm

POS6757-22Fall 0W60

Jump to Today ✎ Edit

POS 6757: Survey Design for Political Science Research

WELCOME TO POS 6757 - PLEASE READ

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.**

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)**
- Office Hours: Tuesdays noon - 1:30pm, Thursdays noon - 1:30pm, and Fridays 10am - 1pm. Call 321-394-8868 during these times to speak to me or drop by, no appointment needed.

Course Information

- Course Name: Survey Design for Political Science Research
- Course ID & Section: POS6757-22Fall 0W60
- Credit Hours: 3
- Semester/Year: Fall 2022
- Web Only Course

Course Description

This course introduces students to process of designing and using surveys for political science research. During the course, students will participate in weekly online discussions, design and implement survey questions using online software, write two short article critique, and write a substantial seminar paper.

Course Objectives

After completing this class, students should be able to:

- Understand basic survey design, including sampling and questionnaire design.
- Engage stakeholders to identify needs for survey data.
- Identify potential issues that may impede successful survey administration.
- Critically evaluate published survey research.
- Create a variety of survey questions using online software.
- Complete a successful proposal for human subject research at a federally-funded research institution.
- Evaluate survey data using descriptive and inferential statistics.
- Effectively communicate the results of survey research to lay and professional audiences.

Required Texts and Supplemental Readings

- **REQUIRED**: Arlene Fink, *How to Conduct Surveys: A Step-by-Step Guide, 6th Edition* (Thousand Oaks, CA: Sage Publications, 2017). ISBN-10: 1483378489, ISBN-13: 978-1483378480. **See Amazon page (https://www.amazon.com/How-Conduct-Surveys-Step-Step/dp/1483378489/ref=sr_1_fkmr0_1?crid=VHPOR0YSAPKG)** .
- **ADDITIONAL REQUIRED READINGS.** Additional readings will be announced and/or distributed online.
- **RECOMMENDED:** 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)**
- **ALSO RECOMMENDED:** Read recent political science articles on survey methodology and articles that use survey research.

Course Requirements

Your final grade is based on the components listed below.

1. **Weekly Class Discussions** (25%) - In weekly class discussions you'll discuss the course material, your independent research, and work collaboratively on the class survey research project. **More info about weekly class discussions**.
2. **Article Critiques** (20%) - You will write two critiques of articles from the assigned readings. Students can also choose their own readings for the critique conditional on instructor approval. At least one of your article critiques should be submitted prior to the semester's withdrawal deadline. Both critiques must be submitted before Thanksgiving. **Further instructions for article critiques.**
3. **Class Survey Research Project** (25%) - The class will practice designing and implementing a survey on UCF campus life, politics, and government. Each student will be contribute and analyze their own survey questions, but we will incorporate all the questions into one survey so it can be efficiently administered. Students will need to work both collaboratively and independently. **Additional info on class project**.
4. **Seminar Paper** (30%) - Students will write a substantial research design for survey research in political science. Your seminar paper topic should be relevant to the discipline of political science (so not a paper about UCF campus life, politics, and government). **More details about seminar paper,**

Course Policies

COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

This class follows University-wide policies regarding face coverings.

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

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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 (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.

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 (http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies)** , 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." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

Missed Assignments/Make-Ups

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University

activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See **UCF Policy 4.401.** (http://policies.ucf.edu/) and **UCF Regulation 5.020** (https://regulations.ucf.edu/chapter5.asp).

Late Work

Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10 on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

Grading Scale

Name:	Range:	
A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%
C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
F	< 59.5 %	to 0.0%

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.

Group Work

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** (https://scai.sdes.ucf.edu/) 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.

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** (http://uwc.cah.ucf.edu/), 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** (http://uwc.cah.ucf.edu/schedule-a-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.

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** (https://sas.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.

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. 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** (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.

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). For more information, see the **UCF Policy (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)** and/or contact the **Office of Diversity Initiatives (https://diversity.ucf.edu/)** 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.

START HERE MODULE

Course Summary:

Date	Details	Due
Mon Aug 22, 2022	**Begin Module/Week 1: Aims and Objectives of Survey Research (https://webcourses.ucf.edu/calendar?event_id=2652702&include_contexts=course_1407897)**	12am
Wed Aug 24, 2022	**Evidence of Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1407897/assignments/7639618)**	due by 11:59pm
Mon Aug 29, 2022	**Begin Module/ Week 2: History of Survey Research in Political Science (https://webcourses.ucf.edu/calendar?event_id=2652703&include_contexts=course_1407897)**	12am

Date	Details	Due
Mon Sep 5, 2022	Begin Week/Module 3: Modern Political Science Research Based on Surveys (https://webcourses.ucf.edu/calendar?event_id=2652704&include_contexts=course_1407897)	12am
Mon Sep 12, 2022	Begin Week/Module 4: Survey Question Types, Wording, and Order (https://webcourses.ucf.edu/calendar?event_id=2652705&include_contexts=course_1407897)	12am
Mon Sep 19, 2022	Begin Week/Module 5: Scales and Multiple Measures (https://webcourses.ucf.edu/calendar?event_id=2652706&include_contexts=course_1407897)	12am
Mon Sep 26, 2022	Begin Week/Module 6: Consent Documents and Institutional Review (https://webcourses.ucf.edu/calendar?event_id=2652707&include_contexts=course_1407897)	12am
Mon Oct 3, 2022	Begin Week/Module 7: Survey Flow and Randomization (https://webcourses.ucf.edu/calendar?event_id=2652711&include_contexts=course_1407897)	12am
Mon Oct 10, 2022	Begin Week/Module 8: Asking Difficult Questions with Ranges, Lists, and Anchors (https://webcourses.ucf.edu/calendar?event_id=2652708&include_contexts=course_1407897)	12am
Mon Oct 17, 2022	Begin Week/Module 9: Getting Survey Responses - Sample Selection, Non-Participation, and Recruitment (https://webcourses.ucf.edu/calendar?event_id=2652709&include_contexts=course_1407897)	12am
Mon Oct 24, 2022	Begin Week/Module 10: Weighting Observations in Sample (https://webcourses.ucf.edu/calendar?event_id=2652713&include_contexts=course_1407897)	12am
Fri Oct 28, 2022	Submit Article Critique #1 (by Withdrawal Deadline) (https://webcourses.ucf.edu/courses/1407897/assignments/7634576)	due by 11:59pm
Mon Oct 31, 2022	Begin Week/Module 11 (Describing Survey Results with Tables and Figures) (https://webcourses.ucf.edu/calendar?event_id=2652714&include_contexts=course_1407897)	12am
Mon Nov 7, 2022	Begin Week/Module 12 (Communicating Confidence and Uncertainty) (https://webcourses.ucf.edu/calendar?event_id=2652715&	12am

Date	Details	Due
	include_contexts=course_1407897)	
Fri Nov 11, 2022	Class Research Project (est. completion Nov. 11th) (https://webcourses.ucf.edu/courses/1407897/assignments/7634597)	due by 11:59pm
Mon Nov 14, 2022	Begin Week/Module 13 (Making Comparisons and Testing Hypotheses) (https://webcourses.ucf.edu/calendar?event_id=2652716&include_contexts=course_1407897)	12am
Mon Nov 21, 2022	Begin Week/Module 14: Generalizing from Online and Student Samples (https://webcourses.ucf.edu/calendar?event_id=2652712&include_contexts=course_1407897)	12am
Wed Nov 23, 2022	Submit Article Critique #2 (before Thanksgiving) (https://webcourses.ucf.edu/courses/1407897/assignments/7634594)	due by 11:59pm
Mon Nov 28, 2022	Begin Week/Module 15: Student Research Presentations (https://webcourses.ucf.edu/calendar?event_id=2652717&include_contexts=course_1407897)	12am
Sun Dec 4, 2022	Submit Seminar Paper (due by Dec. 4th) (https://webcourses.ucf.edu/courses/1407897/assignments/7634595)	due by 11:59pm
Mon Dec 5, 2022	Online Class Discussion (Runs Aug. 22 to Dec. 5th) (https://webcourses.ucf.edu/courses/1407897/assignments/7634596)	due by 11:59pm

INR 4360: The Intelligence Process

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

COURSE SYLLABUS

Instructor:	**Sandor Fabian** (SANDOR FABIAN (Ph. D.) – Ph. D. Security Studies)	Term:	Fall 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:	sandor.fabian@ucf.edu	Class Location:	NSC 0110
Office Hours:	Monday 4:30 to 5:30 PM by appointment		

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	20% (200 points)
Quiz#1	20% (200 points)
Quiz#2	20% (200 points)
Quiz#3	20% (200 points)
Final Paper	20% (200 points)
Total:	100% (1000 points)

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

All Quizzes are multiple choice tests.

The final paper will be an individual effort culminating in a 5 to 10-page paper. 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. Any requirements 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 any reasons (including religious observance). **Students missing 5 or more classes will receive an automatic "F" for the course.** For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

INR 4360 Schedule:

Date	READINGS	DISCUSSION
22 Aug	None	First day of class. Introduction to course aims, structure and expectations.
29 Aug	Lowenthal, Chapter#1 and 2 Richelson Chapter#1 Michael Warner, "Wanted: A Definition of Intelligence," Studies in Intelligence, volume 46, 2002, pp. 15-23. (In "Files")	Defining Intelligence The development of US Intelligence **Final Paper requirements announced**
5 Sep	**Holiday - No Class**	**Holiday - No Class**
12 Sep	Lowenthal, Chapter#3 and 4 Richelson Chapter#2 Skim: National_Intelligence_Strategy_2019.pdf	The US Intelligence Community Intelligence Process/Cycle and the composition of the different "INTs" **(Online Discussion)**
19 Sep	**No Class** **Quiz#1**	**No Class** **Quiz#1**
26 Sep	Lowenthal, pp. 126-137 Richelson, Chapter#8 Olson Scenario#44 Olson Scenario#41	Signal Intelligence and Cyber Collection **Final Paper Topic due**
3 Oct	Lowenthal, pp. 137-148 Richelson, Chapter#11 Hanns Joachim Scharff – Without Torture (In "Files") Olson Scenario#8	Human intelligence
10 Oct	Lowenthal, pp. 111-126 Richelson, Chapter#7	Geospatial/Imagery Intelligence
17	**No Class**	**No Class**

Oct	**Quiz#2**	**Quiz#2**
24 Oct	Lowenthal, pp. 135-137 Richelson, Chapter#9	Measurement and Signature Intelligence
31 Oct	Lowenthal, pp. 148-154 Richelson, Chapter#12	Open-Source Intelligence
7 Nov	Lowenthal, Chapter#7 Richelson Chapter#15 Van Cleave, "Strategic Counterintelligence: What is it and What Should We Do About It?" (In "Files")	Counterintelligence **(Online Discussion)**
14 Nov	**No Class** **Quiz#3**	**No Class** **Quiz#3**
21 Nov	Lowenthal, Chapter#15 Richelson Chapter#13	Foreign Intelligence Services
28 Nov	Lowenthal, Chapter#14 Richelson Chapter#20 Ronald D. Lee and Paul M. Schwartz Beyond the "War" on Terrorism: Towards the New Intelligence Network (In "Files")	Intelligence Reform
5 Dec	**Turn in final papers**	**Turn in final papers**

*** 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 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.

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, 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 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>.

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
Fall 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 Pasos, 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 wit 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.farcau@ucf.edu. Class will meet MWF from 1230-120 pm in BA1 0147 from 22 August through 11 December 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 19th and 20th 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 September 30th 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 3 November and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before 10 November for a 10-point penalty. Late papers will still be accepted by November 17th, 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 November 17th. 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	*Diplomacy,* 2

3	The Rise of the Nation-State Richelieu and Napoleon	*Diplomacy,* 3
4	The Balance of Power Metternich and the Concert of Vienna	*Diplomacy,* 4-5
5	The Weakening of the Balance Napleon III and Bismarck	*Diplomacy* 6
6	The Roots of World War I	*Diplomacy,* 7-8 Kagan, Ch 2
	FIRST TEST	
7	Collective Security - Versailles Wilson and the Idealists	*Diplomacy,* 9-10
8	The Fall of Versailles and the League of Nations	*Diplomacy,* 11 Kagan, Ch 4
9	The League of Nations	*Diplomacy* 12
10	Chamberlain and Hitler	*Diplomacy* 13
11	World War II Roosevelt, Churchill and Stalin	*Diplomacy,* 14,15
12	Origins of the Cold War	*Diplomacy,* 16-17
	SECOND TEST	
13	Containment Truman, Eisenhower, Kennedy and Khrushchev	*Diplomacy,* 18-19 Kagan, Ch 5
14	Vietnam Kennedy – Nixon - Brezhnev	*Diplomacy,* 25-27
15	Détente Nixon – Carter	*Diplomacy,* 28-29
16	Reagan and Gorbachev The New World Order End of the Cold War	*Diplomacy,* 30, 31 *Diplomacy,* 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, 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.
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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/workplacesafety.html> (click on link from menu on left).
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- 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.

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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
U.S. GOVERNMENT
POS 2041(001)
COURSE SYLLABUS
Fall 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 HS1 0116, or by appointment. The instructor can also be reached at 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 0930-1020 in HS1 0116 from 22 August through 11 Deecember 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 September 30th. 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 November 3rd and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before November 10th for a 10-point penalty. Late papers will still be accepted by November 17th, 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 November 17th. 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	Bureaucracy	8
10	The Judiciary	9
	SECOND TEST	
11	Public Opinion	10
	Media	13

12	Interest Groups	14
13	Political Parties	11
14	Election Campaigns	12
15	Political Economy Welfare	15
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, 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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UNIVERSITY OF CENTRAL FLORIDA
U.S. GOVERNMENT
POS 2041(002)
COURSE SYLLABUS
Fall 2022
Dr. Bruce Farcau

I. Textbook (Required)

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II. Office hours: MWF 0800-0900, in HS1 0116, or by appointment. The instructor can also be reached at bruce.farcau@ucf.edu..

III. Course Description

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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 1030-1120 in HS1 0116 from 22 August through 11 Deecember 2022.

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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.

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Hayek, Frederick, *The Road to Serfdom*

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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*
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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*

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- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <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.

Syllabus and Schedule
POS 4622-0M01 Politics and Civil Rights

Dr. Terri Susan Fine
Tuesday 12:00pm-1:15pm and online
CB 1-Room 122

Fall 2022

Section	Location	Credit Hours
0M01	Mixed Mode	3

Instructor Contact

Instructor	Dr. Terri Susan Fine Professor of Political Science Associate Director, Lou Frey Institute of Politics and Government
Office Hours	Office hours: Tuesday, 1:30pm-3:00pm, PH 302K and via ZOOM ZOOM Personal Room: https://ucf.zoom.us/j/9745059425 By appointment: ZOOM, telephone or face-to-face 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
Phone	Not available; use “course messages” to establish course contact.

Course Messages	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 UCF Golden Rule, particularly Section 3a (Disruptive Conduct) and 4b (Harmful Behavior), apply to e-mail, course messages, and class discussions. Please notify me if you believe that your student rights are being violated, including disruptive conduct and harmful behavior, through course communication.
E-mail	terri.fine@ucf.edu **Note:** E-mail to this UCF 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.
Course page	https://webcourses.ucf.edu/courses/1411497

Course Description

The purpose of this course is to introduce you to the politics of the civil rights experience in the United States since 1865. The course will focus on African Americans and civil rights issues. The civil rights experience has been a long and difficult struggle in the United States. We will explore the nature of that struggle from several perspectives.

By the end of the course, students will be able to look at citizenship difficulties among African Americans and how various aspects of the U.S. Constitution have served to define and redefine the nature and substance of citizenship. We will also explore the political nature of judicial decision making in the context of key U.S. Supreme Court cases as they apply to African Americans. We will also examine key civil rights legislation and the role that key individuals, institutions and organizations play in mobilizing African Americans to promote civil rights protection.

Political behavior and opinion will also be examined. We will look at black political behavior from the perspectives of voting, interest group mobilization, protest activities and opinion formation. The examination of elite black political behavior will address the role and impact that public officials play in the policy process in the executive, legislative and judicial branches of government. Attention will be given to black legislators and their efforts to promote a civil rights agenda while at the same time accommodating a predominantly white political environment. We will also look at issues such as reverse discrimination, majority-minority districting, and political party and campaign politics.

The entire course will be couched in the context of the impact of social and economic conditions on political issues. To that end, we will explore how African Americans and whites differ in their economic and social resources and how those differences impact opportunities for securing political power.

A note on HB 7: "House Bill 7 (HB 7) amends a current Florida non-discrimination law (Fla. Stat. 1000.05: Florida Educational Equity Act) to provide that an educational institution, including UCF, may not subject any student or employee to training or instruction that "espouses, promotes, advances, inculcates, or compels such student or employee to believe" any of eight "specified concepts"… because such action would be per se discriminatory under the amended statute."

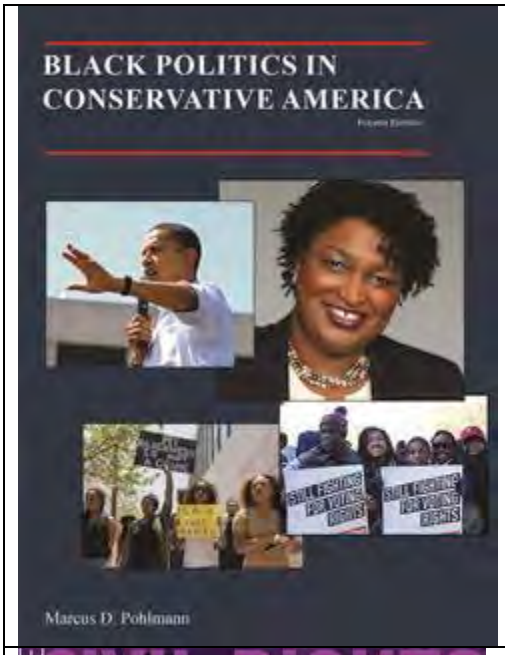
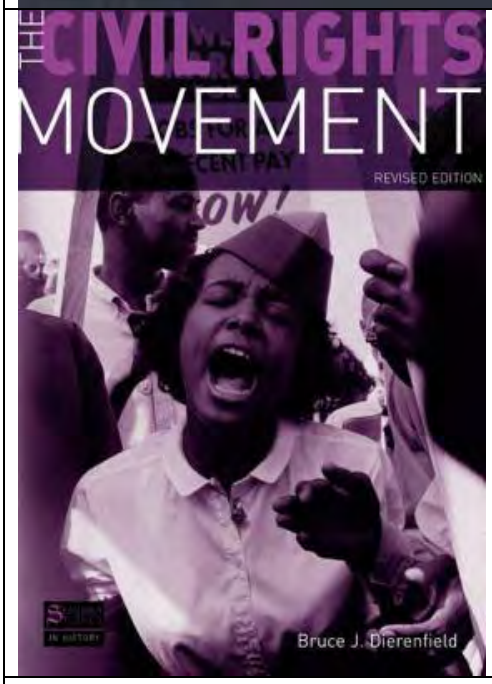
The eight specified concepts are:

1. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
2. A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
3. A person's moral character or status as either privileged or oppressed is necessarily defined by his or her race, color, national origin, or sex.
4. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
5. A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
6. A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
7. A person, by virtue of his or her race, color, sex, or national origin, bears responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by members of the same race, color, national origin, or sex.
8. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

(Source: https://fctl.ucf.edu/teaching-resources/classroom-management/faq-on-hb7-and-instruction-and-training/)

Focusing on civil rights and race issues, as the course is outlined in the UCF catalogue, situates this course within the context of the concerns raised by HB 7. The course utilizes scholarship published by noted academic experts from recognized colleges and universities. The course also includes materials produced by appointed and elected national and state government officials. The course will also introduce students to efforts by individuals who engaged in various civil rights efforts. This additional course material serves as an extension of the material produced by scholars and government officials that is included in the course.

Course Texts:

	*Black Politics in Conservative America* by Marcus Pohlmann, Fourth Edition, Sloan Educational Publishing, ISBN 978-159738-092-8 This textbook is available in print or digital formats. **<u>Be certain to purchase this textbook only and not an older edition.</u>**
	*The Civil Rights Movement* (Revised Edition) by Bruce Dierenfield, Pearson Longman Press, ISBN 978-1405874359 The university has provided a PDF version of this textbook at no cost to students. The PDF of the textbook is included in the "Course Orientation" module.
Additional Readings	U.S. Supreme Court opinions, government reports, and other additional readings as assigned are provided in the "Modules" section of the course.

Assessment

Grades will be based on class participation, analyses, short essays, interactive discussions, and quizzes.

Grades will be determined as follows:

Assignment Type	Number of Each Assignment Type	Points Available
Class Participation/ Formative Assessment	12	100 points each
Analyses	3	600 points each
Short Essays	4	300 points each
Quizzes	11	100 points each
Interactive Discussions	5	100 points each

All 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 why submitting the assignment on time was not possible (e.g., medical issue). 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. It is the instructor's sole discretion as to whether an assignment extension will be provided.

Course Navigation

Course materials are included on the "Modules" tab.

Below is a short description of each module:

Module Name	Module Description
Course Navigation	This module includes materials focusing on the "nuts and bolts" of the course including the syllabus, a course navigation PowerPoint and a PowerPoint introducing the instructor to the class.
Student Success	This module includes materials focusing on student success including a PowerPoint focusing on proofreading and professional presentation and a list of writing resources and strategies for avoiding plagiarism.
Introduction	This module includes information on the two assessments required for the Introduction module. These assessments include a course navigation quiz and an interactive introduction discussion. **Note: The U.S. Department of Education requires that all students complete a scored assessment during the first week of classes in each course in which they are enrolled. Students who do not complete the course navigation quiz and the interactive introduction discussion may be removed from the course by the university.**
Analyses	This module includes the requirements for each analysis, along with the resources required to complete each analysis.

Short Essays	This module includes the requirements for each short essay, along with the resources required to complete each short essay.

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

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows.

Letter Grade	Accumulated Points	Approximate Percentage of Available Points
A	5400 and higher	93%
A-	5160-5399	89%
B+	5000-5159	86%
B	4760-4999	82%
B-	4585-4759	79%
C+	4410-4584	76%
C	4175-4409	72%
C-	4000-4174	69%
D+	3890-3999	67%
D	3655-3889	63%
D-	3425-3654	59%
F	3424 and below	

Assessment and Course Objectives

Assessment	Course Objectives Met
Class Participation/ Formative Assessment	Engaging with course content Determining student understanding of course content

Analyses	Analyzing how African Americans experience civil rights issues in the U.S. governmental context Critiquing the role that civil rights issues play in mass-level participation, elite behavior and public policy Evaluating how civil rights issues affect and are affected by political and electoral institutions
Interactive Discussions	Reflecting on how civil rights issues affect and are affected by political and electoral institutions
Quizzes	Understanding how civil rights issues affect and are affected by political and electoral institutions
Short Essays	Written engagement about various civil rights issues

POS 4622 Politics and Civil Rights
Fall 2022 Schedule

Please contact me if you have any concerns about the reading load, tips on getting the most from your reading, 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.

Schedule

Class Week	Assigned Reading	Face to Face Component	Online Component
August 22-August 26	Course Orientation Module including: Course Navigation Course Syllabus	Syllabus and Course Overview	Course Orientation quiz, due Friday, August 26, 11:59pm Interactive Discussion: Class Introductions, due Friday, August 26, 11:59pm **(NOTE: The Course Orientation quiz score and Class Introductions discussion 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)**
August 29-September 2	Pohlmann, Chapter 1	Pohlmann, Chapter 1 Lecture and Discussion	Pohlmann, Chapter 1 Quiz, due September 2, 11:59pm

			Short Essay: Broadening the Conversation about Civil Rights due September 2, 11:59pm
September 5-September 9	Pohlmann, Chapter 2	Pohlmann, Chapter 2 Lecture and Discussion	Pohlmann, Chapter 2 Quiz, due September 9, 11:59pm Interactive Discussion: Racism and Pluralist Analysis due September 9, 11:59pm
September 12-September 16	Pohlmann, Chapter 3	Pohlmann, Chapter 3 Lecture and Discussion	Pohlmann, Chapter 3 Quiz, due September 16, 11:59pm Short Essay: Dred Scott and the Consequences of Citizenship due September 16, 11:59pm
September 19-September 23	Pohlmann, Chapter 4	Pohlmann, Chapter 4 Lecture and Discussion	Pohlmann, Chapter 4 Quiz, due September 23, 11:59pm
September 26-September 30	Pohlmann, Chapter 5	**No F2F class meeting**	Pohlmann, Chapter 5 Quiz, due September 30, 11:59pm Analysis: Frederick Douglass and the U.S. Constitution due September 30, 11:59pm
October 3-October 7	Dierenfield, Chapters 1-4	Dierenfield, Chapters 1-4 Lecture and Discussion	Dierenfield, Chapters 1-4 Quiz (Note: Chapters 1-4 are included in one quiz), due October 7, 11:59pm. Interactive Discussion: Civil Rights Policy Goals, due October 7, 11:59pm
October 10-October 14		**No F2F class meeting**	Analysis: Social Justice and Political Activism October 14, 11:59pm
October 17-October 21	Plessy v. Ferguson Brown v. Board of Education (I)	Plessy v. Ferguson Brown v. Board of Education Lecture and Discussion	Interactive Discussion: Integrating Central High School due October 21, 11:59pm
October 24-October 28	Brown v. Board of Education (II)	School Integration Lecture and	Short Essay: De Facto v. De Jure Segregation due October

	Milliken v. Bradley	Discussion	28, 11:59pm
October 31-November 4	Dierenfield, Chapter 5-10	Dierenfield, Chapter 5-10 Lecture and Discussion	Dierenfield, Chapter 5-10 Quiz (Note: Chapters 5-10 are included in one quiz), due November 4, 11:59pm Short Essay: Women and Civil Rights Activism due November 4, 11:59pm
November 7-November 11	Dierenfield, Chapter 11-13	Dierenfield, Chapter 11-13 Lecture and Discussion	Dierenfield, Chapter 11-13 Quiz (Note: Chapters 11-13 are included in one quiz), due November 11, 11:59pm Interactive Discussion: Seeking Voting Rights, due November 11, 11:59pm
November 14-November 18	Pohlmann, Chapter 6	Pohlmann, Chapter 6 Lecture and Discussion	Pohlmann, Chapter 6 Quiz, due November 18, 11:59pm Interactive Discussion: Protesting through the Courts
November 21-November 25	Pohlmann, Chapter 7	Pohlmann, Chapter 7 Lecture and Discussion	No assignment due week of November 21-November 25
November 28-December 2	Polhmann, Chapter 8	Polhmann, Chapter 8 Lecture and Discussion	Pohlmann, Chapter 7 Quiz, due November 22, 11:59pm Pohlmann, Chapter 8 Quiz, due November 22, 11:59pm
December 6			Analysis: Implementing the Civil Rights Act, due **TUESDAY**, December 6, 11:59pm This analysis serves as your final course assessment. **NOTE THE DUE DATE**

University Policies

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 including:

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.

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 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.

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 one week in advance if they intend to miss class or an assignment deadline for a religious observance. At that time we will negotiate appropriate deadlines for assessments that will be missed due to 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.

University of Central Florida
Scope and Methods of Political Science
POS3307-OW60 | Modality:online
School of Politics, Security, and International Affairs School of Politics, Security, and International Affairs (ucf.edu)
Fall 2022
3 credit hours

Instructor: Dr. Lynne Gleiber
E-Mail: 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, 9th 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 cumulative 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.

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 they decide 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%
Module Assignments	20%
Literature Review	10%
Analysis Plan	10%
Final Examination	20%

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, 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.
- 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 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.

Notifications in Case of Changes to Course Modality
If the university may make changes to the way classes are offered, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

UCF Statement on Student Use of Technology
Full Statement is here: UCF Online Technology Requirements | UCF Online Degrees
The University of Central Florida expects all students to have ready access to a personal computer and software appropriate to his or her field of study. Students can meet this expectation by purchasing or leasing a computer, sharing a computer with family or roommates, or using a UCF student computer lab. All UCF students should expect to use a personal computer in many university activities, including coursework, accessing library information, registering for classes, and communicating with instructors and fellow students.
In addition, many UCF courses require access to the internet. UCF has developed one of the nation's most advanced campus technology environments, and all UCF students are provided with free email accounts and internet access. Students wishing to acquire a personal computer are strongly advised to consider a notebook computer with a wireless networking card.

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 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	
Aug. 23	Week 1 | Understanding data
Aug. 30	Week 2 | Empirical Approach
Sept. 5	Week 3 | Beginning the Research Process
Sept. 13	Week 4 | Practice and Review - **Exam 1** and plan for literature review is due
Module 2: Quantitative Data	
Sept. 20	Week 5 | Beginning Scientific Research | Analysis plan is due (Thursday)
Sept. 27	Week 6 | Sampling
Oct. 4	Week 7 | Research Design
Oct. 11	Week 8 | Testing Relationships
Oct. 18	Week 9 |Categorical Data - **Exam 2**
Module 3: Data Analysis	
Oct. 25	Week 10 | Cross tab and Correlation |Literature review is due (Thursday)
Nov. 1	Week 11 | Bivariate regression | Experimentation Film
Nov. 8	Week 12 | Experimentation Discussion of Film | Bivariate regression practice
Nov. 15	Week 13 |Multiple regression
Nov. 22	Week 14 | Multiple regression Practice
Nov. 29	Week 15 |Data Analysis Round up and review for final
Dec. 2	Final Exam will be available on the last day of the semester, Dec. 2.

University of Central Florida
Scope and Methods of Political Science
POS3307 | Tuesday and Thursday
Section 0006 – 3 – 4 pm
School of Politics, Security, and International Affairs School of Politics, Security, and International Affairs (ucf.edu)
Fall 2022
3 credit hours | HPH 0310

Instructor: Dr. Lynne Gleiber
E-Mail: 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. Attendance is mandatory.

2. ***Required textbook***

Title: Political Science Research Methods, 9th 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 cumulative 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	15%
Examination 2	15%
Quizzes (4)	20% (5% each)
Literature Review	10%
Analysis Plan	10%
Final Examination	20%
Attendance	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

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Campus Safety Statement

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- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see 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 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.

Notifications in Case of Changes to Course Modality
If the university may make changes to the way classes are offered, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

UCF Statement on Student Use of Technology
Full Statement is here: UCF Online Technology Requirements | UCF Online Degrees
The University of Central Florida expects all students to have ready access to a personal computer and software appropriate to his or her field of study. Students can meet this expectation by purchasing or leasing a computer, sharing a computer with family or roommates, or using a UCF student computer lab. All UCF students should expect to use a personal computer in many university activities, including coursework, accessing library information, registering for classes, and communicating with instructors and fellow students.
In addition, many UCF courses require access to the internet. UCF has developed one of the nation's most advanced campus technology environments, and all UCF students are provided with free email accounts and internet access. Students wishing to acquire a personal computer are strongly advised to consider a notebook computer with a wireless networking card.

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
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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	
Aug. 23 & 24	Week 1 | Understanding data
Aug. 30	Week 2 | Research design (Quiz)
Sept. 5 & 8	Week 3 | Qualitative research
Sept. 13 & 15	Week 4 | Practice and Review - **Exam 1** and plan for literature review is due
Module 2: Quantitative Data	
Sept. 20 & 22	Week 5 | Quantitative Research Design | Analysis plan is due (Thursday)
Sept. 27 & 29	Week 6 | Quantitative Methods
Oct. 4 & 6	Week 7 | Making Sense of Data (Quiz)
Oct. 11	Week 8 | Testing Relationships
Oct. 18 & 19	Week 9 |Categorical Data - **Exam 2**
Module 3: Data Analysis	
Oct. 25 & 27	Week 10 | Cross tab and Correlation |Literature review is due (Thursday)
Nov. 1 & 3	Week 11 | Bivariate regression (Quiz in class Tuesday) | Experimentation Film
Nov. 8 & 10	Week 12 | Experimentation Discussion of Film | Bivariate regression practice
Nov. 15 & 17	Week 13 |Multiple regression (Quiz in class Thursday)
Nov. 22	Week 14 | Multiple regression Practice
Nov. 29 & Dec. 1	Week 15 |Data Analysis Round up and review for final
Dec. 8	Final Exam 1 - 3:50 PM

University of Central Florida
Political Behavior
School of Politics, Security, and International Affairs School of Politics, Security, and International Affairs (ucf.edu)
Fall 2022
POS 4204 Section OW60 online
3 credit hours

Instructor: Dr. Lynne Gleiber
E-Mail: 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	20%
Examination 2	20%
Literature Review	15%
Final Examination (Cumulative)	30%
Weekly activities	15%

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**.**

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D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

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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: Political Behavior Essentials	
Aug. 23	Week 1 | *An Economic Theory of Democracy* by Anthony Downs (excerpt)
Aug. 30	Week 2 | The *Nature and Origins of Mass Opinion* by John Zaller (excerpt)
Sept. 5	Week 3 | "Mass Political Attitudes and the Survey Response" Christopher H. Achen
Sept. 13	Week 4 | *The American Voter*, Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes (excerpt) **Exam 1**
Module 2: Equality, Participation, and Public Opinion	
Sept. 20	Week 5 | Race, Ethnicity, and Political Resources
Sept. 27	Week 6 | Groups and Policy Interests
Oct. 4	Week 7 | Citizen Activity: Who participates, What do they say?
Oct. 11	Week 8 |Spiral of Silence
Oct. 18	Week 9 |Group Characteristics and Social Networks - **Exam 2**
Module 3: Media Influence, Social Determinants, and Social Movements	
Oct. 25	Week 10 | Public Opinion
Nov. 1	Week 11 | Ideology – Literature Review is due on Friday.
Nov. 8	Week 12 | Vote Choice and Electoral Decisions
Nov. 15	Week 13 |Women's Suffrage and Black Liberation
Nov. 22	Week 14 | Social Movements - Civil Rights
Nov. 29	Week 15 |Social Movements - Economic Rights
Dec. 2	The Final Exam will be available on December 2, the last day of the semester

POS4284 -22Fall 0W61

Judicial Process and Politics

Roger Handberg

Instructor Contact:

Instructor	Roger Handberg
Office	Phillips Hall 302
Office Hours	10:00-11:30 MTW email for information and questions, email phone number so I can contact you since the School has removed our office phones
Class E-mail outside Canvas	roger.handberg@ucf.edu

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 whether enforced or not. The results often prove 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. For the practitioners in the court system, the goal is to manage their case load, plea bargaining helps dispose of cases thought too trivial to merit a full blown trial. Trials are major disruptions of the courts' routines since they take time and may produce unanticipated results such as a finding of innocence. Practitioners often operate on the belief that the individual is guilt and they are just delaying their punishment but the system lacks resources so guilty pleas benefit both parties the prosecutor and the defendant. One gets a case disposed of with a guilty plea while the other minimizes their further punishment.

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 are 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 who 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 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.htmlLinks to an external site. with unknown political consequences going forward.

Required Text:

- Robert A. Carp, Kenneth L. Manning, and Lisa M. Holmes - *Judicial Process in America* (12th 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.

Course Grade Structure:

- Examinations:
  - 1st examination - 20%
  - 2nd examination - 20%
- Module Assignments:

- Assignment 1 - 20%
- Assignment 2 - 20%
- Assignment 3 - 20%

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.

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 practice 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.

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, provide page numbers, 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, but 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.

Course grading:

Grades in this course will employ only standard letter grades, A, B, C, D, F, with no "minuses" or "pluses."

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 ConductLinks 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 IntegrityLinks to an external site..

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best PracticesLinks 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 RuleLinks 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 hereLinks to an external site..

Course Accessibility Statement

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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.

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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/workplacesafety.htmlLinks to an external site. (click on link from menu on left).

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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

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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.comLinks to an external site.

POS 4284 -22Fall 0W61

Judicial Process & Politics

Fall 2022

Schedule/Syllabus

Module number	Module Name	Date Open	Date Close	Assignment

Module 0	**Getting Started**	**August 22**	**September 8th by 11 pm**	**Complete items in Module 0 including posting web annotation and completing Introductory Assignment;**
Financial Aid Verification	**Financial Aid Verification**	**August 22**	**August 26th at 11pm**	**complete Financial Aid Verification by August 26th, do not ignore may lead to financial aid issues. Complete even if past due date.**
Module 1	**Introduction**	**August 22**	**September 6th at 11pm**	**Read assigned materials**

Module 2	**Repeat Players vs. One Shot Players**	**September 7th**	**September 18th at 11pm**	**Read assigned materials and respond to discussion group: Do Repeat Players Truly Dominate?**
Assignment 1	**Assignment 1**	**August 22nd**	**September 18th by 11 pm**	**Turn Assignment 1 in through Assignments page**
Module 3	**Federal Courts**	**September 19th**	**October 6th at 11pm**	**Complete assigned readings**
Module 4	**State Courts**	**October 7th**	**October 20th at 11 pm**	**Complete assigned readings**
irst Exam	**Exam 1**	**October 21st**	**October 24th by 11 pm**	**Complete exam online**
Module 5	**Supreme Court Nominations**	**October 18th**	**October 31st by 11 pm**	**Complete readings and work on Assignment 2**

Assignment 2	**Assignment 2**	**October 7th**	**November 3rd by 11 pm**	**Turned in through Assignments tab**
Module 6	**Legal Profession**	**November 1st**	**November 8th by 11 pm**	**Complete assigned readings and respond to discussion group: "Individuals should be able to have anyone defend them in court, not just lawyers?"**
Module 7	**Lobbying the Courts**	**November 9th**	**November 16th by 11 pm**	**Complete assigned readings**
Module 8	**Judicial Power**	**November 17th**	**November 24th by 11 pm**	**complete Assignment 3**
Assignment 3	**Assignment**	**November 1st**	**November 15th**	**Assignment 3 turned in through Assignments tab**

Module 9	**Judicial Policy Making: Success or Failure**	**November 24th**	**December 2nd by 11 pm**	**Complete readings and respond to discussion group: "An imperial judiciary is a great danger to American democracy?"**
2nd Exam	**Exam 2**	**2**	**December 6th by 11 pm**	**Complete exam on line**

Course Home Page

Space Policy

PUP 4510-22Fall 0W60

Fall 2022

Instructor Contact:

Instructor	**Roger Handberg**
Office	**Howard Phillips Hall 302**
Office Hours	**MTW 10-1130 or by appointment, email for appointment**
Course-mail outside the Canvas email system	**roger.handberg@ucf.edu**

Overview

Official catalog description: **"An examination of the politics and policy-making involved with the US space program in the context of domestic demands and other international space programs."**

Space policy remains a field that stands astride both the future and history in its scope, both idealistic and in very practical terms. That means the quest to reach and explore outer space began many years ago as futuristic dreams and visions and is presently being pursued as an everyday reality in the commercial sector. This course focuses upon the development of human activity across all its manifestations: civil, scientific, commercial, and military. The primary focus here is upon the civil, scientific and commercial aspects involving the United States with some discussion of other states efforts. Another course, INR 4774 – Military Space Policy, deals explicitly with military space policy – a field of burgeoning interest to a multitude of states. A third course, INR 4765 - Emerging Space Powers focuses on the usefulness of space activities for economic and social development especially for underdeveloped states. Space policy as a field arose out of the dreams of visionaries but came to its first fruition as part of the now defunct Cold War competition between the United States and the former Soviet Union,

now the Russian Federation. The question whether there is another space race arising between the United States and China is discussed in terms of program development. The reality is that the United States has not exhibited the fervor necessary to support a space race to the Moon or Mars. As the U.S. comes closer to returning to the Moon, the Chinese efforts are drawing more attention, creating the potential for a space race. At this point, neither appears willing to publicly engage in such a competition.

That original international political and military competition created a policy dichotomy between military and nonmilitary that still structures the field when people ask whether a specific space application is dual use or not? That is: can the same technology with minimal modifications be employed for both military or civilian purposes? For example, the same rocket can serve as a launch vehicle taking a satellite to orbit or a ballistic missile carrying a warhead to a distant target. Most space applications clearly exhibit this dual use nature. The original launch vehicles used by NASA for example were converted military missile launchers, the Redstone, Juno and Atlas for example. This however does not mean the space technologies necessarily involve weapons. For example, the Global Positioning System (GPS) is a technology of tremendous economic value within the commercial sector even though its original purposes were clearly military in nature. Related to this concern with the possible military implications is the related question of cost/benefit: are space activities worth their high cost when there exist so many social/economic problems to be solved on Earth? This calculation remains especially critical for poorer states, putting funding into space activities means some social and economic need goes unfunded. Politically, that can be an issue for the government; one for which there is no automatically obvious answer. The first space race was driven by military especially nuclear fears rather than space exploration or economic activity.

At one time, the thought was that space activities were mostly a cost rather than a benefit once you moved away from the obvious military applications. For that reason, the initial assumption was that only economically developed states would directly participate although all states regardless of level of economic development might benefit. In pursuit of the latter point, early international efforts were made to provide satellite based communications for less developed states through the International Telecommunications Satellite Consortium (INTELSAT). The Soviets and their allies created another organization similar in purpose but with less coverage called Intersputnik. INTELSAT also became the organization through which the United States retained control over access to earth orbit by other allied states for commercial purposes.

Military applications were considered one of a kind and not relevant for societal purposes. Since the end of the Cold War in 1991, the answer has changed based on past performance and current results including even poorer states especially because future space applications hold the potential to become an even more useful one for broader societal purposes. Poorer societies benefit due to the ability of earth orbiting satellites to provide disaster warnings such as identifying growing droughts or the spread of disease or weather patterns likely damaging such as hurricanes or simply identifying where fish in the ocean are located. Remember the first images from space of weather formations such as hurricanes did not become available until the 1960s. In the current weather environment, the damage done without space observation would be significantly worse as storms arise and move with great rapidity and power.

What is so particularly challenging for the United States currently is that the vision that sustained the 1960s Apollo Program and the International Space Station (ISS) has politically run its course. This issue is best symbolized by the 2011 end of the Space Shuttle program with no operational immediate successor flight program on the horizon. Where the U.S. space program goes from here is being intensely debated but any definitive decision is not coming quickly because any government led program demands long term funding and commitment by Congress and the U.S. people. In an era of deficits, battles over national debt, and partisan gridlock, a large scale civil space program is unlikely unless the aliens show up on our door step. Presidents can only propose but only Congress and ultimately the public decide how far things will proceed. The public remains supportive but only in a general sense. International competitors exist at least rhetorically to the U.S., Russia and now China but the test becomes their willingness to continue expending large amounts of precious capital for increasing less political advantage. China has made that commitment as evidenced by its recent Mars and lunar missions but one must note that the pace of their space operations remains measured and controlled rather than a massive influx of funding.

Private sector solutions can flounder on the fact that the companies ultimately must make a profit or receive a subsidy from some source usually thought of as the government. Going to Mars while intriguing even exciting does not hold any obvious profits for the private sector which would pay for the effort. What that means is that most private sector proposals initially assume the government supports the effort at some level financially; otherwise, it will not happen. That is only slowly changing but questions of mining asteroids and going to other celestial bodies are only emerging while confronting significant cost issues plus any product mined from an asteroid has be extraordinarily valuable to justify returning it to

Earth. Going to outer space costs between $5,000 to $10,000 per pound to reach low earth orbit never mind going out to the mining site either on the Moon or some other celestial body. Flight costs may declining given the possibility for reusable launch vehicles but the actual amount of the decline remains unclear. SpaceX now reuses parts of its Falcon 9 launch vehicle but prices have not declined as rapidly as many hoped originally although there have been cost reductions. Those reductions although comparatively small have reshaped the space launch marketplace - SpaceX now drives much of the sector as the most competitive player.

Conceptually, the space commerce field began as an extension of the Cold War political-military competition. Thus, its content and structure reflects those military origins while its history also illustrates the difficult process of disengaging the nonmilitary sector from those roots. That separation process was a slow and difficult one, but necessary if the full potential of space activities is to be realized for humanity's sake. The continuing U.S. political controversy over technology exports to China and other states is rooted in that earlier restrictive political-military perspective. Generally speaking, almost all space technologies are dual use in nature; meaning the same rocket can carry either a satellite to orbit or a warhead to a target across the globe. Caution therefore characterizes the American response to fostering that technology's wider dissemination. However, regardless of U.S. concerns, other states, both U.S. friends and more hostile states, are demonstrating their independent capability to develop space technologies equivalent to U.S. technologies or even better in some cases.

Remember space activities by their very nature are the essence of international activities. From Earth orbit or the Moon's surface during the Apollo flights, there are no national boundaries visible on Earth even though the individuals who enter outer space have all come as representatives of both humanity and their particular nation. By the end of the 21st century, many hope that individual humans will go forth only as representatives of humanity. Saying that outer space is international however does not make it so. Individual states remain very concerned about the possible military and commercial implications of using outer space. The United States especially considers outer space both as a growing economic asset and a potential future field for military conflict. How American concerns play out in the larger international political system remains an issue because the United States has been the most willing to expend the economic resources necessary to make its concerns important enough for other states to address.

Text Materials:

Materials will appear as links to be found on the web. Reading assignments are incorporated into the modules as links to articles and a textbook. Students are responsible for keeping current with reading assignments.

Michael A. G. Michaud – *Reaching for the High Frontier: The American Pro-space movement, 1972-1984* (Westport, CT: Praeger Books, 1986). This book is out of print but can be found at the following web location: https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fspace.nss.org%2Freaching-for-the-high-frontier-the-american-pro-space-movement-1972-84%2F&data=02%7C01%7Croger.handberg%40ucf.edu%7C321ba160e56149ddc0f508d84b8fac5d%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C1%7C637342427726546012&sdata=xmx3yR54i3jp7UQpZCaSLuu6FXbK%2F9KBkTQ%2FOQkREv8%3D&reserved=0 Links to an external site.

Or alternatively at http://www.nss.org/resources/library/spacemovement/index.htmLinks to an external site..

Other materials will be drawn from NASA history volumes and Roger Handberg - *International Space Commerce, Building from Scratch, those* chapters are attached to modules when germane. These chapters provide historical background for the materials in the modules.

Course Objectives:

Students will acquire a general understanding of the historical foundations, present context and future development of outer space as an arena for human activities. As part of that process, students will

1. Develop an understanding of the field's historical development.
2. Understand the influence of technology and politics upon the development of space activities. Space activities are immersed in politics often to the engineers' dismay but a reality that must be addressed.
3. Develop an understanding of the international implications of space activities.
4. Become aware of the organizational forums and processes (public, private and international sectors) through which outer space is accessed and exploited for human benefit.
5. Develop an appreciation for the human and economic developmental potential inherent in space activities.
6. Analyze the changing parameters of space policy as we move through the 21st century especially the rapidly changing nature of military space activity.

7. Demonstrate the ability to access information regarding ongoing space activities and proposed future activities.
8. Learn how to write sophisticated analyses of issues within the ambit of space policy both internationally and domestically.

Communicating within the Course

In this class our official mode of communication is through email located inside Canvas or roger.handberg@ucf.edu. All communications between student and instructor and between student to student should be respectful and professional. It is the student's responsibility to check the course email tool frequently to keep current with any announcements. You must also create a Knight's Email account at www.knightsemail.ucf.eduLinks to an external site. for separate official communications from the university or the instructor. Inquires about your grade or other aspects of the course can only be answered through the Knight's email system, not Gmail or other commercial vendors. This is a university policy required by federal law, the instructor is not authorized to ignore. If you are able, you can meet with the instructor during normal office hours or make an appointment for other times as necessary.

Grade Structure:

Grades are determined through a variety of student activities including two examinations taken on line, three assignments completed on the web, and a web link search for extra credit. The overall weight assigned to each activity is shown below with a brief description provided for each facet. Due dates items are due is provided in the syllabus section of the course website plus in the module where the assignment is announced with due date. A total of 1000 points will be assigned across the semester with each graded segment assigned a point value. Final grades will be recorded as A, B, C., etc rather than incorporating pluses and minuses. Grades are posted through the course website and accessible as soon as the materials are graded and released. The fifty (50) points possible for the extra-credit assignment - Module 0 is added to your total for the other required components of the course. The introductory assignment is voluntary but once passed can not be resurrected as an option.

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). such actions will be also subject to appropriate referral to the Office of Student Conduct for further action. See the

UCF Golden Rule for further information, http://goldenrule.sdes.ucf.edu/Links to an external site.. 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.

Examination – 20 %

Examination – 20%

Assignments– 60% total (total of three assignments across the term)

Introductory Assignment – 5% - extra credit –only opportunity for extra credit provided during the term, once the introductory assignment close; no other extra credit opportunities will be made available. There are discussions as part of several modules, you must participate in the discussions if you wish to have any consideration given if your final grade ends up on the cusp of an "A" or a "B," etc. The instructor at the end of the term will assess whether you have participated in discussions or not, if not, no additional consideration will be given if your grade is between a letter grade or not. If you chose not to participate there is no punishment, this is strictly an add on if necessary.

NOTE: All assignments and other submissions are to 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 Word Perfect, MS Works or other word processing programs are accepted. If you use word through an Apple device, that is possible but your responsibility is to make sure I can open the document.

Examinations can incorporate both essay and short answer formats but are usually essay. Students will be queried as to their understanding of the processes engaged in developing space policy. The Assignments will test student understanding of different information and concepts discussed in the modules and in the readings. The Introductory Assignment involves students completing several simple tasks and demonstrating certain techniques related to successfully completing the course. This is the only extra credit assignment available during this course so do not ask for additional attempts at extra credit.

The Web Link Annotation as part of the Extra Credit involves students locating Internet links not already identified in the course. Their assignment becomes annotating (describing and evaluating) in general terms the particular site's content, usability and then make some assessment as to its validity, usefulness and reliability as a possible source of information including its sponsor. Simply put, is the link worth accessing or not? Much of the material on the Web is of dubious reliability, becoming a critical content evaluator and consumer of information is an important part of the course.

Course Assignments:

In this segment of the course, all students are to participate by completing the assignment as specified in the modules. You will have adequate time to complete the assignment based on reading modules, assigned readings and research through the web or library. **Assignments are to be a minimum of 1,500 words, 10 references (not including the textbooks or modules which can be cited and used but not counted as part of the required total), only half can be solely web although library journal articles accessed through the Library website are not considered web only. Wikipedia is not an acceptable reference; points will be deducted for its use, a second use will lead to a failing grade for the assignment. You need to provide page numbers for your work. Remember assignments must be in Word format. Late assignments are graded down a letter grade a day until an F grade is reached (meaning closed four days after due date). For assignment formatting, you must use the referencing system used by the American Political Science Review which is available on line at this location: http://uncg.libguides.com/apsrLinks to an external site. or you can google the style guide.**

UCF Core Syllabus Statements

Academic IntegrityLinks to an external site.

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/rocLinks 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, consult the International Center for Academic Integrity <http://academicintegrity.orgLinks to an external site.>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9Links to an external site.>.

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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-UCFLinks 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.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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active ShooterLinks to an external site. >).

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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 <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdfLinks to an external site.>

Religious ObservancesLinks to an external site.

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.pdfLinks to an external site.>.

PUP 4510- Space Policy

Schedule/Syllabus – Fall 2022

Module #	Module name	Date Open	Date Close	Assignment
Module 0	Getting Started	22 August	6 September at 11 pm	Complete extra credit in Module

				0 including posting web annotation to the drop box
Financial Aid Verification		August 22	August 26th at 11pm	complete assignment if receive financial aid, otherwise may lose financial aid
Module 1	Introduction - Historical, the Space Age's Beginnings Through Apollo, the Future	22 August	September 2 at 11 pm	Read Materials and respond to Discussion Group: "Was the Apollo Program a Freak of the Cold War; does China pose a similar challenge? Work on Assignment 1
Assignment 1	Assignment 1	August 22	**September 16 by 11 pm**	Turn in Assignment 1
Module 2	Organizing Space: U.S. Government	3 September	September 20 at 11 pm	Begin Work on Assignment 2
Module 3	Organizing Space: Other Governments	21 September	September 27 at 11 pm	Work on Assignment 2
Module 4	Organizing Space: Private/Public Interface	28 September	7 October at 11 pm	Read materials and respond to Discussion Group: "Can the Private Sector Actually Conduct Exploration?" work on Assignment 2
First Test	**Test**	**7 October**	**10 October at 11pm**	Complete exam on line

Module 5	Commercial Space Futures	11 October	24 October by 11 pm	Complete Readings
Assignment 2	**Assignment 2**	12 September	**21 October by 11 pm**	**Turn in Assignment 2**
Module 6	Space Lift	25 October	31 October at 11 pm	Complete readings & respond to discussion "Fixing Space Lift"
Module 7	Space Station's Future and that of Space Stations Generally	1 November	8 November at 11 pm	Complete readings & Respond to Discussion Group: "Should there be another Space Station, who pays?"
Module 8	Space Science	9 November	15 November at 11 pm	Complete readings
Assignment 3	**Assignment 3**	**October 25**	**11 November at 2300 hours**	**Complete Assignment 3**
Module 9	Human Spaceflight	16 November	24 November at 11 pm	Complete readings
Module 10	The Future, Commercial and Other	25 November	2 December at 11 pm	Complete readings & respond 241024to "Will Humans ever reach another star?"
Test 2	**Test**	**3 December**	**5 December at 11 pm**	**Complete exam online**

POS 6746.0001
QUANTITATIVE METHODS IN POLITICAL RESEARCH
Fall 2022

LOGISTICS

Class Meetings: Tuesday 6-8:50pm, HPH 310
Instructor: John Hanley
Email: john.hanley@ucf.edu
Office Hours: Tuesday 9-10:15am, 1:30-2:30am, 5-6pm; Thursday 9-10:15am, 102D HPH

COURSE DESCRIPTION:

This course places emphasis on the logic of research design and data analysis. Students

- are introduced to the principles of research design
- learn techniques of quantitative analysis
- analyze political datasets using statistical software
- develop skills to become practitioners of quantitative methodology
- learn how to interpret and evaluate quantitative work.

REQUIRED TEXTS:

Kellstedt, Paul M., and Guy D. Whitten. *The Fundamentals of Political Science Research*. 3rd Edition. CUP. 978-1316642672

--. 2019. *A STATA Companion for the Third Edition of The Fundamentals of Political Science Research*. 3rd Revised Edition. CUP. 978-1108447966

SOFTWARE:

We will use STATA in this course, a general-purpose professional statistical software package for data analysis in class. UCF offers access to Stata via UCF-Apps. If you want to install it on your own PC or laptop, you can purchase the software for 6 months ($94) at: http://www.stata.com/order/new/edu/gradplans/student-pricing/

COURSE REQUIREMENTS AND GRADING:

Course grades are determined by

a) **Regular assignments** (35%): You will have a week to complete each assignment. Except for cases involving well documented personal circumstances, late work will not be accepted.
b) **Final exam** (25%) An exam and a dataset will be provided to you; you will use STATA to conduct analysis and answer the exam questions.
c) **Research paper** (40%) (15-18 pages) This is a collaborative project; you will work in a team of three collaborators. You will use one of the STATA Companion datasets. Identify a

research question and proceed to design a plan to investigate it. I suggest you pick a research question that is well focused and manageable.

A team member will be designated as 'spokesperson.' The team spokesperson will be well informed of the project progress. Work among team members will be divided as follows: (1) Introduction and Literature Review, (2) Research Design, Hypotheses, and (3) Analysis, findings, and conclusion. Team members are expected to collaborate via Zoom and email. We will set up Zoom meetings to discuss your project and answer any team members' questions.

Your paper should also discuss potential problems encountered in the conduct of the research and the limitations of the research.

The research paper is due on Friday, December 2. There will be student **presentations of the papers on Tuesday, November 15**; all members in the project team are expected to participate in the presentation of the paper.

(i) Evaluation:
   a. Individual assignment: 25 pts
   b. Paper: 10 pts
   c. Presentation: 5 pts

d) **Extra credit**: This course has an extra-credit assignment: you will take an online quiz of 20 multiple-choice questions. This assignment will be a total of 2 extra points to be added to your final grade.

GRADING SCALE

Numeric	93.3+	90-93.3	86.7-89.9	83.3-86.6	80-83.3	76.7-79.9	73.3-76.6	70-73.3	60-69.9	Below 60
Letter	A	A-	B+	B	B-	C+	C	C-	D	F

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 canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 26**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

OTHER 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, 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.
- 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 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.

TENTATIVE COURSE SCHEDULE

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Week	Topics Covered:	Assignments:
August 23	Getting Started	Take a selfie with Stata running on your home/portable computer.

August 30	The Scientific Study of Politics The Art of Theory Building	FPSR & Companion: Chapters 1-2
September 6	Evaluating Causal Relationships	FPSR & Companion: Chapter 3
September 13	Research Design	FPSR & Companion: Chapter 4
September 20	Measuring Concepts of Interest	FPSR & Companion: Chapter 5
September 27	Getting to Know Your Data	FPSR & Companion: Chapter 6
October 4	Probability and Statistical Inference	FPSR & Companion: Chapter 7
October 11	Bivariate Hypothesis Testing	FPSR & Companion: Chapter 8 **RESEARCH PAPER OUTLINE DUE**
October 18	Two-Variable Regression Models	FPSR & Companion: Chapter 9
October 25	Multiple Regression: the Basics	FPSR & Companion: Chapter 10
November 1	Multiple Regression Model Specification	FPSR & Companion: Chapter 11
November 8	Limited Dependent Variables and Time-Series Data	FPSR & Companion: Chapter 12
November 15	**RESEARCH PAPER PRESENTATIONS**	
November 22	***Thanksgiving, no class***	
November 29	Exam Review	**RESEARCH PAPER DUE** ***December 2, 11 PM***
December 11	***Extra-credit***	**MC Quiz**

JOURNAL ARTICLES

Angrist, Michele. 2012. "War, Resisting the West, and Women's Labor: Toward an Understanding of Arab Exceptionalism." *Politics & Gender* 8(1): 51-82

Benmelech Efraim, et al. 2010. "The Economic Costs of Harboring Terrorism." *Journal of Conflict Resolution* 52 (2): 331-353.

Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." *Journal of Conflict Resolution* 48 (4):525-546.

Chin, Michelle L. et al. 2000. "A Foot in the Door: An Experimental Study of PAC and Constituency Effects on Access." *Journal of Politics* 62 (2): 534-549

Delli Carpini, Michael X. and Scott Keeter, "Measuring Political Knowledge: Putting First Things First," *American Journal of Political Science* 37, 4 (Nov 1993): 1179-1206.

Gerber, Alan S., et al., "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102, 1 (February 2008): 33-48.

Hartney, Michael, and Patrick Flavin. 2011. "From the Schoolhouse to the Statehouse: Teacher Union Political Activism and U.S. State Education Reform Policy." *State Politics & Policy Quarterly* 11(3) : 251-268.

Hellwig, Timothy and David Samuels. 2007. "Voting in Open Economies: The Electoral Consequences of Globalization." *Comparative Political Studies*. 40(3): 283-306.

Karp Jeffey A., et al. 2007. "Getting Out the Vote: Party Mobilization in a Comparative Perspective." *British Journal of Political Science* 38: 91-112.

Niven, David. 2004. "The Mobilization Solution? Face-to-Face Contact and Voter Turnout in a Municipal Election." *Journal of Politics* 66 (3): 868-884.

Sides, John, and Jack Citrin. 2007. "European Opinion About Immigration: The Role of Identities, Interests and Information." *British Journal of Political Science* 37: 477-504

Squire, Perevill "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly* 52(1): 125-133.

Wallsten, Kevin, et al. "Prejudice or Principled Conservatism? Racial Resentment and White Opinion toward Paying College Athletes." *Pol. Research Quar.* 70 (1) 209-222.

Yildirim, Murat T., et al. 2019. "Status Incongruity and Backlash against Female Legislators: How Legislative Speechmaking Benefits Men, but Harms Women." *Pol. Research Quar.* 1-11

Political Science 2041.0007: American National Government
University of Central Florida
Fall 2022
Instructor: John Hanley
Syllabus

Class Meetings: Tuesday/Thursday noon-1:15, Health Sciences 1, Rm. O125
Office Hours: Tuesday 9-10:15am, 1:30-2:30am, 5-6pm; Thursday 9-10:15am, 102D Howard Phillips Hall
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	Midterm	100
Short Assignments (6)	150 (5x30, 1 drop)	Final	140

Total: 400 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 and short answer questions.

The plus/minus system will be used in calculating final grades. Zeros for unsubmitted assignments may not be entered on webcourses. The number of points earned, not the webcourses "average" determines grades.

A > 373	B+ > 346	C+ > 306	D > 239
A- > 359	B > 333	C > 293	F < 240
	B- > 320	C- > 279	

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.

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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, August 23 Introduction – Logistics, what is politics and what we hope to gain by studying it.
Readings:
Textbook, Chapter 1
Robert Dahl, "What is Politics"

8/25-9/1 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*.
Thomas Jefferson's Monticello. May 4, 2021. "Agriculture and the Monticello Plantation." Watch the first 21 minutes. https://www.youtube.com/watch?v=PrlWNBF-c5s

9/6-8 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
Adam Liptak. "At Center of Health Care Fight, a 1942 Case of a Farmer's Wheat." *New York Times*, March 19, 2012.

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.

9/13-20 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.

9/22-27 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

9/29-10/4 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
Michael Moss. "While Warning About Fat, U.S. Pushes Cheese Sales." *New York Times.* November 7, 2010.

MIDTERM EXAM, 10/6/22

10/11-18 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

Jess Bravin. "Supreme Court Ruling Ducks Conflict Between Religious, Gay Rights." *Wall Street Journal.* June 4, 2018.

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.

10/20-27 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

Neil MacFarquhar. "Sweet Cherries, Bitter Politics: Two Farm Stands and the Nation's Divides." *New York Times.* June 6, 2021.

11/1-3 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

11/8-10 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

11/15-17 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

Clarke, John. "Key Lime Pie Fans Whipped Up Over Dessert Snub." *Wall Street Journal*. July 31, 2022.

11/22-29 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/

NO CLASS 11/27 - THANKSGIVING

12/1 Review

FINAL EXAM, Thursday, December 8 10am-12:50pm

Political Science 4604.0001
Constitutional Law II
University of Central Florida, Fall 2022
Instructor: John Hanley
v. 1.0

Logistics

Class Meetings: Tuesday/Thursday 10:30-11:45, Business Admin 1, Rm O121
Office Hours: Tues. 9-10:15am, 1:30-2:30am, 5-6pm; Thurs. 9-10:15am, HPH 102D
Email via webcourses

Course Overview

When asked to explain why America is a great country, or what they appreciate about this country, Americans will often cite the protections of civil liberties and civil rights contained in the Constitution. From "The Star-Spangled Banner" to "My Country 'Tis of Thee" to the Pledge of Allegiance, our patriotic utterances conclude with reflections on freedom and justice. Yet the freedoms that we enjoy today did not spring forth automatically from the first ten amendments to the Constitution—it would take over 75 years before people could invoke the Bill of Rights against state action in federal court. Even then, the general terms in which these liberties are expressed—which make them most suitable for repetition and praise—require definition, refinement, and clarification. For African Americans, it would be another one hundred years before the most odious and pervasive denials of freedom were ended; the consequences of such sustained abuses and the continuation of inequality and discrimination in society give rise to political and legal conflicts which will likely endure for generations to come. Children are necessarily socialized using general phrases and basic illustrations, but administering a "free" and "just" society is difficult. In America, the main responsibility for defining liberties have been undertaken by the courts. Thus, understanding of judicial doctrines and decision-making is essential to asserting ourselves politically, or to carrying out positions of authority. Beyond these practical lessons, by studying two hundred years of controversies, resolutions, and the paths not taken, we gain a greater understanding of our Constitution and our country.

Student 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 and oral communication skills.

To advocate for ourselves and others, and to effectively present information.

Equipment

David M. O'Brien, *Constitutional Law and Politics, vol. II: Civil Rights and Liberties,* 11th ed. (W.W. Norton, 2020). ISBN: 978-0393696745.

CLaP has a big sticker price ($115 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.

Additional readings will be available through webcourses.

Validation

Grades will be based on three papers, in-class quizzes, a final exam, and class participation. Points (out of 250 total) will be awarded as follows:

- Intro Activity 1 point
- 2 Essays 80 points (40 each)
- Quizzes (every other week) 120 points (20 each)
- Final Exam 49 points
- Participation +/- 10 points

Grades will be awarded as follows:

A	>233 points	B-	200-207.5	D	150-174.5
A-	225-232.5	C+	191.5-199.5	F	<150 points
B+	216.5-232	C	183-191		
B	208-216	C-	175-182.5		

Essays

A substantial portion of your final grade will be determined by your completion of three out-of-class writing assignments. Each paper should be 4-6 pages, typed and double-spaced. These are not research papers—instead, they will require you to think through important issues in the course, stake out your own position, and defend that position.

Since good writing comes from careful revision, I encourage you to discuss your papers with me before they are due. Writing tips will be distributed periodically throughout the semester.

Quizzes

In lieu of a midterm, there will be seven quizzes. Quiz dates are indicated in the schedule of material. Each quiz will last 10-12 minutes and consist of a case (or other reading, for the first quiz) being drawn from those previously covered in the semester. You will be

asked to identify the facts of the case and discuss its significance. The lowest quiz grade will be dropped.

Final Exam
The final exam is Tuesday, December 6, at 10am. Like the quizzes, the exam will ask you to identify and discuss cases we have read. I will provide in advance a list of cases that may be selected. There will also be an essay section.

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.

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, 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.
- 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 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.

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.

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

Schedule of Material

#	Date	Topics, readings	Chapters/pages
0	T 8/23	Introduction **Declaration of Independence; Federalist 10**	
1	R 8/25	The Constitution of the United States of America; **The Federalist, No. 78; The Federalist, No. 84; Letter from Jefferson to Madison (Dec. 20, 1787); Letter from Madison to Jefferson (October 17, 1788); Letter from Jefferson to Madison (March 15, 1789)**	
2	T 8/30	Constitution + The Supreme Court	2.A pp. 109-144
3	R 9/1	The Politics of Constitutional Interpretation	1.B pp. 68-106
4	T 9/6	The Nationalization of the Bill of Rights **QUIZ #1**	4.A pp. 320-384
5	R 9/8 T 9/13	Freedom From and Of Religion – The (Dis)Establishment of Religion	6.A pp. 692-784, minus cuts
6	R 9/15	Free Exercise of Religion *PAPER 1 HANDED OUT*	6.B pp. 785-837, minus cuts
7	T 9/20	Freedom of Expression—Judicial Approaches to the First Amendment **QUIZ #2**	5.A pp. 426-461
8	R 9/22	Obscenity and Pornography	5.B.(1) pp. 462-502

9	R 9/27	Fighting Words and Offensive Speech **ACLU, "Hate Speech on Campus"**	5.B.(2) pp. 503-556, minus cuts
10	R 9/29	Symbolic Speech *PAPER 1 DUE*	5.H.(1) pp. 641-666
11	T 10/4	Freedom of the Press	5.E pp. 602-620
12	R 10/6	**QUIZ #3** The Fourth Amendment Guarantee against Unreasonable Searches and Seizures	7.A pp. 841-863 7.B pp. 864-893
13	T 10/11	Other Governmental Searches in the Administrative State: Wiretapping, Bugging, and Police Surveillance	7.D pp. 916-942 7.E pp. 943-990
14	R 10/13	The Fifth Amendment Guarantee against Self-Accusation	8.A pp. 1043-1095, minus cuts
15	T 10/18	Fifth and Eighth Amendments **QUIZ #4**	10 pp. 1167-1219, minus cuts
16	R 10/20	The Development and Demise of a "Liberty of Contract" *Paper 2 handed out*	3.B pp. 256-289
17	T 10/25 R 10/27	Privacy and Reproductive Freedom	11.A pp. 1228-1285, minus cuts
18	T 11/1	Privacy and Personal Autonomy **QUIZ #5**	11.B pp. 1286-1319
19	R 11/3 T 11/8	The Equal Protection of the Laws – Racial Discrimination and State Action, Racial Discrimination in Education, Affirmative Action and Reverse Discrimination *Paper 2 due 11/3*	12.A pp. 1330-1375 12.B pp. 1376-1431, minus cuts 12.C pp. 1432-1490
20	R 11/10 T 11/15 R 11/18	Nonracial Classifications and the Equal Protection of the Laws **QUIZ #6 11/15**	12.D pp. 1490-1590
21	T 11/23 T 11/29	Remainders **QUIZ #7 11/29**	
	R 12/1	Exam Review	
	T 12/6	Exam, 10:00-12:50 in our normal room	

POS 3703
Scope and Methods of Political Science
Fall 2022
Monday, Wednesday, Friday 10:30- 11:20 PM
310 Howard Phillips Hall

Instructor: Nathan Ilderton
Office: 305A Howard Phillips Hall
Office Hours: Monday and Wednesday 2:00-5:00pm
Phone: 823-2608
Email: Nathan.Ilderton@ucf.edu

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.

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 Reading:
There are two books required for this class. Each is available at the University Bookstore and through the usual off campus and internet outlets.

- Paul M. Kellstedt and Guy D. Whitten, *The Fundamentals of Political Science Research*, 3rd edition, (Cambridge University Press).
- Paul M. Kellstedt and Guy D. Whitten, *An SPSS Companion for the Third Edition of the Fundamentals of Political Science Research*, (Cambridge University Press).

If you purchase the textbooks online please insure that you are purchasing the correct editions of the required texts. This course will adhere to the listed editions; students who purchased the wrong editions are responsible for acquiring any new or changed material.

Assignments, Exams and Grading:
Students will be graded on the basis of workbook exercises and two exams. Final grades will be calculated using the following formula:

Workbook Assignments: 20%
Paper: 20%
First Exam: 30%
Second Exam: 30%

Workbook Assignments
Workbook assignments will be drawn from the *SPSS Companion* book. These assignments will be discussed in class on Fridays and are due by class time the following Friday. You will need SPSS and the data from *SPSS Companion* website to complete the assignments. SPSS is available on campus lab computers and remotely through UCF Apps. I will utilize webcourses to facilitate turning in workbook assignments. There will be a total of nine assignments from the workbook. I will drop your two lowest grades at the end of the semester.

Paper
The course paper will be an analysis of an empirical article from an academic journal in the field of political science. The paper is required to be approximately 1500 words and must contain proper citations to all of your sources. Full details on the paper assignment along with links to suggested articles will be posted on webcourses. You may select an article from the list or one you find on your own. Anyone who chooses an article from outside the suggested must have it approved by the instructor no later than October 14th. The paper must be uploaded as a working Word document or pdf by 5pm on Friday, December 2nd.

Exams
Exams will cover material from their section of the reading and lecture calendar. Exams will cover reading and lecture materials. The format of exams will be multiple choice, identification, and problem solving. Example problems will be shown in class.

The grading scale for final grades is as follows:

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. Please do not email or call me asking for a grade change for another reason, it will not happen.

Attendance Policy:
Attendance at lectures is recommended, but not required. I will not be taking roll. However, you are reminded that you are responsible for lecture material on exams. Further, there is no substitute for attending class and engaging in the course materials for full comprehension. In the past, the students who did best in the course were the ones who regularly attended class sessions.

Makeup Work:
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 miss a scheduled exam please inform me prior to the exam period. If you cannot inform me ahead of time, please inform me within one business day of the scheduled exam period that you need to make up the exam either via phone or email. Date and time of makeup exams will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup exams at my discretion.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

Open Lab Hours
The room we are in hosts weekly open lab hours. I will post the schedule on webcourses and make an in class announcement as soon as this semester's schedule becomes available. These hours are excellent opportunities to complete assignments.

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 in the quizzes tab of the webcourses' page 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.

Webcourses
A webcourse section has been created for this class. This space will be used to post the syllabus, lecture notes, grades, and important class notices.

Class Topics and Reading Assignments:
Students are expected to complete the assigned reading by the beginning of each week. Please note that I reserve the right to change the lecture and readings schedule as necessary to adequately cover all topics. I also reserve the right to add or subtract readings from the course. Any changes to the schedule or assigned readings will be announced in class. Note: Assignments are due Friday of the week listed.

Week 1: August 22nd-26th
Topics: Introduction, The Scientific Study of Politics
Readings: Fundamentals, Chapter 1
SPSS Workbook, Chapter 1

Week 2: August 29th- September 2nd
Topics: Theory Building
Readings: Fundamentals Ch. 2
SPSS Workbook Ch. 2

Labor Day: Monday, September 5th

Week 3: September 7th-9th
Topics: Causal Relationships
Readings: Fundamentals Ch. 3
SPSS Workbook Chapter 3
Assignment: Workbook Ch 2 Exercises, pg. 21-2.

Week 4: September 12th-16th
Topics: Causal Relationships and Research Design
Readings: Fundamentals Ch. 4
SPSS Workbook Ch. 4
Assignment: Workbook Ch 3 Exercises, pg. 23-5

Week 5: September 19th-23rd
Topics: Research Design and Measurement
Readings: Fundamentals Ch. 5
SPSS Workbook Ch. 5
Assignment: Workbook Ch. 4, Exercises, pg. 26-28

Week 6: September 26th-30th
Topics: Measurement and Review
Readings: Fundamentals Ch. 5

Exam 1: Friday, September 30th

Week 7: October 3rd-7th
Topics: Data and Descriptive Statistics
Readings: Fundamentals Ch. 6
SPSS Workbook Ch. 6
Assignment: Workbook Ch. 5, Exercises, pg. 29-31

Week 8: October 10th-14th
Topics: Probability and Statistical Inference
Readings: Fundamentals Ch. 7

SPSS Workbook Ch. 7
Assignment: Workbook Ch. 6, Exercises, pg. 39

Week 9: October 17th-21st
Topics: Statistical Inference
Readings: Fundamentals Ch. 7
SPSS Workbook Ch 7

Week 10: October 24th-28th
Topics: Bivariate Hypothesis Testing
Readings: Fundamentals Ch. 8
SPSS Workbook Ch. 8
Assignment: Workbook Ch. 7, Exercises, pg. 45

Week 11: October 31st-November 4th
Topics: Bivariate Hypothesis Testing
Readings: Fundamentals Ch. 8
SPSS Workbook Ch. 8

Week 12: November 7th-11th
Topics: Regression
Readings: Fundamentals Ch. 9
SPSS Workbook Ch. 9
Assignment: Workbook Ch. 8, Exercises, pg. 54

Week 13: November 14th-18th
Topics: Regression
Readings: Fundamentals Ch. 9 and 10
SPSS Workbook Ch. 9 and 10
Assignment: Workbook Ch. 9, Exercises, pg 58

Week 14: November 21st
Topics: Regression
Readings: Fundamentals Ch. 10
SPSS Workbook Ch. 10

No Class November 23rd or 25th, Thanksgiving

Week 15: November 28th-December 2nd
Topics: Regression and Review
Readings: Fundamentals Ch. 11
SPSS Workbook Ch. 11
Assignment: Workbook Ch. 10, Exercises, pg. 63

Paper Due in Webcourses by 5:00pm on Monday, December 5th
Exam 2: During Final Exam Period, Monday, December 5th, 10:00am-12:50pm

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/. 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, 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 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

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

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.

POS 4412: Presidential Campaigning
Fall 2022

Instructor Contact

Instructor	Nathan Ilderton
Office	302A Howard Phillips Hall
Office Hours	Mondays and Wednesdays 2:00-5:00pm During office hours I will be available in the course chat room. Zoom meetings are available upon request.
Phone	407-823-2608
E-mail	Please contact me via the email function within webcourses for all class related emails. If webcourses is down you can reach me via my University email: Nathan.Ilderton@ucf.edu.

Course Information

Course Name	Presidential Campaigning
Course ID & Section	POS 4412 Section W60
Credit Hours	3
Semester/Year	Fall 2022
Location	Online

Course Description

This course introduces the process of candidate selection, convention behavior, actual campaign process, and the transition of power for U.S. presidential campaigns. The course will examine primary and general elections, the role of interest groups, voter mobilization, and campaign finance. We will also examine important controversies and conflicts in the presidential election process.

Prerequisite: ENC 1102

Course Objectives

This course focuses on the context and process of presidential elections. Students will become familiar with the historical and contemporary context in which presidential elections take place. We will examine

the process of elections from the primaries through the general election, including the roles of political actors beyond the candidates themselves. Finally, we will examine specific controversies that have arisen within the modern presidential campaign and proposals to address them. These issues include the electoral college, the changing roles of political parties, the emergence of super PACs in 2012, with particular emphasis on the 2020 presidential election.

Required Text

- *Presidential Elections: Strategies and Structures of American Politics.* by Nelson Polsby, Aaron Wildavsky, Steven Schier, and David Hopkins. 15th edition. Rowman & Littlefield.
- Links for articles will be periodically included in modules as required reading (See Below).

JSTOR

Several articles will be accessible through JSTOR, an archive of academic journal articles. JSTOR can be accessed through the library website by logging into the library website at **http://library.ucf.edu/Links to an external site.**, and clicking on the log in link at the top right. You will be able to access the library database using your PID.

Once you have logged in click on "Databases", the "J" tab and select JSTOR from the menu.

Once at the JSTOR website "political science" under browse by discipline and use the reference given to you in the module to find the article.

Any questions regarding logging into the library's site should be directed to the library.

Course Requirements

The course is divided into three, four-week segments. During these periods, four 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 4th week of each period. During the 5th week of each section an exam will open for you to complete. Modules and assignments will open on Mondays. Assignments must be completed by 11:59pm the subsequent Sunday.

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.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

Evaluation and Grading

Each module will consist of reading and lecture materials you will be required to read or watch. Each module 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 assessments tab on the course menu. **You have unlimited time to complete a quiz. You have only one attempt per quiz, meaning once you open a quiz you must complete it.**

Each 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.

Each segment of the class will include a writing assignment. These will be assignments that require you to find or examine materials related to presidential campaigns 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. **You may resubmit or edit your submission on writing assignments as often as you wish until the day and time the assignment is due.**

During the fifth week of 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 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

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 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.

Academic Honesty

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/ (Links to an external site.)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 come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)Links to an external site.> 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/zgradeLinks to an external site..

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the 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 ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCFLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video 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.

Schedule

Modules assignments and exams open at midnight on the open date and close at 11:59pm on the close date.

Weeks	Topic	Readings	Assignments	Open Dates	Close Dates
• Part I*	Module 1:Introduction and Voters	Polsby et al. Ch. 1	Module 1 Quiz	August 22nd	September 18th
	Module 2:Interest Groups and Parties	Polsby et al. Ch. 2, 7	Module 2 Quiz	August 22nd	September 18th
	Module 3: Rules, Incumbency, and Money	Polsby et al. Ch. 3 pgs 47-64, 78-82	• Module 3 Quiz • Money in Politics Discussion	August 22nd	September 18th
	Module 4: Media	Polsby et al. Ch. 3 pgs 65-77	• Module 4 Quiz • Campaign Ads Internet Assignment	August 22nd	September 18th
	Exam 1			September 19th	September 25th
• Part II	Module 5: Primaries	Polsby et al Ch. 4, pgs 83-118	• Module 5 Quiz • Primary Process Discussion	September 26th	October 23rd
	Module 6: Conventions	Polsby et al. Ch. 4, pgs. 118-134	Module 6 Quiz	September 26th	October 23rd
	Module 7: Debates and Persuading Voters	Polsby et al. Ch 5, pgs 135-154, & 173-179	• Module 7 Quiz	September 26th	October 23rd

			• Debates Internet Assignment		
	Module 8: Campaign Professionals, GOTV, and the General Election	Polsby et al. Ch 5, pgs 154-173 and 179-194	Module 8 Quiz	September 26th	October 23rd
	Exam 2			October 24th	October 30th
• Part III	Module 9: Reforms to the Nominating Process	Polsby et al Ch 6, pgs 197-216 Linked Article	Module 9 Quiz	October 31st	December 4th
	Module 10: The Electoral College	Polsby et al., Ch. 6, pgs 216-225 Linked Articles	• Module 10 Quiz • Electoral College Discussion	October 31st	December 4th
	Module 11: Campaign Finance Reexamined: The Rise of Super PACs	Campaigns, Ch 10 Linked Article	• Module 11 Quiz • Super PACs Internet Assignment	October 31st	December 4th
	Module 12: The 2020 Election in Perspective		Module 12 Quiz	October 31st	December 4th
	Exam 3			December 5th	December 11th

Notes: The links to readings listed above as "linked article" are available on the introduction of page of the module to which they are assigned.

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.

*Complete the syllabus quiz for financial aid purposes by end of 1st week of class or as soon as possible after adding the class.

POS 3424
Congress and the Legislative Process
Fall 2022
Monday, Wednesday, and Friday 12:30-1:20
Psychology, Room 105

Instructor: Nathan Ilderton
Office: 305A Howard Phillips Hall
Office Hours: Monday, Wednesday 2:00- 5:00
Phone: 582-5611
Email: Nathan.Ilderton@ucf.edu

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.

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 Reading:

There is one book required for this class. Each is available at the University Bookstore and through the usual off campus and internet outlets.

- Roger H. Davidson, Walter J. Oleszek, and Francis E. Lee. *Congress and Its Members,* 18th edition (CQ Press)

There will be additional readings available through webcourses.

Assignments, Exams and Grading:
Students will be graded on the basis of three exams (two in class exams and one during the final exam period), three papers, and quizzes. Final grades will be calculated using the following formula:

Quizzes: 10%
First Exam: 20%
Second Exam: 20%
Third Exam: 20%

Papers: 30%

Exams
Exams will consist of multiple choice and short answer questions. The exams will cover reading and lecture material from their section of the course calendar. Exams 2 and 3 will not be cumulative. Exam 3 will be administered during the final exam period.

Quizzes
Eight quizzes will be given during the semester. They will be administered at the beginning of the class period, and will take place on the Monday of the week they scheduled in the course calendar unless I announce otherwise. They will cover the previous week's material. I will not give makeup quizzes to late arrivals or for unexcused absences. The only way to prepare for them is to stay current with the reading and attend class. Each student will have their lowest quiz grade dropped; therefore you can miss one quiz without penalty.

Papers
There will be three papers for the semester. For each paper you will have a choice of assignment. These will require some research on your part in order to complete. There will be one assignment for each of the three parts of the course. The papers will be approximately 500 words each. You are required to cite any outside sources used to write your papers. Papers will be uploaded in the form of an accessible Word Document to the classes' webcourses page. Due dates are located in the course calendar.

The grading scale for final grades is as follows:

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 Please do not email or call me asking for a grade change for another reason, it will not happen.

Attendance Policy:
Attendance at lectures is recommended, but not required. I will not be taking roll. However, you are reminded that you are responsible for lecture material on exams and that a portion of your grade will come from in class quizzes. Further, there is no substitute for attending class and engaging in the course materials for full comprehension. In the past, the students who did best in the course were the ones who regularly attended class sessions.

Makeup Work:
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 miss a scheduled exam please inform me prior to the exam period. If you cannot inform me ahead of time, please inform me within one business day of the scheduled exam period that you need to make up the exam either via phone or email. Date and time of makeup exams will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup exams at my discretion.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

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 in the quizzes tab of the webcourses' page 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. 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.

Webcourses
A webcourse section has been created for this class. This space will be used to post the syllabus, lecture notes, readings, grades, and important class notices.

Class Topics and Reading Assignments:
Students are expected to complete the assigned reading by the beginning of each week. Please note that I reserve the right to change the lecture and readings schedule as necessary to adequately cover all topics. I also reserve the right to add or subtract readings from the course. Any changes to the schedule or assigned readings will be announced in class. You will find links to readings outside the textbook on the class webcourses page.

Week 1: Introduction; The Two Congresses, Origin and Development of Congress
August 22nd-26th
Readings: DOL Chapters 1-2
U.S. Constitution: Article 1, 2, and 3 and Amendments
Federalist 51

Week 2: Origins and Development of Congress 9; The Electoral Connection.
August 29th - September 2nd
Readings: DOL Chapter 2
David Mayhew *Congress: The Electoral Connection* (Selections)

No Class September 5th: Labor Day

Week 3: Congressional Elections: Context
September 7th-9th
Readings: DOL Chapter 3
Ryan Best and Nathaniel Rakich, "What if Democrats or Republicans Had Won Every Redistricting Battle?" *Five Thirty Eight*
Quiz (Wednesday)

Week 4: Congressional Elections: Candidates
September 12th-16th
Readings: DOL Chapter 3
Gary Jacobson, "Strategic Politicians and the Dynamics of U.S. House Elections."
Quiz

Week 5: Congressional Elections: Campaigns and Voters
September 19th-23rd
Readings: DOL Chapter 4
"How the Pandemic Reshaped Campaigns- Maybe Forever."
Quiz

Week 6: Congressional Elections: National Politics
September 26th-30th
Readings: DOL Chapter 4
Jamie Carson, Spencer Hardin, and Aaron Hitefield, "You're Fired! Donald Trump and the 2020 Congressional Elections."

Exam 1: Friday, September 30th

Week 7: Representation
October 3rd-7th
Readings: DOL Chapter 5
Richard Fenno, "House Members in Their Constituencies."
Paper 1 Due 5:00pm October 7th in Webcourses
Week 8: Parties

October 10th-14th
Readings: DOL Chapter 6
Steven Smith, "Party Influence in Congress."
Quiz

Week 9: Committees
October 17th-21st
Readings: DOL Chapter 7
Charles Stewart III, "Congressional Committees in a Partisan Era."
Quiz

Week 10: Rules, Norms, and Decision Making.
October 24th-28th
Readings: DOL Chapter 8-9
Sample Special Rule
John W. Kingdon, "Models of Legislative Voting
Quiz

Exam 2: Monday, October 31st

Week 11: Congress and the President.
November 2nd-4th
Readings: DOL Chapter 10
Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. "The Legislative Impact of Divided Government."
Paper 2 Due 5:00pm November 4th in Webcourses

Week 12: Congress and the Bureaucracy.
November 7-11th
Readings: DOL Chapter 11
Quiz

Week 13: Congress and the Courts and Organized Interests.
November 14th-18th
Readings: DOL Chapters 12-13
Glen Krutz, Richard Fleisher, and Jon Bond, "From Abe Fortas to Zoe Baird: Why Some Presidential Nominations Fail in the Senate."
Quiz

Week 14: Congress and Organized Interests.
November 21st
Readings: DOL Chapter 13

No Class November 23rd or 25th, Thanksgiving

Week 15: Congress and Policymaking

November 28th- December 2nd
Reading: DOL Chapter 14, 15
Paper 3 Due December 2nd at 5:00pm in Webcourses

Exam 2: During Final Exam Period, Friday, December 9th, 10:00am-12:50 pm

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/. 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, 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 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

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

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.

POS 4961: Exit Course

Instructor Contact

- Instructor: Nathan Ilderton
- Office: Howard Phillips Hall 305A
- Office Hours: 2:00-5:00 Mondays and 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-W60
- Zero Hour Credit Webcourse
- Semester/Year: Fall 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.

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 ConductLinks 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 websiteLinks 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 consultationLinks 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 SafetyLinks 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 holidaysLinks to an external site.. For additional information, contact the Office of Diversity InitiativesLinks 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.

Fri Aug 26, 2022	Evidence of Academic Engagement Quiz	due by 11:59pm
Sun Dec 11, 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 Political Science Exit Exam	due by 11:59pm
	SPSIA International and Global Studies Exit Exam	due by 11:59pm

Syllabus
Florida Politics
POS 3182 0M01
Fall 2022

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: Face-to-face sessions on Mon and Wed 11:30 am to 12:20 pm with additional work on the course website which is normally available 24 hours a day

Class Location: BA1 O121 The course website can be found at www.webcourses.ucf.edu.

Modality: This is an "M" (Mixed Mode) course with face-to-face sessions twice a week and other work completed online.

Contact Information

Instructor / Email: Dr. Aubrey Jewett aubrey.jewett@ucf.edu

Office: Howard Phillips Hall (HPH) 302 E

Office Hours: Mon and Wed between 9:30 am and 11:00 am or by appointment (online by e-mail or via Zoom also available - 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: Anthony Anta Anthony.Anta@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. Find, summarize, analyze, and express thoughtful opinions about current political and policy events in Florida.

6. 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*, 5th ed. Tallahassee: John Scott Daily Florida Institute of Government at Florida State University. ISBN-13: 9780964922785

This 5th 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

Organization of this Mixed Mode Course

This is course is mixed mode. During face-to-face sessions I will lecture, take questions on material, and we will discuss Florida politics. Quizzes will be taken online. Writing assignments (updates) will be submitted online, and discussion of your written work will occur online.

Assignments and Grading Weights:

6 Online Modules – 90% 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 and additional readings from Florida's Minority Trailblazers. You will have about two weeks to do each module.

Quizzes (taken online) – 60% 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 2nd 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.

Update & Discuss (done online) – 30% of total grade. Update & Discuss will include several steps. First, update information from that Module by finding a current event article and writing a 350-500-word Update. Next, copy and paste your update into the appropriate discussion as a single post. Finally, engage in scholarly, professional, and substantive discussion with your fellow classmates by responding to their 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 UPDATE AND DISCUSSION.

Attendance and Participation in Face-to-Face session - 10% of your total grade. I encourage you to come to the face-to-face sessions to hear the lectures, ask questions, and join in discussion.

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 – All 6 quizzes count towards your final grade. 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 <u>one</u> 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.

- Update & Discuss – I will drop your <u>one</u> lowest 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 lowest 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 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 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.

Workload and Deadlines: This course is an upper-level political science elective and I have high expectations for my students. 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 1000 words or more (counting initial postings and discussions with others) for each module if you are seeking a strong grade. 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: Since this course is mixed mode, you can always ask questions during the face-to-face sessions. Additionally, online, 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 to Online Questions: 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.

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, 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>.
- 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> 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 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 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 8/26 at 5:00 pm EST.

Faculty members are required to document students' academic activity at the beginning of each course. 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 Aug 26 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.

Labor Day Holiday Monday 9/5 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 9/12; Initial discussion posting due by Tuesday 9/13; additional postings due by, and module closes on, Thursday 9/15

For Module 1 please read:

Politics in Florida chapters 1 Political Culture and 2 Constitution (face-to-face lecture Aug 22, 24, 29, 31 and Sep 7)

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 10/3; Initial discussion posting due by Tuesday 10/4; additional postings due by, and module closes on, Thursday 10/6

For Module 2 please read:

Politics in Florida chapters 3 Public Opinion and 4 Parties and Elections (face-to-face lecture Sept 12, 14, 19, 21 and 26)

Florida's Minority Trailblazers pages 32-107 (12 Trailblazers from the Florida House)

Module 3 Interest Groups and the Legislature: Quiz due by Monday 10/17; Initial discussion posting due by Tuesday 10/18; additional postings due by, and module closes on, Thursday 10/20

For Module 3 please read:

Politics in Florida chapters 5 Interest Groups and 6 Legislature (face-to-face lecture Sep 28 and Oct 3, 5, 10, and 12)

Florida's Minority Trailblazers pages 108-202 (13 Trailblazers from the Florida House)

Withdrawal Deadline: Friday 10/28 11:59 p.m.

Module 4 Executive Branch and Courts and Crime: Quiz due by Monday 10/31; Initial discussion posting due by Tuesday 11/1; additional postings due by, and module closes on, Thursday 11/3

For Module 4 please read:

Politics in Florida chapters 7 Executive Branch and 8 Courts and Crimes (face-to-face lecture Oct 17, 19, 24, and 26)

Florida's Minority Trailblazers pages 203-279 (12 Trailblazers - 10 from the Florida Senate and from 2 legislative leadership)

Module 5 Taxing, Spending and Local Government: Quiz due by Monday 11/14; Initial discussion posting due by Tuesday 11/15; additional postings due by, and module closes on, Thursday 11/17

For Module 5 please read:

Politics in Florida chapters 9 Taxing and Spending and 10 Local Government (face-to-face lecture Oct 31 and Nov 2, 7, and 9)

Florida's Minority Trailblazers pages 280-406 and (14 Trailblazers - 6 from the Executive and 8 from the Judiciary)

Veterans Day Holiday Friday 11/11 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!

Thanksgiving Holiday Wednesday 11/23 to Saturday 11/26

Module 6 Education, Welfare and Health and Environment and Growth Management: Quiz due by Monday 12/5; Initial discussion posting due by Tuesday 12/6; additional postings due by, and module closes on, Thursday 12/8

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 (face-to-face lecture Nov 14, 16, 21, 28 and 30)

Florida's Minority Trailblazers Chapter 6 (pages 407-523: 11 trailblazers from the Florida congressional delegation)

Term Ends: Sunday December 11

Getting Started

Please come to the face-to-face sessions. For the online portion, please 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
Scope and Methods of Political Science
POS 3703 0W62
Fall 2022

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: August 22 to December 11 2022, with the course website normally available 24 hours a day.

Class Location: The course website can be found at 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

Office: Howard Phillips Hall (HPH) 302 E

Office Hours: Mon and Wed between 9:30 am and 11:00 am or by appointment (online by e-mail or via Zoom also available - 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: Mohammed Al Awwad Mohammed.AlAwwad@ucf.edu

Public Description of Course

Information Published in the UCF Undergraduate Catalog: The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology.

Course Scope and Purpose: Scope and Methods of Political Science class examines the scientific study of politics, the discipline of political science, and the skills needed for political analysis. We outline the multi-step research process and compares various types of quantitative and qualitative research design. We discuss unit of analysis, the measurement of concepts and variables, formulating and testing hypotheses, covariation, and causation. We cover survey research, survey questions, and sampling. We review statistical topics including the univariate distribution, bivariate and multivariate analysis (including cross-tabulations, measures of

association, and regression), and significance testing. Students receive ongoing practice to develop these skills.

Course Goals (Student Learning Outcomes)

Students who successfully complete Scope and Methods of Political Science should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the discipline of political science and political research methods including: foundations of empirical research, the design and structure of research, techniques for data collection, and methods for processing and analyzing data.

2. Use and apply appropriate analytical skills related to qualitative and quantitative political science research.

3. Think critically about political data, issues, research findings and methods and discuss these issues in a professional academic manner and show respect for other people who may hold different views.

Course Materials/Resources

There are no required materials that must be purchased for this course.

Assessment, Grading Procedures, Expectations and Support

Assignments and Grading Weights:

Overview: This course has 12 Modules – approximately one per week. Each Module will require reading the information I post in the online module and doing an extension assignment and posting it into discussion and providing feedback to your classmates in discussion. There is a midterm exam and a final exam.

Here is the percent of your total grade for each type of assignment:

*Twelve Extension Assignments Including Discussion with Classmates – 30% of your total grade (I will drop the one lowest Extension grade before computing your overall Extension average, but you would be wise to do all of them since they give you practice on skills you will need for the tests). After posting your assignment you should read what other classmates have posted and discuss the assignment with them.

*Two Exams – 70% of your total grade (the midterm and the final exam are each worth 35%). The exams will be multiple choice and problem solving. The final exam is cumulative as the scope and methods class is a skills course that builds over the semester.

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 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.

- Tests – I do not drop either test grade and tests automatically lock at the due date and time. Under normal circumstance I will not reopen the test. If you miss a test and want a chance to make up the test 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 test with no grade penalty. You should complete the test 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 <u>one</u> 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 score in fairness to classmates who completed the test on time.

- Extension Assignments – I will drop your <u>one</u> lowest Extension Assignment score when I compute your final grade. Thus, this part of your grade is based on your 11 highest scores. This will provide you a measure of protection should something happen that prevents you from doing an assignment (computer glitch, illness, vacation etc.) or should you do poorly on an assignment. Because I drop the lowest grade, I normally do not accept late Extension assignments. If you have an extraordinary situation which causes you to miss more than one Extension assignment you may email me with the pertinent information and I will make a decision 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 Extension Assignment 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: Many students are apprehensive about taking Political Science Scope and Methods. Quite frankly that is probably a good thing because Scope and Methods for many students is the most difficult course they will take for their major. It is more difficult than other political science courses because it has many unfamiliar terms and concepts, requires competency in statistical analysis (especially the 2nd half of the course), and is primarily about learning a set of skills used by political scientists for political research rather than learning about the content of a substantive area.

In addition, taking scope and methods online adds a level of difficulty since you will not have face to face interaction with the professor and in-class lectures. In order to succeed in this class and really learn the information you may need to put in 8-12 hours a week, read and re-read the material as some of it is quite difficult, keep up with all deadlines without being reminded, do all assignments regularly without missing any, and give your best effort all semester especially on the tests and the extension assignments. 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.

This is an important and serious course and so if you do not think you are up to doing all these things then I would strongly suggest you drop this course and sign up for an in-person section. If you do not follow all these suggestions than your apprehension about this course is warranted as you will most likely not do well in this class. Conversely if you follow these guidelines, then you will find that you have most likely done well by the end of the course and be justifiably proud of your efforts and achievement.

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 received 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 Compare, Contrast, 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.

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, 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>.
- 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> 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.

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 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
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 to discuss specific accommodations for this or other courses.

Assignment Due Dates (Due Times are 11:59 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 8/26 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 August 26th 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.

Module 1 Political Science, the Scientific Approach and the Research Process: Initial discussion posting due by Monday 8/29; additional postings due by, and module closes on, Wednesday 8/31

Labor Day Holiday Monday 9/5 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE LABOR DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

Module 2 Conceptual Foundations: The Measurement of Political Concepts: Initial discussion posting due by Monday 9/5; additional postings due by, and module closes on, Wednesday 9/7

Module 3 Measurement and Types of Data in Political Science: Initial discussion posting due by Monday 9/12; additional postings due by, and module closes on, Wednesday 9/14

Module 4 Basic Elements of Research: Variables, Covariation, and Hypotheses: Initial discussion posting due by Monday 9/19; additional postings due by, and module closes on, Wednesday 9/21

Module 5 Research Design: Initial discussion posting due by Monday 9/26; additional postings due by, and module closes on, Wednesday 9/28

Module 6 Sampling and Sample Design: Initial discussion posting due by Monday 10/3; additional postings due by, and module closes on, Wednesday 10/5

Module 7 Survey Research and Questions: Initial discussion posting due by Monday 10/10; additional postings due by, and module closes on, Wednesday 10/12

Midterm Exam Due by Monday 10/17

Module 8 The Univariate Distribution: Describing Political Phenomenon with Statistics: Initial discussion posting due by Monday 10/24; additional postings due by, and module closes on, Wednesday 10/26

Withdrawal Deadline Friday 10/28 11:59 p.m.

Module 9 Bivariate Analysis: Testing Hypotheses with Crosstabulations (Crosstabs):; Initial discussion posting due by Monday 10/31; additional postings due by, and module closes on, Wednesday 11/2

Module 10: **Significance Testing and Measures of Association**: Initial discussion posting due by Monday 11/7; additional postings due by, and module closes on, Wednesday 11/9

Veteran's Day Holiday Monday 11/11 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE VETERAN'S DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

Module 11 Control, Elaboration, and Multivariate Analysis: Crosstabs with a Control Variable: Initial discussion posting due by Monday 11/14; additional postings due by, and module closes on, Wednesday 11/16

Thanksgiving Day Holiday Wednesday 11/23 to Saturday 11/26

Module 12 Correlation and Regression Analysis: Initial discussion posting due by Monday 11/28; additional postings due by, and module closes on, Wednesday 11/30

Final Exam Due by Monday 12/5

Term Ends: Saturday December 11

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: Political Science, the Scientific Approach, and the Research Process.

CPO3103.0W60: Comparative Politics

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: Online (MW 2:00-4:00pm), You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

Teaching Assistants

- GTA: TBA
- Email: Webcourses@UCF messaging

Course Information

- Term: Fall 2022
- Course Number & Section: CPO3103-22.0W60
- 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) (via first day: https://digitallearning.ucf.edu/ilab/aim/first-day/). Once you opt in, the ebook is available in the module "Get Started."

Optional Materials (Must choose one)

- Hoover, Kenneth, and Todd Donovan. *The Elements of Social Scientific Thinking*. 11th 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
- 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

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 three times 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 <u>one</u> 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/or 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)	Aug. 22, 8am	Sept. 2
Module 1: Introduction	Quiz 1	Aug. 31, 8am	Sept 1, 8am
Module 2: States	Quiz 2	Sept. 9, 8am	Sept. 10, 8am
Module 3: Nations and Society	Quiz 3	Sept. 21, 8am	Sept. 22, 8am
Assignment 1	Writing research proposal	Sept. 10, 8am	Due: Sept. 23, 11:59pm Close: Sept. 30, 11:59pm
Module 4: Political Economy	Quiz 4	Sept. 30, 8am	Oct. 1, 8am
Module 5: Democratic Regime	Quiz 5	Oct. 12, 8am	Oct. 13, 8am
Module 6: Nondemocratic Regime	Quiz 6	Oct. 21, 8am	Oct. 22, 8am
Module 7: Political Violence	Quiz 7	Nov. 2, 8am	Nov. 3, 8am
Assignment 2	Personal statement	Oct. 22, 8am	Due: Nov. 4, 11:59pm Close: Nov. 11, 11:59pm
Module 8: Communism and Postcommunism	Quiz 8	Nov. 10, 8am	Nov. 11, 8am
Module 9: Developing Countries	Quiz 9	Nov. 21, 8am	Nov. 22, 8am
Module 10: Globalization and the Future of Comparative Politics	Quiz 10	Dec. 2, 8am	Dec. 3, 8am
Final exam	University schedule	Dec. 6, 8am	Dec.7, 8am

* Each module will open the day your quiz from the previous module is scheduled.

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, 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.

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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.

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The instructor reserves the right to adjust the syllabus in the course of the semester/session.

CPO4514.0001: Politics of East Asia

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: MWF 11:30am-12:20pm (Mixed mode)
- Office Hours: Online (MW 2:00-4:00pm), 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: Fall 2022
- Course Number & Section: CPO4514-0001
- Course Name: Politics of East Politics
- Credit Hours: 3
- Course Modality: W
- Prerequisites: ENC1102 or POS2041 or CI

Course Description

Major trends in political, economic, and socio-cultural aspects in the East Asian region.

Course Materials and Resources

Required Textbook

- Lim, Timothy C. 2014. *Politics in East Asia: Explaining Change & Continuity.* Lynne Rienner: Boulder, CO (ISBN: 9781626370555).
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society* 27, 1: 105-38 (https://journals.sagepub.com/doi/pdf/10.1177/0032329299027001005.)

- King, Gary, Robert R. Keohane, and Sidney Verba (KKV). *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
- Chu, Yun-han, Larry Diamond, Andrew J. Nathan, and Doh Chull Shin. Eds. 2008. *How East Asians View Democracy*. New York: Columbia University Press. Ch. 1 "Introduction: Comparative Perspectives on Democratic Legitimacy in East Asia" (pp. 1-38) https://columbia.degruyter.com/view/title/515686
- Chu, Yun-han, Larry Diamond, Andrew J. Nathan, and Doh Chull Shin. Eds. 2008. *How East Asians View Democracy*. New York: Columbia University Press. Ch. 10 "Conclusion: Values, Regime Performance, and Democratic Consolidation" (pp. 238-257) https://columbia.degruyter.com/view/title/515686
- There are some other readings listed in the module.

Student Learning Outcomes

Comparative Politics 4514, Politics of East Asia, explores the historical background and developmental trend concerning East Asia. The course specifically analyzes the major trends in political, economic, and socio-cultural aspects in the East Asian region, and identifies the major factors that will influence the future development of the East Asian region. To achieve the goal, the course will investigate East Asian politics by analyzing, largely, four aspects:

- democratization and its process in the region, by focusing on political structures, political parties, governments, and their performance
- economic development and its interacting role with domestic political arena as well as international societies, e.g., geopolitics in that region
- unique historical-cultural influence on developmental processes, specifically on the societies and social group formation
- behavior, particularly mass participation and the role of political leaders as well as military, and human right concern in that region.

Course Activities

- twelve quizzes (5% each) and one final exam (25%)
- one critical review paper (10%)
- two documentary review papers (2.5% each)
- 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

Assignment	Percentage of Grade
Critical review paper	10%
Documentary reaction papers	2.5% (each) = 5%
Quizzes 1-12	5% (each) = 60%
Final exam	25%
Total	100%

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

F	59 or below

Course Schedule

Topic	Assignments	Open	Close
Getting started	Two truths and one lie introduction (financial aid requirement)	Aug. 22, 8am	Due: Aug. 26, 11:59pm Close: Sept. 2, 11:59pm
Module 1: Introduction, Research design	KKV, Ch. 1: Lim, Ch. 1 Quiz 1	Aug. 22, 8am Sept. 1, 12:20pm	 Sept. 2, 12:20pm
Module 2: Developmental theory, Neoliberalism, Structuralism	Lim, Ch. 2 (pp. 33-56) Quiz 2	Sept. 2, 8am Sept. 8, 12:20pm	 Sept. 9, 12:20pm
Module 3: Marxist/Neo-Marxist approach	Lim, Ch. 2 (pp. 66-77) Quiz 3	Sept. 9, 8am Sept. 15, 12:20pm	 Sept. 16, 12:20pm
Module 4: Colonials experience	Lim, Ch. 3 Quiz 4 Reaction paper 1	Sept. 16, 8am Sept. 22, 12:20pm Sept. 16, 8am	 Sept. 23, 12:20pm Sept.26, 11:59pm
Module 5: Nationalism	Lim, Ch. 4 Quiz 5 Reaction paper 2	Sept. 23, 8am Sept. 29, 12:20pm Sept. 23, 8am	 Sept. 30, 12:20pm Oct. 3, 11:59pm
Module 6: Political development	Lim, Ch. 5 Quiz 6	Sept. 30, 8am Oct. 6, 12:20pm	 Oct. 7, 12:20pm
Module 7: Relationship with international economy	Lim, Ch. 6 Quiz 7	Oct. 7, 8am Oct. 13, 12:20pm	 Oct. 14, 12:20pm
Module 8: Elections and political institutions	Chu, et al, Ch. 1 Quiz 8 Article review paper	Oct. 14, 8am Oct. 20, 12:20pm Oct. 14, 8am	 Oct. 21, 12:20pm Oct. 27, 11:59pm
Module 9: Political actors behind economic policies	Lim, Ch. 6	Oct. 21, 8am	

	Quiz 9	Nov. 3, 12:20pm	Nov. 4, 12:20pm
Module 10: “Asian Value” and human rights	Chu, et al, Ch. 10 Quiz 10	Nov. 4, 8am Nov. 10, 12:20pm	 Nov. 11, 12:20pm
Module 11: Future of East Asian democracy	Lim, Ch. 7 Quiz 11	Nov. 11, 8am Nov. 17, 12:20pm	 Nov. 18, 12:20pm
Module 12: New challenges	Lim, Chs. 8, 9 Quiz 12	Nov. 18, 8am Dec. 1, 12:20pm	 Dec. 2, 12:20pm
Final exam		Dec.7, 8am	Dec. 7: 11:59pm

* 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

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, 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.

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Make-Up Assignments for Authorized University Events or Co-curricular Activities

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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 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.

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UNIVERSITY OF CENTRAL FLORIDA
CPO4903H.F22: HONORS DIRECTED READING I
FALL 2022

Faculty Mentor	Myunghee Kim
Department	School of Politics, Security and International Affairs
Office	PH311f
Phone	407-823-2608
Email	Myunghee.kim@ucf.edu

Credit hours	3
Course Description	The student will work to refine her research paper by extending her literature review and beginning to do some data analysis work in preparation.
Learning Outcomes	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.
Meeting Location	Online (zoom)
Meeting Frequency	Weekly (Meeting: every Wednesday 3pm, submission: every Monday noon)
Requirements	Weekly papers
Grade	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	Literature review 9, data collection
11	Research paper draft due
12	Revision
13	Revision
14	Final paper due
15	

Campus Resources

University 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 a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website, http://uwc.cah.ucf.edu.

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).

University Policies

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7. Helping another violate academic behavior standards.

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Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <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>).

Campus Safety Statement for Students in Online-Only Courses

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POS 6736.0V01 Conduct of Political Inquiry (87014)

Fall 2022

Dr. Barbara Sgouraki Kinsey
Class Location: V Course Designation
All class meetings will take place via Zoom at regular scheduled class time
Class Meeting: Monday 6:00-8:50 PM

SPSIA Office: Phillips Hall 302
Phone: (407) 823-2608
Email: barbara.kinsey@ucf.edu
Office Hours (via Zoom/Phone/Email): Tuesday 1:00-3:00 PM & Thursday 3:00-4:00 PM, or by appointment.

COURSE DESCRIPTION:

This course places emphasis on the elements and logic of research design in political inquiry. Students are introduced to the

- characteristics of the scientific method
- formulation of elements of research (research question, literature review, theory, hypothesis, research design, inference)
- logic and principles of research design (experiments and quasi-experiments)
- components of quantitative and qualitative study designs

STUDENT LEARNING OUTCOMES:

In this course students will understand and learn

- the elements of research and logic of study designs
- inference in scientific research
- how to conduct their own research in political science
- how to interpret and evaluate scholarly research in political science
- strengths and weaknesses of quantitative and qualitative study designs

REQUIRED TEXTS:

Johnson, Janet Buttolph, H.T. Reynolds, and Jason D. Mycoff. 2020. *Political Science Research Methods*. (Johnson et al. in the Course Schedule.) Sage Publishing. 9th Edition.
ISBN: 9781544331430

Powner, Leanne C. 2015. Empirical Research and Writing. A Political Science Student's Practical Guide. (Powner in the Course Schedule). Sage Publishing.
ISBN: 9781483369631

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research.* (King et al. in the Course Schedule.) Princeton University Press.
ISBN-13: 978-0691034713

COURSE REQUIREMENTS AND GRADING:

Attendance and class participation (10%):

(1) This is a V course therefore synchronous class meetings will take place via Zoom. I will schedule the meetings in Webcourses@UCF. You are expected to attend all class Zoom meetings and be visible during the class time. In addition, you are expected to complete all required readings each week prior to the class meetings, engage in and contribute to the seminar discussions, which will be based on the week's readings.

(2) **Research article presentation (10%)**: A team of three students will be responsible for leading discussion on *one* of the research articles assigned in a weekly session marked **[R]**. Each team member will have 5 minutes to present the material assigned to them; at the end of the presentation, the team will have 10 minutes to answer any questions their colleagues may have. There will be one such presentation per session; assignments will be made at the 8/26 class meeting. The presentation material will be divided as follows:

- Student 1: research question formulation/motivation, framing of the question in the literature
- Student 2: theory, hypotheses, and research design
- Student 3: analysis and findings; concluding remarks

Short Papers. Review and critique of two journal articles assigned in weekly sessions (15%): Each student will write ***two*** short papers (each 500-600 words) during the semester. Each paper should be no more than 3 pages long, typed and double-spaced, in regular font, and will be on one of the research journal articles assigned for that week marked **[R].** Each paper should be uploaded in Webcourses on the Monday (8:00 AM) of the class session this article is assigned to for discussion; the paper *must* be submitted *prior to* class discussion on this article. In your review & critique ***using your own words***:

a. Describe briefly the research question, theory and hypotheses, and main findings.
b. Discuss briefly the methodology used and why it is appropriate.
c. Discuss a limitation of the article and *one* way you would address it and improve this study (this limitation should not be one discussed by the researcher in the article).

Two Exams (15%): There will be two exams, open book and open note, consisting of multiple choice and T/F questions. The first exam, Exam I, will be accessible to you on Friday, October 7, from 12:00 AM until 11:59 PM; the second exam, Exam II, will be accessible to you on Friday, November 4, from 12:00 AM until 11:59 PM. Exam II covers the material from the week of October 10 through the week of October 31. You will have one hour to take the exam. If you encounter

problems while taking the exam, please contact UCF Webcourses support and forward to me their response.

Research Proposal (35%): (8-10 pages) Identify a research question that interests you and proceed to provide the following: theory, hypotheses, and study design. A design includes a discussion of the methodology that would enable you to control for alternative explanations and the kinds of data/information you would use to explore the research question. Also, consider what problems you may encounter in conducting your research and potential limitations.
Now, you will compose your research proposal throughout the semester and receive detailed feedback for revisions; **you will be evaluated on the quality of your revisions**.
Due Dates:

- Research question in context: 9/12
- Literature review: 9/26
- Theoretical framework/mechanism & Hypotheses: 10/10
- Study Design: Data; Sampling; Measurement of variables; Methodology: 10/24
- Research Proposal: 12/5

Class Presentations (15%): Students are expected to give a 10-minute presentation of their research design to class to be scheduled either on 11/14 or 11/21 or 11/28. **Class attendance at all these three class sessions is *required.*** You should also discuss potential problems encountered in the conduct of the research and the limitations of the research.

Important: For each of the research articles we read in this course you may focus on the following questions:

a. What is the main research question?
b. What is the motivation of the research question? Why is the researcher asking this question in relation to prior knowledge in this research area?
c. What is the main hypothesis the researcher seeks to test?
d. What is the theory/logic?
e. What is the methodology used for data analysis?
f. What are the main findings?
g. What is the researcher's contribution in this area of research?
h. Limitations of this study?

GRADING SCALE

Numeric	90+	87-89	80-86	77-79	70-76	67-69	60-66	59-belov
Letter	A	B+	B	C+	C	D+	D	F

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 canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 26**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

ZOOM class meetings

This course will use Zoom for synchronous ("real time") class meetings.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

POLICY STATEMENTS

COVID

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (https://www.cdc.gov/coronavirus/2019-ncov/index.html). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

PROFESSIONALISM AND STUDENT CONDUCT

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. All mobile devices must be turned off and put out of view during class meetings. 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 announcements made in class meetings.

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.

STUDENT ACCESSIBILITY

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.

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.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

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

E-MAIL PROTOCOLS

Do not expect an immediate response when you send a message. Generally, two days is considered 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 ID, *POS 6746.0W60* and your *last name*.

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.

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>.

TENTATIVE COURSE SCHEDULE

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Week	Topics Covered:	Assignments:
August 22	**Introduction**	Getting Started
August 29	**Scientific Method** **Elements of Research**	Watch Naomi Oreskes, "Why we should trust scientists" TED talk, May 2014, at https://www.ted.com/talks/naomi_oreskes_why_we_shou_trust_scientists?language=en **King et al., Chapter 1, Sections 1.1 & 1.2** **Johnson et al., Chapters 1 & 2** Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." *Journal of Conflict Resolution* 48 (4): 525-546. Hoerner, Julian M., Alexander Jaax and Toni Rodon. 2019. "The long-term impact of the location of concentration camps on radical-right voting in Germany." *Research and Politics*. October-December 2019: 1-8
September 5	Labor Day	
September 12	**Crafting and Framing the Research Question**	**Powner, Chapters 1 & 3 (pp. 55-68)** **Johnson et al., Chapter 3 (pp. 49-62)** **[R]** Angrist, Michele. 2012. "War, Resisting the West, and Women's Labor: Toward an Understanding of Arab Exceptionalism." *Politics & Gender,* 8 (1): 51-82 **[R]** Mershon, Carol. 2022. "Political Elites and Marginalized Peoples: Inclusion and Injustice." Paper presented at the 2022 Meetings of the Midwest Political Science Association, April 7-10, Chicago, IL & online **Due:** Research Question in context/motivation (one page)

September 19	**The Scholarly Debate** Review of the Literature	**Powner, Chapter 3 (pp. 68-80)** **Johnson et al., Chapter 3 (pp. 63-70)** **[R]** Weldon, Steven A. 2006. "The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe." *American Journal of Political Science*, 50 (2): 331-349. Solt, Frederick, Yue Hu, Kevan Hudson, Jungmin Song, and Dong "Erico" Yu. 2017. "Economic Inequality and Class Consciousness." *Journal of Politics,* 79 (3): 1079-1083. Dancygier, Rafaela and Davide D. Laitin. 2014. "Economic Discrimination, Violence, and Public Policy." *Annual Review of Political Science*, 17: 43-64 Koubi, V. 2019. "Climate change and conflict." *Annual Review of Political Science,* 22: 343-360
September 26	**Theory and Hypothesis**	**Powner, Chapters 2 & 4 (81-95)** **Johnson et al., Chapter 4** **King et al., Chapter 1, Section 1.3** **[R]** Hellwig, Timothy and David Samuels. 2007. "Voting in Open Economies: The Electoral Consequences of Globalization." *Comparative Political Studies*, 40 (3): 283-306. **[R]** Solt, Frederick. 2010. "Does Economic Inequality Depress Electoral Participation? Testing the Schattschneider Hypothesis." *Political Behavior*, 32: 285-301 **Due:** Literature Review (4-5 pages)

October 3	**Quantitative Research** Establishing Causation Sampling & Experiments	**Johnson et al., Chapters 5, 6, & 9** **King et al., Chapter 3** Squire, Perevill "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly,* 52 (1): 125-133. **[R]** Vicuña, Bianca V. & Efrén O. Pérez. 2021. "New label, different identity? Three experiments on the uniqueness of Latinx." *Politics, Groups, and Identities*, DOI: 10.1080/21565503.2021.2010576 **[R]** Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review,* 102 (1): 33-48. **Exam I:** Friday, October 7, 12am to 11:59 pm; one hour exam
October 10	**Quantitative Data** Collection, Management, Exploration, Analysis	**Powner, Chapters 7 & 8** **Johnson et al., Chapters 10 & 11** **King et al., Chapter 6** **[R]** Karp Jeffey A., Susan A. Banducci and Shaun Bowler. 2007. "Getting Out the Vote: Party Mobilization in a Comparative Perspective." *British Journal of Political Science* 38: 91-112. **[R]** Wright, Kenicia and Ling Zhu. 2020. "When Social Capital Becomes Political Capital: Understanding the Social Contexts of Minority Candidates' Electoral Success in the American States." *The Journal of Race, Ethnicity, and Politics,* 6 (2): 373-401 Delli Carpini, Michael X. and Scott Keeter. 1993. "Measuring Political Knowledge: Putting First Things First," *American Journal of Political Science*, 37(4): 1179-1206. **Due**: Theory and Hypotheses (1-2 pages)

October 17	**Qualitative Research**	**Powner, Chapters 5 & 4 (95-108)** **Johnson et al., Chapter 7** **King et al., Chapter 2** **[R]** Flores-Macias, Gustavo. 2018. "The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico." *Comparative Politics,* 51(1): 1-20. **[R]** Bishara, Dina. 2020. "Legacy Trade Unions as Brokers of Democratization? Lessons from Tunicia." *Comparative Politics*, 52(2): 173-195 Pepinsky, T.B. 2019. "The return of the single-country study." *Annual Review of Political Science*, 22: 187-203
October 24	**Qualitative Data** Collection, Management, Analysis	**Powner, Chapter 6** **Johnson et al., Chapter 8** **King et al., Chapter 6** **[R]** Rabinowitz, Beth. 2020. "Ethnicity and Power in Sub-Saharan Africa." *Comparative Politics*, 52 (3): 405-431 **[R]** Hur, Aram. (2020). "Refugee Perceptions toward Democratic Citizenship." *Comparative Politics*. 52 (3): 473-491 **Due**: Data and Methodology (1-2 pages)
October 31	**What to Observe and What to Avoid**	**King et al., Chapters 4 & 5** **Exam II:** Friday, November 4, 12am to 11:59 pm; one hour exam
November 7	**Students Meet: Discussion of Research**	**Powner, Chapter 9** **Johnson et al., Chapter 15**

November 14 November 21 November 28	**Research Proposal Presentations**	
December 5	***Research Proposal Due Monday, December 5, 11 PM***	

POT 4305.0W60 Democracy, Capitalism, and the Individual (93161)
Fall 2022

Instructor and GTA Contact

Instructor	Dr. Barbara Sgouraki Kinsey
SPSIA Office	Phillips Hall 302
Office Hours	Tuesday 1:00-3:00 PM & Thursday 3:00-4:00 PM or by appointment; office hours may be held via email/phone/Zoom
Phone	(407) 823-2608
E-mail	Barbara.kinsey@ucf.edu
GTA	Ms. Maren Mainx
GTA Email	Maren.Mainx@ucf.edu

Course Information

Course Name	Democracy, Capitalism, and the Individual (93161)
Course ID & Section	POT 4305 – 0W60
Credit Hours	3
Semester/Year	Fall 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 19th and 20th 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

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 mechanisms* 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, (1) comments on your assignment, (2) an assignment grade and a total grade for the module, (3) a class announcement with general grading comments, will be released *by* Thursday, thirteen 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 **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	70%
Modules 9, 11	15%
Module 12	10%
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
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and 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, August 26**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Zoom Virtual Office Hours

This course may use Zoom for meetings during office hours (or by appointment).

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Please contact Webcourses@UCF Support at <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.

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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.

Covid

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (https://www.cdc.gov/coronavirus/2019-ncov/index.html). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

Student Accessibility

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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.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

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Class Schedule Fall 2022

	Topic & Reading	Assignments	Due Dates
Week 1 August 22	Module 1: Getting Started Gabriel A. Almond, "Capitalism and Democracy"	**Module 1** Quiz & Writing assignment & Discussion	August 26, 11 PM
Week 2 August 29	Module 2: Adam Smith *The Wealth of Nations*, Book 1: chapters 1,2,4,8; Book 5: chapter 1, part 3, article II R.L. Heilbroner, "The Wonderful World of Adam Smith"	**Module 2** Quiz & Discussion	September 2, 11 PM
Week 3 September 5	Module 3: John Stuart Mill *On Liberty* *R.L Heilbroner, pp. 127-135*	**Module 3** Quiz & Discussion	September 9, 11 PM
Week 4 September 12	Module 4: Alexis de Tocqueville *Democracy in America*, 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	**Module 4** Quiz & One-page assignment	September 16, 11 PM
Week 5 September 19	Module 5: Karl Marx "Estranged Labour" in Economic and Philosophical Manuscripts of 1844: Selections. R.L Heilbroner, "The Inexorable System of Karl Marx"	**Module 5** Quiz & Discussion	September 23, 11 PM

Week 6 September 26	Module 6: J.M. Keynes “The End of Laissez-Faire” in Essays in Persuasion, volume 4, pp. 272-294. “The General Theory of Employment” in Collected Works, volume 14, pp. 109-123. R.L. Heilbroner, “The Heresies of John Maynard Keynes”	**Module 6** Quiz & Two-page assignment	September 30, 11 PM
Week 7 October 3	Module 7: Elie Wiesel *Night*	**Module 7** Discussion	October 7, 11 PM
Week 8 October 10	Module 8: H. Marcuse *An Essay on Liberation,* Introduction, chapters 1,3,4	**Module 8** Quiz & Discussion	October 14, 11 PM
Week 9 October 17	Module 9: Arrow’s Impossibility Theorem	**Module 9** Quiz	October 21, 11 PM
Week 10 October 24	Module 9 (cont.): Arrow’s Impossibility Theorem	**Module 9 (cont.)** Discussion	October 28, 11 PM
Week 11 October 31	Module 10: M. Olson *The Logic of Collective Action,* Chapters 1-5	**Module 10** Quiz & Discussion	November 4, 11 PM
Week 12 November 7	Module 11: R. Axelrod *The Evolution of Cooperation*	**Module 11** Quiz	November 11, 11 PM
Week 13 November 14	Module 11 (cont.): R. Axelrod *The Evolution of Cooperation*	**Module 11 (cont.)** Two-page assignment	November 18, 11 PM

Week 14 November 21	*Thanksgiving*		
Week 15 November 28	Module 12: Final Assignment	**Module 12** One-page assignment/	December 2, 11 PM
Exam Week December 5	Module 12 (cont.)	**Module 12** Discussion	December 9, 11 PM

Note: Be informed and routinely check class announcements.

Southern Politics

Fall 2022

Jonathan Knuckey

Jonathan.Knuckey@ucf.edu

Note: The full version of the syllabus is available in Canvas

Course Description: Study of southern politics past and present. Emphasis on factors effecting changes in the region and the states, most notably race, economics and religion. Southern and national relationship examined.

Textbook: *No textbook is required.*

Office Hours: By appointment via Zoom.

Grades:

Quizzes/Assingments	30%
Exam 1	15%
Exam 2	20%
Final Exam	30%

Details for all quizzes and assignments are in Canvas.

There is no extra credit for this class.

Grade boundaries are as follows

A	92%+
A-	90-91.9%
B+	86-89.9%
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

Course Schedule:

Readings and Work associated with each part of the course are available in Canvas.

Part 1: An Introduction to the South and Studying Southern Politics

Part 2: Slavery, Secession and the Road to War

Part 3: Reconstruction; The Democratic "Solid South"

Part 4: The South's Economic Development; The Civil Rights Movement; The Emergence of Southern Republicans

Part 5: From Republican Dominance to Democratic Revival - Party Competition in the South today (March 29th-April 7th)

Part 6: Southern Politics in the 21st Century; Is the South Still Distinctive? (November 30th-December 2nd)

Final Exam - Thursday, April 28th, 7.00am-9.00am (Exam will be taken in Canvas)

Scope & Methods of Political Science

Fall 2022

Jonathan Knuckey

Jonathan.Knuckey@ucf.edu

Note: The full version of the syllabus is available in Canvas

Course Description: The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology.

Textbook: *No textbook is required.*

Office Hours: By appointment via Zoom.

Grades:

Quizzes	25%
SPSS Assignments	25%
Midterm Exam	25%
Final Exam	25%

Details for all quizzes and assignments are in Canvas.

There is no extra credit for this class.

Grade boundaries are as follows

A	92%+
A-	90-91.9%
B+	86-89.9%
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

Course Schedule:

Work associated with each Module and due dates can be found in Canvas.

Module 1 - The Scientific Method and the Study of Politics

Module 2 - Conceptualizing and Measuring Political Phenomena

Module 3: Approaches to Data Collection and Types of Data in Political Science Research

Module 4 - Types of Variables in Political Science Research

Module 5: Testing Hypotheses in Political Science Research

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 June 24th to Sunday, June 26th (midnight)

Module 6: Doing Data Analysis in Political Science - An Introduction to SPSS

Module 7: Descriptive Statistics

Module 8: Bivariate Analysis - Comparing Two Variables

Module 9: Statistical Significance & Measures of Association

Module 10: Controlling for a Third Variable

Module 11: Correlation and Regression Analysis

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 so you can take the exam from anytime from Friday, August 5th until Sunday, August 7th (midnight).

UNIVERSITY OF CENTRAL FLORIDA
Political Theory 3302
Modern Political Ideologies
FALL 2022

Dr. Paul A. Labedz
Telephone: (407) 582-2227
Email: Paul.Labedz@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) 11th 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 via Canvas: 1 DEC 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 for instruction.

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 strongly recommended. Due to the uncertainty associated with the Covid-19 virus, there needs to be flexibility built within attendance policy. Keep in mind, though, that a significant amount the material used for assessments in this course comes directly from what is introduced during classroom instruction/discussions.

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 26 AUG 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 17th 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.

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

Topic 2: Liberalism

Readings: **Text**, Chapters 4-6; **Reader:** pp. 51-65, 72-90, 99-102.

MID-TERM EXAM: 13 OCT 2022

Topic 3: Conservatism

Readings: **Text**, 96-99; **Reader:** pp. 119-131, 150-168,172-175

Topic 4: Socialism

Readings: **Text**, Chapters: 8-9; **Reader:** pp. 175-218, 223-229, 233-246

Topic 5: Nationalism & Fascism

Readings: **Text**, Chapters 3 & 10; **Reader:** pp. 257-265, 271-274, 276-279, 381-390, 394-398

Topic 6: Anarchism

Readings: **Text**, Chapter 7; **Reader:** pp. 353-369, 375-381

Topic 7: Feminism and Environmentalism

Readings: **Text**, Chapter 12; **Reader:** Chapters 6-7

FINAL EXAM: THURSDAY, 8 DEC 2022 from 1-350PM

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
FALL 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) 3rd 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 strongly recommended. Due to the uncertainty associated with the Covid-19 virus, there needs to be flexibility built within attendance policy. Keep in mind, though, that a significant amount the material used for assessments in this course comes directly from what is introduced during classroom instruction/discussions.

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 **deadline on 27 AUG 2021**.

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.

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: DEMOCRACY AS "RIGHTS, VALUES, ECONOMICS & 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

D. The Institutions of Democracy

Readings: Dahl, et al., pp. 191-217, Chapter 5

E. The Electoral Systems of Democracy

Readings: Dahl, et al., Chapter 6

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

I hope you enjoy the class and feel free to contact me if you have any questions.

SPECIAL RULES:

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UNIVERSITY OF CENTRAL FLORIDA
Political Theory 4331
Utopia/Dystopia
Fall 2022

Dr. Paul A. Labedz
Telephone: (407) 582-2227
Email: Paul.Labedz@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) Edwary 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*, Hacket Classics, ISBN: 0872207781

COURSE ASSIGNMENTS

- Four (4) exams (35 points each)
- Intentional Community Project (OPTIONAL) (35 points)
  Due via Canvas, 1 DEC. 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 for instruction. 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: 135-150=A, 120-134=B, 105-119=C, 90-104=D, 0-89= 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 strongly recommended. Due to the uncertainty associated with the Covid-19 virus, there needs to be flexibility built within attendance policy. Keep in mind, though, that a significant amount the material used for assessments in this course comes directly from what is introduced during classroom instruction/discussions.

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 26 AUG 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 17th 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.

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: 7 OCT 2022

Topic 3: Evolution of Utopia Thought: Thomas More, *Utopia*

Readings: Thomas More, *Utopia* (read entire book)

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

EXAM 2: 8 NOV 2022

Topic 5: Utopian Socialism

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader,* pp. 192-205, 207-219

Topic 6: Marxism and Utopia

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader,* pp. 227-228

Topic 7: Anarchism and Utopia

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader,* pp. 170-175, 407-420

EXAM 3: 1 DEC 2022

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

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

Topic 10: Modern Utopia

Readings: B.F. Skinner, *Walden Two* (read entire book) and Ernest Callenbach, *Ecotopia* (read entire book)

EXAM 4: 06 DEC 2022 from 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.

THE AMERICAN PRESIDENCY
UNIVERSITY OF CENTRAL FLORIDA

Fall 2022

Professor: Dr. Drew N. Lanier	**Office Hours**: Mon., Wed., and Friday, 09:30 to 10:15, 1:30 pm to 3:00 pm, *or by appt.* (phone, Zoom, etc.)
Office: Phillips Hall 302O	
Phone: (407) 823-2608 [main office]	**Credit Hours**: Three (3)
E-mail: drew.lanier@ucf.edu	

Course Description

This course is a study of the United States Presidency as it has developed over time and as it exists today. 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 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 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. This course will fill that gap.

Requirements for a Web-Based Class

This is a **completely web-based class**, and, consequently, requires a much different approach in terms of requirements than a wise student would undertake in a face-to-face class. Most obviously, there will be no face-to-face meetings and no lectures. However, one should realize that a web-based class **does not** mean that you will be doing less work; indeed, a web-based class will require that a student take a **much more active role** in one's education as compared to that level of effort traditionally exerted in a face-to-face class. The web-based format will likely require approximately **three times the effort** that a student would on average expend in the face-to-face modality in the same course.

Generally, I have found that students who do well in a web-based class are self-motivated, have developed performance-oriented active learning skills, and have usually earned good grades (B- or higher) in face-to-face classes. A web-based class does, however, provide students with some flexibility in that they are not required to be in a classroom two or three times a week at a specific time. As those who have taken a web-based course before may attest, this is one of the nice features of this type of class, and can make for a very rewarding learning experience.

My general rule of thumb is that students devote **at least five hours of study per course credit hour per week**. As this is a three credit-hour class, wise students should plan on devoting exclusively **15 hours per week to this class at a minimum to this course alone**. If a student does not reasonably think that he or she can honestly devote this time to class, that student likely will struggle to make a passing grade, especially in this class. ***Past students have ignored this warning here to their own detriment. See the list of suggestions on Canvas from prior students as to how to do well in this course. Learn from their experiences.***

Academic Demands: You Must Teach Yourself

Because this is a fully online course, you will **have to teach yourself a lot of the material** that would have been covered in the face-to-face lectures on campus. This is a cost of an online course, while not having to be at a specific time and place for lecture is a benefit. This means that you will have to read everything that is assigned, review the PowerPoint slides (available on the Canvas site), review the Module survey answers, investigate and research terms that are unfamiliar to you (yes, even those that are in the PowerPoint slides, but not covered in other materials). *Kennedy* is a book that we will read throughout the term. You should read that as the semester progresses: read about one-third by the first test, about two-thirds by the second test, and finish it by the Final as it encapsulates many of the ideas and concepts in the course. This course places, as a necessity because of its format, a heavy responsibility on you to be self-directed learners, just as you will find once you graduate and enter the professional world.

Web Resources

Canvas Site – Course Management Software

The Course has a WebCourses 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 login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

Required Books

There are two **required texts** for this course (*that is, you must read and digest their content or your grade will suffer*):

Cronin, Thomas E., Michael A. Genovese and Meena Bose. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press. ISBN 978-0-19-064850-3 (hereafter "C&G").

Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression*. *Part I*. New York: Oxford University Press. ISBN 0-19-516892-5 (hereafter, "K").

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, August**

26, 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).

Technological Requirements

This course is a completely online course. Hence, it imposes on students the heavy responsibility and obligation to anticipate problems that, all too often, haunt humans' use of technology. Namely, computers know when a deadline is approaching and will fail to function as the user wants at the most critical time, causing untold woe and trauma. Read and understand the technical requirements mentioned in the online learning module referenced above.

Thus, students **must**, as a course requirement, take steps to prevent any technological or other problems from obstructing their completing the course exams during the period when it is available. These steps include, but are not limited to, the following:

- **Disable the call-waiting feature on one's home telephone line**. If students do not do so before their beginning an online exam, they likely will lose the connection with UCF's server and, thus, not be able to re-access the exam. See above warning about my re-opening exams for students who encounter technological problems.

- **Ensure that anti-virus software has been installed and is regularly updated**. If I receive any document containing a virus, I will deduct 10% from the assignment's final grade. If I receive a virus-infected assignment from the same student for a second time any time during the term, I will reduce that student's final course grade by a full letter grade (e.g., from A- to B-). If I receive a third virus-infected assignment, the student will fail the course automatically.

- **Enable pop-ups from the course Canvas site**. This will allow you to have full functionality in the course. Do not disable the pop-up block entirely as you will need to be shielded from those intrusions while navigating in other sites.

- **Online Exams**: the exams in this course are administered entirely online. As you will have limited time to complete the exam, I **strongly encourage** you to plan to take the exam from an on-campus location, if at all possible, as this will decrease the wait time that you experience as you load and save your answers. Otherwise, your exam time will be consumed, to some extent, by the lag time needed for the questions and answers to load and save.

- **Technical Assistance**: with an entirely online course, there are inevitable technological problems that usually occur at the last minute (**hint: don't wait to the last minute**). If such problems occur, the professor is **not** your point of contact; he possesses very limited technical knowledge. Rather, students should contact Online@UCF Support at (407) 823-0407, webcourses@ucf.edu, or submit a question via https://online.ucf.edu/support/. There are as well many self-help online course resources on the Learn Online Website. You may also wish to post a question to the many HELP! Discussion Fora within the course Canvas site itself.

Zoom Availability, Phone Appointments, and Office Hours

I have a Zoom account and am able to meet with you via video during the above-referenced office hours or by appointment to discuss, via phone, course-related questions.

GRADING

Exams (300 points, each 20% of your final course grade)

Each of three exams during the course is worth 100 points. The tests will be composed entirely of *very challenging* multiple choice questions. **They are each noncomprehensive**, although (to some extent) the material builds throughout the course. These exams are not for the faint hearted. Each is worth 20 percent of the final course grade, for a total of 60 percent drawn from performance on exams. They will seek to test your understanding of both factual and conceptual ideas and your relative analytical and synthetic skills. They do not emphasize rote memorization of facts. Rather, they test students' ability to analytically address each question and conceptual understanding of course concepts and ideas. You should prepare for the exams as if you were called on to teach the class yourself.

As this is an online course, all exams will be administered through the Assessment function of the Canvas site associated with the course. There will be a **very narrow window** open during which students must complete the exam. Accordingly, students should anticipate any problems that they may foresee in completing the exam within that time frame. Once you open an exam, you will have a **maximum of 75 minutes to finish it**. If you begin it within 75 minutes of the posted closing time for the exam window, you will have less than that amount of time to complete the test. **I will re-open the exam window only under the most extreme (i.e., truly emergency, Act of God) circumstances**. Such circumstances do NOT include weddings, cruises, "road trips," and so forth. There are *absolutely NO excuses* for missing an exam and not contacting me in advance. Unexcused exams will receive a failing grade (0 points).

Course Content Modules (35% of final grade)

Because this is a completely online class, a substantial part of students' earned final course grades will be determined by the timely completion of specific content modules. There will be two modules due per week, on average, that tie in with that week's topics. The modules will often provide a brief overview of the topic, list the required reading, and outline specific tasks and assignments. These can involve researching a certain topic, discussing and debating issues through forum postings and, sometimes, the completion of specific internet assignments. These assignments are designed to make you more familiar with knowledge and information, and associated websites, relevant to the study of the American presidency.

As there are no formal face-to-face classes, **it is incumbent on you to keep up** with the readings, assignments and the pace of the course (*see* warning above about the high academic demands on students to be self-directed learners). Getting behind the current schedule of the course is dangerous to your final course grade. All of the modules are listed in the Canvas site for the course. Together, they will be averaged into 35% of your final course grade. Grades for each module will appear in the Grades section of the Canvas site. Students may discuss the graded module assignments with me during office hours (either by phone, in person or via Skype).

Some modules have multiple due dates for subparts of the module. The syllabus lists the FINAL DUE DATE for the Module – not its first. Plan accordingly.

I WILL NOT accept late modules. Computers and servers always seem to know when humans are working on a last-minute deadline and they take maniacal pleasure in crashing and not allowing you access to websites when the clock is approaching the deadline. The point (again): start the module assignments early in case there are problems. If you come to me with an exotic tale of woe, I will nod relatively sympathetically but point to this warning.

The following rules apply to the Content Modules:

- **Any module, or part thereof, submitted after the due date/time will not be graded. The usual deadline time is 11:57 pm (23:57).**

- **Students MAY NOT makeup late modules**, as such assignments require an ongoing, dynamic discussion among the students across the term that cannot be later replicated.

Surveys (5%)

A portion of the Modules includes the completion of **Surveys** that require you to answer two questions about the material covered within that Module: what is the most important issue or concept addressed?; and, what is the topic or concept that bears further discussion? Completion of the Surveys earns you the appropriate number of points announced in each of the Modules of which they comprise a part.

The following are regulations regarding the Surveys that must be followed:

- Please be honest and forthcoming in your survey 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 post answers to them, in the Discussion Area, for the entire class to read and consider. They are good ways to prepare for the exams, and not "busy work." Use them for your benefit. Ignore them at your own peril.

- **Do NOT send blank responses through for the Survey**. Doing so will earn zero points for that portion of the Survey that was left blank. Past classes have, sadly, tested me on this requirement.

- Failing to complete even a small number of the Surveys will negatively affect your final course grade.

Do not put the Modules 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. See above warning about anticipating technological problems. 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. If you submit the assignment through the Assignment tab in Canvas AND you receive confirmation of its receipt safely there, you may then rest assured that it has been properly received.

Furthermore, note the following rules regarding the Modules, some of which require a written product submitted to me:

- You may NOT use Wikipedia (or its variants) as *any* source in your internet assignments. Doing so will substantially reduce your grade, even to an "F." One of the early modules to be completed in the course will introduce you to ways to evaluate websites properly.

- 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.

- Attaching printouts to a module's assignment does not magically satisfy the cite and reference requirements noted in Module submissions.

- Assignments containing more than five spelling errors will automatically earn a score of zero. Multiple misspellings of the same word will count the number of times that the word is not correctly spelled, rather than simply once. Note that prior students' failing to heed this requirement has caused them great misery. Spelling counts.

- **Insure that your name appears on each and every assignment. Even though you may upload the assignment to the Assignment link or to Canvas, PLEASE put your name on the *assignment itself* as I download the assignments and often grade them in hard copy. It is impossible to grade and assign a score for an assignment whose author is unknown. Those assignments not bearing the student author's name will be penalized by one letter grade.** Yes, college students regularly do not put their name on submitted assignments.

Course Point Allocation

Component	*Weight*
Exam I	20%
Exam II	20%
Exam III	20%
Course Content Modules	35%
Surveys and Discussion Board	5%
TOTAL	100%

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

<u>Course Policies</u> (aka My Pet Peeves)

There are several points you should note.

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 you miss class. If you miss class, you NEED NOT inform me about it. 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.

Accommodations for Physically Challenged Students

Second, 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!

Third, please consult the policy regarding plagiarism and cheating which is attached at the end of this document. Each of you must review the University policy on the penalties for plagiarism. The Golden Rule explains this in more detail: http://regulations.ucf.edu/~regs/pdf/notices/5.015StuAcademicBehaviorStandards_newJul09_000.pdf.

Almost every semester, one or more students, unfortunately, wrongfully appropriates 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. I can assure you that it is not.

Caveat Emptor

Fourth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote at least fifteen (15) *hours per week* studying, reading, and meeting with other students to discuss and review the course material. **This is a difficult course. Again, review my warning above about the academic demands of this course.**

Conceptual Understanding Key

Fifth, class topics are best understood at the conceptual and/or abstract level. Read the course material AND THINK 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 course discussions. Prepare the material as if you were called upon to teach it to a class of otherwise unknowing students. I assume that the reading will be completed by the associated assignment's due date and time. LEARN TO PACE YOURSELF ACCORDINGLY! Begin to prioritize what is most important to you, now.

Online Decorum: Course Protocols

As this is a fully online course, there are certain rules and regulations that make the course and our asynchronous communication go more smoothly. Do not say or do anything that would otherwise do in a face-to-face context. In short, treat others as you would like to be treated, as you may have been taught previously.

Moreover, as many of you have aspirations of attending law school, now is the time to begin to adopt the canons and traditions of the learned profession of the law, one profoundly steeped in tradition and history: how would you act in a court of law? Act in a disruptive manner? Post rude and discourteous messages to a court-run blog? File documents or submit reports late?

Word Processing Required

Seventh, as this is a fully online course, all assignments must be word processed, including internet assignments. 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! Again, **late assignments are NOT accepted**. "Late" means ANY time after the due date and time for the assignment—even if that is one minute past the deadline.

Duplicates of Assignments

Eighth, while I have never lost an assignment, I require that you retain 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

Ninth, 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 (either through the University or a commercial server), please do not sign-up for an additional account. 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. Beginning with the Fall 2009 semester, all students are REQUIRED to obtain a Knights Email address and use it for course-related communications. I am required to send such information to that address alone.

If your email address changes during the semester, you MUST NOTIFY ME of the new address, so that I may then direct any communications to that address. This is a course requirement. Otherwise, you will miss important course information, which could drastically impact your grade negatively.

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 undue reliance on fragile and potentially unreliable email programs and other technologies beyond their control (such as AOL).

Accordingly, for time-sensitive communications, send me a message through the Canvas Mail tool, contact me on the telephone, or, most unconventionally of all, 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 (48 hr.) notice of such changes. Such changes are either announced on the Canvas site, or sent via Mail message, or both. Therefore, you are responsible for any changes that may occur during the course of the semester.

If you fail to log in to the course for several days, you should check with your fellow students to determine what you have missed. As such, your virtual absence 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 days during which the University is officially closed will be due by 9:00 am on the next business day whenever the University resumes operations.

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. You will find that your colleagues will likely 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. They will help you understand the material better, and you will do the same for them. By teaching the material to fellow students, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching.

COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

C&G = Cronin, Thomas E., Michael A. Genovese and Meena Bose. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press. ISBN 978-0-19-064850-3 (hereafter "C&G").

K = Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression. Part I*. New York: Oxford University Press. ISBN 0-19-516892-5.

Reserve = Items designated as Reserve are available under the Canvas Discussion Topic "Reserve Readings." You will need the Adobe Reader (http://www.adobe.com) to view these readings.

PROJECTED DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Week 1: Aug. 22-Aug. 28	Course Requirements Historical Background of the Presidency	Syllabus and attachments C&G, Chapt. 1	**Module 1**: Getting Started (due **Friday, Aug. 26, 2020 by 23:57**).
Week 2: Aug. 29-Sept. 4	Evaluating Websites Presidential Character	C&G, Chapt. 2 Barber (Reserve)	**Module 2**: Evaluating Websites (due by **Sunday, Sept. 4 by 23:57**).
Week 3: Sept. 5-Sept. 11	Presidential Selection: Primaries	C&G, Chapt. 4	**Module 3**: Studying the American Presidency: Presidential History and Character (due by **Sunday, Sept. 11 by 23:57**)
Week 4: Sept. 12-Sept. 18	Presidential Selection: General Elections		**Module 4**: The Presidency Through Time: Ebb And Flow of Power (due by **Sunday, Sept. 18 by 23:57**)
Week 5: Sept. 20-Sept. 25	Sorting Out the Possibilities: Who Becomes "Government Personified"?	C&G, Chapt. 3	**Module 5**: Selecting the Nominees and Choosing the President (due by **Sunday, Sept. 25 by 23:57**)
Week 6: Sept. 26-Oct. 2	**STUDY/REVIEW FOR THE TEST**	All previous readings and assignments, including about the one-third of Kennedy	**TEST I** (to be completed by **Sunday, Oct. 2 by 23:57**: window will open at noon (12 pm) on Saturday, Oct. 1. ***Plan accordingly***).
Week 7: Oct. 3-Oct. 9	Institutional Presidency *The Executive Office* *The Congress*	C&G, Chapts. 6 and 7	**Module 6:** The Institutional Presidency: Part I (due by **Sunday, Oct. 9 by 23:57**).
Week 8: Oct. 10-Oct. 16	Institutional Presidency *The Supreme Court*	C&G, Chapt. 9	**Module 7**: The Institutional Presidency: Part II (due by **Sunday Oct. 16 by 23:57**).

Week 9: Oct. 17-Oct. 23	Institutional Presidency *The Bureaucracy* *The Vice Presidency*	C&G, Chapts. 2 (re-read), 7 (re-read), and 8	**Module 8**: The Vice-President: Heir Apparent or Mere Placeholder? (due by **Oct. 23 by 23:57**).
Week 10: Oct. 24-Oct. 30	The Public Presidency *Rhetoric and the Presidency*	C&G, Chapt. 5 (pp. 126-132 only – re-read) Kernell (Reserve)	**Module 9**: The Bully Pulpit: The Rhetorical Presidency in Action (due by **Sunday, Oct. 30 by 23:57**).
Week 11: Oct. 31-Nov. 6	**STUDY/REVIEW FOR THE TEST**	All previous readings and assignments, including about two-thirds of Kennedy.	**TEST II** (to be completed by **Sunday, Nov. 6 by 23:57**; window will open at noon (12 pm) on Saturday, Nov. 5. ***Plan accordingly***).
Week 12: Nov. 7-Nov. 13	The Public Presidency (continued)	C&G, Chapt. 4 (re-read)	**Module 10**: The Bully Pulpit: The Ultimate Audience (due by **Sunday, Nov. 13 by 23:57**).
Week 13: Nov. 14-Nov. 20	President as Policy Leader *Domestic* *Economic*	C&G, Chapt. 5	**Module 11**: The President as Architect of Policy: Domestic and Economic Policy Machinery (due by **Sunday, Nov. 20 by 23:57**).
Week 14: Nov. 21-Nov. 27	President as Policy Leader *Foreign*	C&G, Chapt. 5 (re-read) K, All	**Module 12**: The President as Commander-in-Chief: Military and Foreign Policy (due by **Sunday, Nov. 27 by 23:57**).
Week 15: Nov. 28-Dec. 4	The Expanse of Presidential Power Through Time	C&G, Chapt. 9	**Module 13**: Assessing Presidential Power Across History (due by **Sunday, Dec. 4 by 23:57**).
Week 16: Dec. 5-Dec. 9	Online Course Evaluations (available through my.ucf.edu) **STUDY/REVIEW FOR THE TEST**	All previous readings and assignments, including all of Kennedy	**TEST III** (to be completed by **Thursday, Dec. 8 by 23:57**; window will open at noon (12 pm) on **Wednesday, Dec. 7.** *Plan accordingly*). **NOTE: THIS IS A DIFFERENT SCHEDULE THAN THE PRIOR EXAMS THAT OCCURRED OVER A SAT.-SUN. PERIOD.**

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.

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.

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

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.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students 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> 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 and 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 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].

POLITICAL SCIENCE 4284
JUDICIAL PROCESS AND POLITICS

Department of Political Science
University of Central Florida

Fall 2022

Class Time and Place: MWF 12:30-1:20 (BA1 121)	**Office Hours**: Mon., Wed., and Friday, 09:30 to 10:15, 1:30 pm to 3:00 pm, *or by appt.* (phone, Zoom, etc.)
Professor: Dr. Drew Lanier	
Office: Phillips Hall 302	**Credit Hours**: three (3)
Phone: (407) 823-2608 [main number]	
Email: drew.lanier@ucf.edu	*"There is hardly a political question in the United States which does not sooner or later turn into a judicial one."* Alexis de Tocqueville, *Democracy in America* (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 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, in part, 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.

Kirszner, Laurie G., and Stephen R. Mandell. 2017. *The Brief Cengage Handbook*. 8th ed. Boston: Thomson/Wadsworth (ISBN 978-1-305-63869-3).

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).

Turow, Scott. 1977. *One L: The Turbulent True Story of a First Year at Harvard Law School*. New York: Warner Books (ISBN 0-446-67378-1).

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

Exams (300 points)

Each of the three exams in the course is worth 100 points. Although they are each *non-comprehensive* (including the final exam), 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 five 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.

All assignments must be word-processed. *Please staple each of them once in the upper left-hand corner of the page.* ***Do not paper clip, dog-ear, or binder clip your written assignments.*** Documents that are not fastened as required will be penalized. You are also required to put your name on each of your assignments. Assignments without student names will also be penalized one letter grade.

Further, as you are preparing your writing assignments, edit them very carefully for grammar, style and syntax, just as you would do with a professional document. I have assigned the grammar book to assist you in this regard, if you need assistance. The clarity and accuracy of your writing is critical to your success in this class. *Sloppy and unclear writing indicates sloppy and unclear thinking.* I will grade them accordingly.

Any written assignment containing more than five spelling errors will automatically receive a score of zero (0), regardless of the score that the assignment would have otherwise earned. Multiple misspellings of a single word count the number of times the misspelled word appears in the assignment, not as a single misspelling.

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 (12:30 pm) for each of the due dates. **I PENALIZE LATE ASSIGNMENTS ONE LETTER GRADE PER DAY LATE, OR PART THEREOF. THUS, IF YOUR ASSIGNMENT IS SUBMITTED FIVE MINUTES LATE, FOR EXAMPLE, YOU WILL HAVE A FULL DAY'S POINTS REDUCED FROM YOUR EARNED GRADE.**

Furthermore, note the following rules regarding the internet assignments:

- **You may NOT use Wikipedia** (or its variants) as *any* source in your internet assignments. Doing so will substantially reduce your grade, even to an "F."
- **You must follow APSA style** 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 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 day's survey 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 (and your final course grade).

- Daily Survey responses are **due by 08:00 am of the following lecture da**y. If we have lecture on Monday, for example, the survey for that class is due by the following Wednesday at 08:00 am. Days on which we have tests scheduled or days on which there is a University holiday are not "lecture days." Hence, there is no survey due for those days particularly.

- 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
TOTAL	500 Points

Grading Scale (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	90-100
B+	89-87
B	86-80
C+	79-77
C	70-76
D+	69-67
D	60-66
F	59 and below

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 (and other similar electronic devices, such as iPads and e-readers) in class. Such devices, 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 disabilities 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 course 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 (or may not) be several opportunities for you to earn extra credit points. 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 A ssignments 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 any electronic device, read a newspaper or view 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

PROJECTED DATE	TOPIC	READINGS	ASSIGNMENT
Aug. 22–Sept. 9	Course requirements The Structure of American Law and the American Court System Judicial Federalism - The Federal Courts	Syllabus and attachments N&M, Chapts. 1, 2 and 3	Self Intro (due **Fri, Aug. 26** by 5:00 pm on Canvas); Internet Assgn. 1 (due **Wed., Sept. 7** by 12:30 pm)
MON., SEPT. 5	**NO CLASS–LABOR DAY HOLIDAY**		
Sept. 12–Sept. 23	Judicial Federalism - The State Courts The Players in the Judicial Process The Impact of the Selection Process	N&M, Chapts. 4, 5, 6 and 7 Stern, pp. 1-90	Internet Assgn. 2 (due **Monday, Sept. 19** by 12:30 pm)
Sept. 26–Oct. 7	Trial Court Policy-Making: The Criminal Process (Part I)	N&M, Chapts. 8 and 9	
FRI., OCT. 7	***** TEST I *****		
Oct. 10-Oct. 21	Trial Court Policy-Making: The Criminal Process (Part II) The Police	N&M, Chapts. 8 and 9	Internet Assgn. 3 (due **Monday, Oct. 10** by 12:30 pm)
Oct. 24–Oct. 28	Trial Court Policy-Making: The Civil Process	N&M, Chapts. 10 and 11	Internet Assgn. 4 (due **Monday, Oct. 24** by 12:30 pm)
FRI., OCT. 28	**WITHDRAWAL DEADLINE** (must be completed by 11:59 pm)		
Oct. 31–Nov. 14	Trials: Lawyers, Judges and Juries Legal Ethics (Not an Oxymoron) Law School—The Crucible Legal Profession	Finish Stern N&M, Chapts. 12 and 13 Turow, All Curtis and Frank (Canvas Reserve)	
FRI., NOV. 11	**NO CLASS—VETS' DAY**		
MON., NOV. 14	***** TEST II *****		
Nov. 16-Nov. 25	The Appellate Process United States Supreme Court Agenda-Setting *Note: No Class on 11/24 or 11/25 (Thanksgiving)*	N&M, Chapts. 13 and 14 Pacelle, Rehnquist and Stevens (Canvas Reserve)	Internet Assgn. 5 (due **Monday, Nov. 21** by 12:30 pm)
Nov. 28–Dec. 2	Are Judges Priests or Laypersons? Behavioral Models of Supreme Court Decision-Making Neo-Institutionalism: Influence of Other Branches on Supreme Court Decision-Making "Do Courts Make A Difference?": Impact and Implementation Reform and Evaluation Catch-Up, Summary and Conclusions	N&M, Chapts. 14 and 15 Spaeth, Kozinski and Harlan (Canvas Reserve) N&M, Epilogue (Canvas Reserve)	
FRI., DEC. 9	***** TEST III (10:00 am – 11:15 am) *** – No exceptions to this date and time. Do not ask, as I cannot grant them.**		

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, 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>.
- 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> 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 and 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 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].

Political Science 4603
American Constitutional Law I

Department of Political Science
University of Central Florida

Fall 2022

Class Time and Place: MWF, 10:30-11:20, BA1 121	**Office Hours**: Mon., Wed., and Friday, 09:30 to 10:15, 1:30 pm to 3:00 pm, *or by appt.* (phone, Zoom, etc.)
Professor: Dr. Drew Lanier	
Office: Phillips Hall 302	**Credit Hours**: three (3)
Phone: (407) 823-3753 [direct dial] or 823-2608 [main number]	
Email: drew.lanier@ucf.edu	*The true miracle was not the birth of the Constitution itself, but its life*—Justice Thurgood Marshall

REQUIRED TEXTS

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.

Epstein, Lee, and Thomas G. Walker. 2020. *Constitutional Law for a Changing America: Institutional Powers and Constraints*. 10th ed. Washington: CQ Press (ISBN 978-1-54431-179-08).

McCloskey, Robert G., and Sanford Levinson. 2016. *The American Supreme Court*. 6th ed. Chicago: University of Chicago Press (ISBN 978-0-226-29689-0).

OPTIONAL TEXTS

Kirszner, Laurie G., and Stephen R. Mandell. 2017. *The Brief Cengage Handbook*. 8th ed. Boston: Thomson/Wadsworth (ISBN 1-305-63869-3).

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.

COURSE OBJECTIVES AND GOALS

This course is designed to examine the text and substance of the U.S. Constitution and its development

across the past 230 years. Our framework for evaluating constitutional jurisprudence considers the context of the Framers' theory of law and order and the present policy questions facing our political system. The three sections of the course are devoted to understanding the history and development of the Constitution and the role of the courts. The goal of this course is to provide students with an in-depth evaluation of the institutions of government, the relationships and power struggles between the three branches, the role of the Supreme Court in resolving institutional conflicts, and the relationship between the federal government and states' rights.

The first section deals with judicial review and methods of judicial interpretation, focusing specifically on judicial activism and restraint. We examine issues of standing and jurisdiction to hear cases and the structure of federal and state court systems. We address the Supreme Court's gate-keeping function in resolving disputes. During this section of the course, you are acquainted with conducting legal research. This section then shifts focus to examine the other institutions of political power, the Executive Office of the President and the Congress. This section evaluates the role of the judiciary in influencing political institutions and participants. We devote a fair amount of time to the separation of powers and the role of the president in domestic and foreign policy. Next, we move into a discussion regarding the power struggles between the executive and the legislature. This section focuses primarily on the war-making powers allocated to Congress, and the degree of control that the executive has asserted in this area.

The second section addresses the domestic powers given to Congress. The issues evaluated include the spending powers, the commerce clause, and the power to levy taxes. A recurring theme throughout our Constitution's history has been the power struggle between the federal and state governments. In the third section, we analyze the role of states in our distinct system. Here, we examine federalism and states' rights, focusing specifically on voting rights. We address whether the limits and contours of federal government intervention have dominant themes throughout history. Tracing modern federalism dilemmas to the founding of the Constitution, we examine the different shifts in U.S. Supreme Court decision-making over time.

Course Goals: By the end of this course, you should be able to:

- discuss the past and current socio-political climate of the Supreme Court's decision-making process
- understand legal concepts utilized by the Supreme Court and important to Constitutional jurisprudence
- discuss recent trends in Constitutional decision-making
- understand the legal underpinnings and parameters of the Constitution
- understand and articulate current standards and legal tests utilized by the Supreme Court in deciding institutional conflicts
- brief court decisions
- conduct appellate court research
- present appellate court arguments

- argue principles involved in Constitutional cases
- articulate policy arguments for or against judicial interference with federal and state institutions
- understand and discuss legal cases involving: judicial review; standing; jurisdictional authority; separation of powers; executive privilege; national security; war-making powers; appointment and removal powers; legislative enactments; taxing and spending powers; federalism; states' rights; voting rights; and, Equal Protection.

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 login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

Online Con Law Resource Center (https://edge.sagepub.com/conlaw)

The Student Resource Center, organized by the publisher of the Epstein and Walker text, provides students access to supplemental cases not found in the printed text as well as several study aids.

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, August 26, 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).

COURSE EVALUATION Your grades will be determined by the following components and weighted accordingly:

COMPONENT	WEIGHT
First Exam	15%
Second Exam	15%
Final Exam	15%
Class Participation	10%
Case Briefs	15%
Daily Surveys	10%
Moot Court	20%

GRADING SCALE (AS A PERCENTAGE OF TOTAL POINTS)

GRADE	PERCENTAGE
A	100-90
B+	89-87
B	86-80
C+	79-77

GRADE	PERCENTAGE
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.***

EXAMS

There are three (3) in-class, closed book exams. All three exams are exclusively composed of very challenging multiple-choice items. The final exam IS NOT comprehensive. It will focus on topics presented in the third section of the class. No make-up exams will be allowed absent exigent (*i.e.*, truly emergency) circumstances. You MUST contact me *before the exam* if you know you will miss it. There is *ABSOLUTELY NO EXCUSE* FOR MISSING AN EXAM AND YOUR NOT ADVISING ME IN ADVANCE OF YOUR ABSENCE AND THE **BONIFIDE, DOCUMENTED, COMPELLING** REASON FOR YOUR NOT TAKING THE EXAM AS SCHEDULED. If you do not take the exam as scheduled, I will not look favorably upon your request to take a make-up exam regardless of the nature of your excuse. Unexcused exams will receive a failing grade (0 points).

CLASS PARTICIPATION

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 read and prepare for discussions, completing the assigned reading BEFORE THE CLASS DURING WHICH THEY WILL BE DISCUSSED.*** Be advised that the points associated with class participation are not points that I simply give to you as result of consistent class attendance. Rather, you must ***earn the component*** of the total points assigned to participation, rather than merely obtaining them as a sole result of attending class regularly. If you simply sit in class and do not actively inject yourself into the conversation, you will receive very few, if any, points for this component of the course. Moreover, the quality as well as the quantity of your participation will be assessed in distributing the points for this component

of your grade. Not only must you at least attempt to answer the questions I put to you, you must actively participate to receive most of the points for participation. Students who regularly miss class will find that their exam grades are adversely affected. Most of the material that appears on my exams will be discussed in class.

Readings should be completed PRIOR to the week for which they are assigned. Most of the reading is very dense and difficult. Give yourself enough time to get through all of the material AND ANTICIPATE PROBLEMS IN COMPLETING THE ASSIGNMENTS. THEY WILL OCCUR, I ASSURE YOU.

DAILY SURVEYS

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 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 8:00 AM on the following lecture day**. For example, if we have lecture on Monday, then the survey for that class is due by the following Wednesday at 8:00 am. If we have class on Wednesday, then the survey for that class is due by the following Friday at 8:00 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.

CASE BRIEFS

When we read cases from Epstein and Walker, you are expected to "brief" each indicated case and answer questions regarding the specific details and reasoning provided in the opinions. These "briefs" are collected and due at the **beginning of class** (*i.e.,* 10:30 am) on Monday (or the first class day) of the week for which they are assigned. **I interpret this due date/time very stringently.** If you are even one minute late, your brief will be contacted as late and penalized one letter grade per day or part thereof. This is the way of the professional world.

All briefs must be word-processed. *Please staple each of your briefs individually once in the upper left-hand corner of the page.* ***Do not paper clip, dog-ear or binder clip your case briefs.*** Briefs that are not fastened as required will be penalized. You are also required to put your name on each of your assignments. Assignments without student names will also be penalized one letter grade.

Further, as you are preparing your case briefs, edit them very carefully for grammar, style and syntax. I have assigned the grammar book to assist you in this regard, if you need assistance. The clarity and accuracy of your writing is critical to your success in this class. *Sloppy and unclear writing indicates sloppy and unclear thinking.* I will grade them accordingly.

Any written assignment containing more than five spelling errors will automatically receive a score of zero (0), regardless of the score that the assignment would have otherwise earned. Multiple misspellings of a single word count the number of times the misspelled word appears in the assignment, not as a single misspelling.

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. Do not wait until the metaphorical midnight hour approaches to submit your work. 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. If you submit it on Canvas and Canvas indicates that it has been successfully uploaded, then you can rest assured that it has been received accordingly.

The biweekly briefs and class participation are easy ways to increase your grades. For whatever reason, there are always students that think they can simply ignore the briefs. **You will not pass this course if you do not submit at least half of the weekly briefs assigned, regardless of your scores on other assignments.** Additionally, many of the questions that appear on the exam are taken from the case briefs, even if these cases only receive cursory attention or were only assigned as extra credit during class discussions. While students frequently complain about the number of briefs that you are required to submit, you will find that when you are studying for the exams, these briefs save you!

Do not lose your composure when you see how many briefs are assigned. I indicate in class which briefs are used for extra credit. I modify the number of briefs that are actually required; the remainder of the briefs that I

do not assign are given to you as extra credit. YOU MAY COMPLETE ONE EXTRA CREDIT BRIEF EVERY TWO WEEKS (FOR A MAXIMUM BIWEEKLY SUBMISSION OF TWO BRIEFS), provided that you have first completed the required brief. I assign the briefs on a bi-weekly basis. If you miss class, you should consult the syllabus to determine what briefs have been assigned.

Furthermore, note the following rules regarding the writing assignments in this class:

- **You may NOT use Wikipedia** (or its variants) as *any* source in your 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 course assignments. Failure to do so will result in at least one letter grade reduction of the final 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 a writing assignment does not magically satisfy the citation and reference requirements of APSA style.**

MOOT COURT ARGUMENT

The final portion of your grade is a simulation of a moot court argument. The assignment includes a written brief and oral argument that a team of student attorneys presents in front of a panel of student justices. The topic for the oral and written brief is drawn from a current controversy docketed for oral argument in the United States Supreme Court. It is assigned shortly after the semester begins. This assignment is discussed extensively in class.

Those students who choose to act as attorneys will be required to complete different, but equally demanding, work from that which the student justices will complete. Student attorneys will be required to write and deliver an oral argument. The argument should last approximately ten (10) minutes including the time allotted for answering questions from the panel. That means that you argue for 10 minutes on your half of the argument and your partner argues for 10 minutes on his/her half of the argument. You will be graded on the thoroughness of your presentation (10 percent), the ability with which you answer questions posed by the bench, and your general demeanor during the argument (10 percent). YOUR JOB IN ORAL ARGUMENT IS NOT TO FINISH YOUR PREPARED REMARKS, BUT TO PERSUADE THE COURT THAT YOUR CLIENT'S POSITION IS THE CORRECT ONE! More details will be given in class.

Those students who choose to act as justices of the United States Supreme Court will be required to write a *seven-page, single-spaced minimum biography* of the real justice whom they are portraying (five percent). [DO NOT

rely at all on the biographies presented in **Walker and Epstein**]. I can point you to several sources to which you can refer for background information on the justices. The biography is intended to be like any other research paper that you submit in any university course: it should contain in-text references to information that you have taken from others' works and citations gathered at the end of the paper and it should be formatted according to the required APSA Style Manual. These references must be PUBLISHED, SCHOLARLY WORKS. Such references do not include internet sources (especially Wikipedia) or informal consumer writing (such as *Reader's Digest*) or interviews that you yourself conduct. It should also include a reference section, in the concluding section of your work, listing the works that you used in researching your paper. **Failure to include these necessary elements will result in an "F" for the assignment. If you are unsure about this requirement,** ***see me immediately. Failure to do so is dangerous to your grade.***

In addition, justices will be graded based upon the quality of the questions they put to counsel during the oral argument phase (10 percent). Third, justices will be graded on the quality of their deliberations with the other members of the Court as demonstrated in a written Opinion of the Court's ruling and any dissents and concurrences (five percent).

I will soon place material on the Canvas Reserve to assist you in tackling the Moot Court assignment. Legal research should not overwhelm you. This course should help you acquire the skills necessary to complete the assignment successfully.

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 POLICIES

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 (urgent needs **do not** include job-related issues). Consider how you would act in a court of law: would you wander in late or leave early? Many of you may wish to enter the legal profession. Now is the time to begin to act in a manner consistent with the norms and traditions of that profession.

- 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, as I will quickly learn each of your names.

- Do not listen to an iPhone or other electronic device or 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 ELECTORNIC DEVICES. Repeated violation of this rule constitutes "continuous unruly behavior." (*See* Classroom Decorum Policy No. 5 below). This is critically important during exams.

- 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 course grade.

No Excuses

First, this class operates under a "No-Excuse" policy. It is incumbent upon you to be responsible for the notes and any other occurrences during class given in the unlikely event you miss class. If you miss class, you NEED NOT inform me about it. 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. Even if you do inform me of your absence from class, you are still subject to the terms of the syllabus.

Seating Chart

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the Socratic method (discussed below). Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly.

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 Accessibility 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 appropriates 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. I assure you that it is not.

Caveat Emptor

Fifth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote between at least **25 hours per week outside of class** studying, preparing briefs, reading, and meeting with other

students to prepare your oral argument. *Make no mistake: this is not an easy course by any shape or fashion.* If you are interested in the legal profession, this course is only a very small taste of what it is like.

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.

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. You may, however, audiotape the lecture.

Extra Credit

Ninth, throughout the session there may be several opportunities for you to earn extra credit points. Prior assignments have included 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 provide 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. 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.

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 cannot 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 Canvas course site. Its use can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions that they may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on Canvas and/or via e-mail or via class announcements, whether you have attended that class or not. If you already have a Knights e-mail account, please do not sign-up for an additional account, but give me your address. You should check your mail at least on a daily basis as I post any changes about class assignments to your account. If your email address changes, you are *required to notify* me of such changes so that you may receive any announcements made to the class through such means.

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 any such announcements. 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

E&W = Epstein and Walker textbook
M = McCloskey

Weeks 1 and 2 [Aug. 22–Sept. 2]

Readings:

- Syllabus and Other Documentation
- U.S. Constitution and Amendments, E&W (pp. 716-27)
- E&W, Chapt. 1 "The U.S. Constitution" (pp. 1-53)
- M, Chapt. 1, "The Genesis and Nature of Judicial Power"

Assignment:

- Self-Intro due on Canvas (Self-Intro Discussion Topic by Fri., Aug. 26 by 10:30 am)
- Find appellate case (198 U.S. 45) (due Fri., Sept. 2 at 10:30 am)
- How to Brief a Case (Canvas Reserve)

Lecture:

- Course requirements
- How to Brief a case
- *The Founding, Original Intent and the Structure of the Courts Today*

Week 3 [Sept. 5–Sept. 9]

***** NO Class Monday, Sept. 5 (Labor Day Holiday) *****

Reading:

- E&W, Chapt. 2, "The Judiciary" (pp. 54-118)
- M, Chapt. 2, "The Establishment of the Right to Decide, 1789-1810"
- Sample brief available on Canvas Reserves
- Legal Research Overview (Melone, on Canvas Reserves)

Assignment:

- brief *Marbury v. Madison*, p. 61*
- brief *Martin v. Hunter's Lessee*, p. 70
- brief *Flast v. Cohen*, p. 111
- brief *Walter L. Nixon v. U.S.*, p. 103
- **Begin accepting digital or written and dated Moot Court partner, counsel and justice requests**

Lecture:

- *Judicial Review (a.k.a. poor old Marbury!)*
- Introduction to Legal Research

Week 4 [Sept. 12–Sept. 16]

Readings:

- Continue with Prior Reading Assignments
- M, Chapt. 3, "The Marshall Court and the Shaping of the Nation, 1810-1835"

Assignment:

- **all partner, counsel and justice requests due by Friday, Sept. 16 at 10:30 am**
- brief *Ex parte McCardle*, p.85
- brief *Baker v. Carr*, p.96
- brief *Patchak v. Zinke*, p. 89

Lecture:

- *Deciding to Decide: The Changing Role of the Supreme Court*

Weeks 5 and 6 [Sept. 19–Sept. 30]

Readings:

- E&W, Chapt. 4, "The Executive," pp. 181-206, pp. 260-63, and Chapt. 5, "Interbranch Relations," pp. 265-333
- M, Chapt. 4, "The Court Under Taney: The National History of Judicial Prestige"

Assignment:

- brief Moot Court Case
- brief *In re Neagle*, p. 202*
- brief *Ex parte Milligan*, p. 290
- brief *Zivotofsky v. Kerry, p. 313*
- brief *Dames and Moore v. Regan*, p. 311
- brief *The Prize Cases*, p. 287
- brief *Korematsu v. U.S.*, p. 297
- brief *Hamdi v. Rumsfeld*, p. 325

Lecture:

- *Way Over There: The President and Foreign Policy*

- ❖ Partner, counsel and justices assigned by Friday, Sept. 24 on Canvas Announcements
- ❖ Overview of legal issues in Moot Court case

***** First Exam, Friday, Sept. 30 *****

Week 7 [Oct. 3–Oct. 7]

Readings:

- E&W, Chapt. 4, "The Executive," pp. 206-62
- M, Chapt. 5, "Constitutional Evolution in the Gilded Age, 1865-1900"

Assignment:

- ➢ brief *Youngstown Sheet and Tube v. Sawyer*, p. 305*
- ➢ brief *NLRB v. Canning*, p. 221
- ➢ brief *Nixon v. Fitzgerald*, p. 245
- ➢ brief *Myers v. United States*, p. 227
- ➢ brief *Humphrey's Executor v. United States*, p. 232

Lecture:

- ❖ *The Executive and Domestic Power: Separation of Powers or Separate Institutions Sharing Power?*

Week 8 [Oct. 10–Oct. 14]

Readings:

- E&W (finish reading for prior sections)

Assignment:

- ➢ brief *Bowsher v. Synar*, p. 280
- ➢ brief *Morrison v. Olson*, p. 215
- ➢ brief *Clinton v. City of New York*, 209
- ➢ brief *Clinton v. Jones*, p. 249
- ➢ brief *Immigration and Naturalization Services v. Chadha*, p. 275
- ➢ brief *Mistretta v. U.S., p. 270*

Lecture:

- ❖ *The Executive and Domestic Power: Separation of Powers or Separate Institutions Sharing Power?*

Week 9 [Oct. 17–Oct. 21]

Readings:

- E&W, Chapt. 3, "The Legislature," pp. 119-179
- M. Chapt. 6, "The Judiciary and the Regulatory State: 1900-1937"

Assignment:

- **Outlines of Moot Court oral argument due for student attorneys; justice biographies due for student justices (Monday, October 17 at 10:30 am) – both on Canvas**
- brief *Powell v. McCormack*, p. 125
- brief *U.S. Term Limits, Inc. v. Thornton*, p. 129*
- brief *Gravel v. U.S.*, p. 137
- brief *South Carolina v. Katzenbach*, p. 171
- brief *Watkins v. U.S.*, p. 159

Lecture:

- *Membership Has Its Privileges and Its Responsibilities*

Weeks 10 and 11 [Oct. 24–Nov. 4]

***** WITHDRAWAL DEADLINE, FRIDAY, OCT. 28 AT 11:59 PM *****

Readings:

- E&W, Chapt. 6, "The Power to Tax and Spend," pp. 515-81 and Chapt. 7, "The Commerce Power," pp. 405-513
- M. Chapt. 7, "The Modern Court and Postwar America, 1937-1959"
- Kens, "Not Like Grandma Used to Bake" (found in *Judicial Power and Reform Politics: The Anatomy of* Lochner v. New York (1990, University Press of Kansas)) (Canvas Reserve)

Assignment:

- brief *McCulloch v. Maryland*, p. 344
- brief *Gibbons v. Ogden*, p. 407
- brief *Hammer v. Dagenhart*, p. 425
- brief *NLRB v. Jones Laughlin Steel Corp.*, p. 443
- brief *Heart of Atlanta Motel v. U.S.,* p. 458
- brief *U.S. v. Lopez*, p. 464
- brief *Wickard v. Filburn*, p.454
- brief *South Dakota v. Dole*, p. 552
- brief *U.S. v. Morrison, p. 471*
- brief *National Federation of Independent Business v. Sebellius*, p. 485*

Lecture:

- *Congress and its Purse Strings*

***** Second Exam, Friday, Nov. 4 *****

Week 12 [Nov. 7-11]

Readings:

- E&W, "Nation-State Relations," pp. 335-40, Chapt. 6, "Federalism," pp. 341-403
- M, Chapt. 8, "Civil Liberties, Civil Rights, and the Supreme Court"

Assignment:

- brief *Arizona v. U.S.*, p. 399
- brief *Missouri v. Holland*, p. 389
- brief *Printz v. U.S.*, p. 373
- brief *Garcia v. San Antonio Metropolitan Transit Authority*, p. 362
- brief *Murphy v. NCAA*, p. 380

Lecture:

- *Federalism at the Crossroads*

***** NO CLASS, FRI., NOV. 11 – VETERANS DAY *****

Week 13 [Nov. 14–Nov. 18]

***** MOOT COURT WEEK *****

Week 14 [Nov. 21–Nov. 25]

Readings:

- E&W, Chapt. 10, "Economic Substantive Due Process," pp. 617-75
- M, Chapt. 9, "Judicial Monitoring of the New American Welfare State"
- M, Chapt. 10, "The Court of Today and the Lessons of History"

Assignment:

- brief *The Slaughterhouse Cases,* p. 620*
- brief *Lochner v. New York*, p. 635
- brief *Caperton v. A.T. Massey Coal*, p. 667

- brief *Nebbia v. New York,* p. 651
- brief *Kelo v. City of New London*, p. 706

Lecture:

- *Economic Substantive Due Process (as opposed to Procedural Due Process)*

***** Wednesday, Nov. 23 and Friday, November 25 are University Holidays for Thanksgiving. Give Thanks! *****

Week 15 [Nov. 28–Dec. 2]

- Summary and Catch-up

Week 16 [Dec. 6–Dec. 10]

***** FINAL EXAM: MONDAY, DEC. 5, 2022, 10:00 am-11:15 am *****
Finals scheduled in accordance with University policy

NO EXCEPTIONS TO THIS DATE AND TIME; DO NOT ASK AS I CANNOT GRANT THEM.

TOPICS FOR MOOT COURT SIMULATION

The assignments for the Moot Court Simulation comprise twenty percent (20%) of your grade. Therefore, it is important that you spend a significant amount of time preparing both components. You will be given a citation to the case in question by the fourth week of class. You should begin preliminary research immediately on your issue (find your case in the library or online, find scholarly works and journal articles discussing the case, etc.).

You are expected to do **approximately 25 additional hours of research (over and above time devoted to preparing for regular class assignments)** in preparing for your portion of the simulation. You may use research from any published resource you may find. You are not expected to have access to a law library; however you may use such facilities if you wish to do so. While the case itself will help you substantially in preparing, you SHOULD NOT rely solely on the copy of the case you are given for preparing either your participation in oral argument.

The objective of this exercise is to help you acquire skills in legal research and writing. Additionally, the exercise is designed to help you develop argumentation and debate abilities. One goal of this process is to assist you in becoming comfortable with doing legal research. We will have a presentation in class to assist you in conducting such research. This will be a class you WILL NOT want to miss.

Professionalism

I expect that you will treat the students you work with as colleagues and cooperate as a team. Because of concerns that some people may be "slackers," you should feel free to consult with me about problems you are having. All discussions will be strictly confidential; however, should the problem become too onerous, I reserve the right to have a conference with each of you. The Moot Court experience is supposed to be fun, not an assignment from purgatory. I anticipate that this will be a valuable experience, and not one that you dread because the people you are working with decided to sleep through it.

Topics

The topic for the Moot Court case represents a broad coverage of contemporary cases before the federal courts. It will be a decision where there are good arguments on both sides of the issue. You are not going to be judged based on whether or not the case won or lost, but rather, you will be judged on your ability to analyze the legal issues involved in the case. You should begin doing research as soon as you are assigned the case and certified questions. You will have the opportunity to have some input into the role you play and scheduling requirements. Counsel and justice appointments will be assigned on a first come, first serve basis after the announcement is made in class. While every attempt will be made to give you your choice, I am under no legal obligation to make you happy, or to satisfy your request.

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, 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.

COVID-19 Safety Protocols

I recognize and understand the difficult times that we are all now face. 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 reasonable support and resources to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and assignments.

Statement Regarding Masks in Classrooms

UCF expects, when feasible, 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. Social distancing is also a beneficial practice.

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.

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.

Campus Safety Statement

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

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

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students 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> 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 and 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 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 4363.0001: INTELLIGENCE ANALYSIS AND REPORTING
Fall 2022 (3 credits)

Tuesday and Thursday, 1:30-2:45 EST
Location: CB1 319

Instructor: Dr. Kelsey Larsen
Office: HPH 302F
Email: kelsey.larsen@ucf.edu
Phone: 407-823-1482
Office Hours (either in person or via Zoom):
- Wednesday 10:30am – 11:30am
- Thursday 3pm – 5pm
- 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, 3rd edition. Thousand Oaks, CA: SAGE Publications. *Note: All the course readings will be assigned from the 3rd edition, which is different than the first two versions. If you decide to access an older edition, note that some content may be missing and/or you may have to adjust the page numbers in the syllabus on your own to match your copy.*
    - Purchase/viewing options: In addition to copies offered at the UCF Bookstore, digital copies are available for rental and purchase for roughly $41-42 (see *RedShelf*, *VitalSource*), while new hard copies are available for roughly $70-$85. You can also purchase a bundle of both textbooks (Pherson & Heuer + Beebe and Pherson hard copy books) for approximately $115, using the *SAGE site*). A copy of the textbook is also placed on Reserve at the UCF Main Campus Library; viewing is free-of-charge but is time-restricted.

- Sarah M. Beebe and Randolph H. Pherson (2015). Cases in Intelligence Analysis: Structured Analytic Techniques in Action, 2nd edition. Thousand Oaks, CA: SAGE Publications. *Note: All the course readings will be assigned from the 2nd edition. If you decide to access an older edition, note that some content may be missing and/or you may have to adjust the page numbers in the syllabus on your own to match your copy.*
    - Purchase/viewing options: In addition to copies offered at the UCF Bookstore, digital copies are available for approximately $33-34 (see *RedShelf* or *VitalSource*), while new hard copies are available for approximately $60. As mentioned above. (Pherson & Heuer + Beebe and Pherson hard copy books) for approximately $115, using the *SAGE site*). A copy of the textbook is also placed on Reserve at the UCF Main Campus Library; viewing is free-of-charge but is time-restricted.

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 six 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 December 6th 2022 at 11:59pm 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

Letter Grade	Percentage	Total points
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

Policy on Late Work
Students are expected to submit all homework assignments the assigned due dates. But, we all know that sometimes work/life/otherwise gets in the way—our work schedules get moved, or our car breaks down, or we catch a cold, and just can't quite meet the deadline set. In those

cases, late homework assignments **are accepted** with a half-grade deduction (e.g., A to A-) for every 24 hour period the assignment is late. Be smart, and use that policy to your strategic benefit—noting that you can still often earn Bs on assignments that are 2-3 days late, but also that anything more than 10 days late is a failing assignment.

Important Registrar Dates and Deadlines:

- Drop/Swap deadline: Friday August 26, 2022 by 11:59pm EST
- Withdrawal deadline: Friday October 28, 2022 by 11:59pm EST
- Grade Forgiveness Deadline (see here for rules and regulations): December 2, 2022

Instructor Contact Information

Office Hours will be held in-person and via Zoom every Wednesday from 10:30am-11:30am EST and every Thursday from 3-5pm EST. Office Hours appointments can be pre-reserved—indeed, it's highly recommended you reserve your own dedicated slot to avoid having to wait 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 on any given date, 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 48 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 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 to discuss specific accommodations for this or other courses.

UCF CARES

As the campus community resumes its pre-COVID-19 operations, you may notice that UCF's expectations of you as a student are also returning to pre-pandemic levels. This latest shift can at times feel overwhelming, so if at any point you're feeling swamped by academic, financial, or other obligations, UCF has made a multitude of resources available to all students. Please head straight to UCFCares.com to find resources and support for yourself or others-- free services and information are included for a variety of concerns you might have, including but not limited to access to food, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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:

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Copyright:
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COURSE SCHEDULE

The following course schedule is subject to amendment by the instructor before the course begins and/or with advance notice.

Date	Topic	Readings	Important Notes
23 August	Course introduction	- None	
25 August	What is intelligence? Definitions, Actors, Institutions	- *Terms and Definitions of Interest for Counterintelligence Professionals*. 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)
30 August	Introduction to Intelligence Collection	- Navarro, J. (2018) *The Dictionary of Body Language*. New York: HarperCollins. pp. 9-17, 119-143.	
01 September	NO CLASS – University Special Event		
06 September	Intelligence Collection, Regulation, and Management	- Office of Personnel Management (2022). *Standard Form 86.* OPM: Washington, DC. < https://www.opm.gov/forms/pdf_fill/sf86.pdf>.	
08 September	A Brief History of Intelligence Outcomes	- "The Hazards of Single-Outcome Forecasting," *United States Director of Central Intelligence.* Washington, DC (1983). Read pp. 1-7, then read one of the attachments (A through L) of your choosing. [Webcourses@UCF] - (Optional) 9/11 Commission (2004). "Chapter 3: Counterterrorism Evolves," in *The 9/11 Commission Report*. Washington, DC: 9/11 Commission. pp. 71-107. [Webcourses@UCF].	Homework Assignment #2 DUE (11:59pm EST)

13 September	How Do People Think? Pt. 1	- Allison, G. T. (1969). Conceptual models and the Cuban missile crisis. *American Political Science Review*, *63*(3), 689-718. [Webcourses@UCF] - Simon, H. A. (2000). "Bounded rationality in social science: Today and tomorrow," *Mind & Society*, *1*(1), 25-39. [Webcourses@UCF]	
15 September	How Do People Think? Pt. 2	- Davis, J. (2008). Why bad things happen to good analysts. *Analyzing intelligence: Origins, obstacles, and innovations*, 157-170. [Webcourses@UCF] - Bright, D. A., & Goodman-Delahunty, J. (2006). Gruesome evidence and emotion: Anger, blame, and jury decision-making. *Law and human behavior*, *30*(2), 183-202. [Webcourses@UCF]	
20 September	How Do We Analyze People?	- Pherson & Heuer, pp. 15-46 - Zegart, Amy (2013). No one saw this coming. *Foreign Policy Magazine*. [Webcourses@UCF]	
22 September	Making Sense: Decomposition and Visualization	- Pherson & Heuer, pp. 69-86	Homework #3 due by 11:59pm EST
27 September	Exploration Tactics	- Pherson & Heuer, pp. 87-126	
29 September	Diagnostic Tools	- Pherson & Heuer, pp 127- 180	
04 October	Reframing Strategies	- Pherson & Heuer, pp. 181-248	
06 October	Foresight	- Pherson & Heuer, pp. 249-304	Homework #4 due by 11:59pm EST
11 October	Decision Support	- Pherson & Heuer, pp 305 – 346 - Prezelj, I. (2015). Improving Inter-organizational Cooperation in Counterterrorism: Based on a quantitative SWOT assessment. *Public Management Review*, *17*(2), 209-235. [Webcourses@UCF]	

13 October	NO CLASS – University Special Event	- None	
18 October	Midterm Review	- None	
20 October	Midterm Exam	- None	
25 October	Analytic techniques over time	- Chang, W., Berdini, E., Mandel, D. R., & Tetlock, P. E. (2018). Restructuring structured analytic techniques in intelligence. *Intelligence and National Security*, *33*(3), 337-356. [Webcourses@UCF] - Coulthart, S. J. (2017). An evidence-based evaluation of 12 core structured analytic techniques. *International Journal of Intelligence and CounterIntelligence*, *30*(2), 368-391. [Webcourses@UCF]	
27 October	Introduction to Case Study Analysis	- Beebe & Pherson, pp. 7-15 - Beebe & Pherson, pp. 21-34	
01 November	Case Study: Benazir Bhutto	- Beebe & Pherson pp. 141-162	
03 November	Team Intelligence Exercise (TIE) #1	- Beebe & Pherson, pp 259-269	Homework Assignment #5 due by 11:59pm EST
08 November	Case Study: Wen Ho Lee	- Beebe & Pherson, pp. 199-209	
10 November	Case Study: Ukraine + Russia	- Beebe & Pherson, pp 311-322	
15 November	Case Study: Tarin Kowt	- Beebe & Pherson, pp 105-117	

17 November	Team Intelligence Exercise (TIE) #2	- None	Homework Assignment #6 due by 11:59pm EST
22 November	Intelligence Writing Workshop	- Directorate of Intelligence, *Style Manual and Writers Guide for Intelligence Publications* (2011). [Webcourses@UCF]. Read pp. 145-177, and just browse through at least 3 additional sections of interest.	
24 November	Thanksgiving Holiday – NO CLASS		
29 November	Team Intelligence Exercise (TIE) #3	- None	
01 December	The Future of Intelligence Analysis	- Gartin, J. (2019). "The Future of Analysis," *Studies in Intelligence* Vol. 63, No. 2. Pp. 1-5. https://www.cia.gov/static/8bdbc27e6a29bf09201ccdaf45677a61/Future-of-Analysis.pdf	
06 December	**FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 11:59 PM EST**		

POS 4300.0001: Research Methods and Intelligence
Fall 2022 (3 credits)

Tuesday and Thursday, 12:00-1:15pm EST
Location: CB1 319

Instructor: Dr. Kelsey Larsen
Office: HPH 302F
Email: kelsey.larsen@ucf.edu
Phone: 407-823-1482
Office Hours (either in person or via Zoom):
- Wednesday 10:30am – 11:30am
- Thursday 3pm – 5pm
- 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 hone and apply quantitative skills for the purposes of intelligence analysis. Recognizing that intelligence data often comes from uncommon and diverse sources—and that its analysis and findings often inform high stakes security decisions—the course offers an essential service to future practitioners in the intelligence community (IC). It begins with overviews of the stakeholders, agencies, and environments that classify intelligence research, and progresses to explore the common research cycle of intelligence organizations. The course continues with in-depth considerations of research question conceptualization and the intelligence mindsets that inform it; modalities of data collection and sample design; fundamental tools of descriptive and inferential quantitative analysis, particularly under conditions of uncertainty; as well as IC-specific best practices and guidelines for writing and briefing intelligence conclusions.

Course Objectives:

At the end of this course, students will be able to:
- Describe the network of actors, agencies, and environments that conduct intelligence research
- Locate and utilize existing and new sources of data relevant to intelligence analysts and organizations
- Apply basic software analysis skills for quantitative intelligence analyses
- Clearly and accurately summarize intelligence research for technical and non-technical audiences
- Produce original research and form conclusions/recommendations for intelligence use

Required Textbooks (hard copy or digital):

- Waltz, Edward (2017). Quantitative Intelligence Analysis. Lanham, MD: Rowman & Littlefield.
    - Purchase/viewing options: In addition to copies offered at the UCF Bookstore, digital copies are available for rental and purchase for roughly $20-30 (see *VitalSource*) while new paperback copies are available for roughly $30 (see Amazon).

      Note that **there is no required *statistics* textbook for this course**—statistical methods will be explained in-class rather than via text (which is also why the reading assignments are sparser during the weeks prior to the midterm). However, you may find it helpful to either review the past knowledge you accumulated by exploring *The Essentials of Political Analysis* textbook by Pollock/Edwards (on reserve at the Main Library), or *The Basic Practice of Statistics* by Moore (available at the Main Library).

Graded Assignments:

- Participation (20%)
- Homework (20%)
- Midterm Exam (20%)
- Rapid Analysis Class Exercise (20%)
- Final Project (20%)

Class Participation:
Students are expected to attend every class session, to have read the assigned readings thoroughly, and to actively participate in class discussions with thoughtful and informed engagement. Intelligence issues, even in research, especially require the active interaction of different viewpoints—and this can only happen if everyone comes to class ready and willing to make their viewpoints heard and, in turn, hear the viewpoints of others. Students will have multiple opportunities to participate in group work as part of this course, with specific instructions to be provided by the instructor.

Homework:
In order to practice the research analytic skills of the course, students will complete a total of five problem sets. These problem sets may, at times, require students to make use of statistical analysis software. The instructor will provide detailed information about the instructions and expectations in advance of each homework assignment.

Midterm exam:

There will be one in-class midterm exam, designed to assess students' understandings of the readings, lectures, and homework exercises. More information on the exam format and material will be provided by the instructor in-class.

Rapid Analysis Class Exercise (RACE):
Students will participate in a 10-day group exercise known as the RACE (Rapid Analysis Class Exercise). In this exercise, students will be pre-assigned to teams and will be provided relevant info regarding an intelligence analysis task requiring a research briefing. Over the course of the following week student teams will be responsible for a comprehensive analysis of the intelligence issue at hand, culminating in in-class briefings presented for critique.

Final Project:
Throughout the course, students will apply the knowledge gained from the lectures, readings, and practical exercises to develop and execute their own unique quantitative intelligence analysis report. They will formulate hypotheses about the relationship between explanatory factors and outcomes of interest, survey related context and literature, locate original intelligence data sources, use analytical course tools to evaluate the nature of the relationship of interest, and ultimately form conclusions/recommendations/predictions based on the findings. More information about the Final Project will be released throughout the semester.

Grading Scale

Letter Grade	Percentage	Total points
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

Policy on Late Work
Students are expected to submit all homework assignments the assigned due dates. But, we all know that sometimes work/life/otherwise gets in the way—our work schedules get moved, or our car breaks down, or we catch a cold, and just can't quite meet the deadline set. In those cases, late homework assignments **are accepted** with a half-grade deduction (e.g., A to A-) for

every 24 hour period the assignment is late. Be smart, and use that policy to your strategic benefit—noting that you can still often earn Bs on assignments that are 2-3 days late, but also that anything more than 10 days late is a failing assignment.

Important Registrar Dates and Deadlines:

- Drop/Swap deadline: Friday August 26, 2022 by 11:59pm EST
- Withdrawal deadline: Friday October 28, 2022 by 11:59pm EST
- Grade Forgiveness Deadline (see here for rules and regulations): December 2, 2022

Instructor Contact Information

Office Hours will be held in-person and via Zoom every Wednesday from 10:30am-11:30am EST EST and every Thursday from 3-5pm EST. Office Hours appointments can be pre-reserved—indeed, it's highly recommended you reserve your own dedicated slot to avoid having to wait 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 on any given date, 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 48 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 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 to discuss specific accommodations for this or other courses.

UCF CARES

As the campus community resumes its pre-COVID-19 operations, you may notice that UCF's expectations of you as a student are also returning to pre-pandemic levels. This latest shift can at times feel overwhelming, so if at any point you're feeling swamped by academic, financial, or other obligations, UCF has made a multitude of resources available to all students. Please head straight to UCFCares.com to find resources and support for yourself or others-- free services and information are included for a variety of concerns you might have, including but not limited to access to food, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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.

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

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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.

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.

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COURSE SCHEDULE

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23 August	Course introduction	- None	
25 August	Intelligence actors/institutions	- U.S. Intelligence Community (2022). *How Intelligence Works.* <https://www.intelligencecareers.gov/icintelligence.html>. - Office of the Director of National Intelligence (2022). *Members of the IC*. <https://www.dni.gov/index.php/what-we-do/members-of-the-ic>. - Central Intelligence Agency (2016). *Telling Data Stories: an Interview with CIA's Dr. Calvin Andrus.* <https://www.cia.gov/stories/story/telling-data-stories-an-interview-with-cias-dr-calvin-andrus/>.	HW #1 due by 8/26 at 11:59pm EST
30 August	Ethics of intelligence research	- Office of the Director of National Intelligence (2022). *Principles of Professional Ethics for the Intelligence Community*. < <https://www.dni.gov/index.php/how-we-work/ethics>. - Bohai, L. (2021). *Ethical Concerns of Combating Crimes with AI Surveillance and Facial Recognition Technology*. < https://towardsdatascience.com/ethical-concerns-of-combating-crimes-with-artificial-intelligence-surveillance-and-facial-a5eb7a09abb1>.	
01 September	Models in intelligence: Mental	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 39-51. - Danzig, R. (2011). *Driving in the Dark: Ten Propositions About Prediction and National Security.* Washington, DC: Center for a New American Security.	
06 September	Models in intelligence: Conceptual	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 11-27.	

		- Rittel, H. and Webber, M. (1973). "Dilemmas in a General Theory of Planning." *Policy Sciences*, Vol. 4 No. 2, pp. 155-169.	
08 September	Disciplines, sources, & types of data	- Office of the Director of National Intelligence (2022). *What is Intelligence?* < https://www.dni.gov/index.php/what-we-do/what-is-intelligence>.	
13 September	Data validation/ authentication	- West, D. (2017). *How to combat fake news and misinformation*. Brookings Institution. < https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/>.	HW #2 due 9/13 by 11:59pm EST
15 September	Operationalization of data	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 56-62.	
20 September	Organization of data	- Al-Attrash, F. (2017) "What Government needs to know about data management." *GovLoop.* <https://www.govloop.com/government-needs-know-data-management/>. Matthews, W. (2002). "FBI struggles with data management," *Federal Computer Week*. URL: <https://fcw.com/articles/2002/12/01/fbi-struggles-with-data-management.aspx>.	
22 September	Intelligence data resources	- Central Intelligence Agency (2022). *CIA World Factbook*. < https://www.cia.gov/the-world-factbook/>.	
27 September	Descriptive data – methods and tools	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 152-157.	
29 September	Descriptive data – methods and tools	- Central Intelligence Agency (1962). *Special National Intelligence Estimate: Communist China's Nuclear Weapons Program*. Washington, DC.	
04 October	Correlative data – methods and tools	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 28-31.	HW #3 due 10/4 by 11:59pm EST

06 October	Correlative data – methods and tools	- Central Intelligence Agency (1987). *National Intelligence Estimate: Insurgency and Counterinsurgency in Peru, Colombia, and Ecuador*. Washington, DC.	
11 October	Predictive data – methods and tools	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield. Pp. 129-136.	
13 October	Predictive data – methods and tools	- Central Intelligence Agency (1984). National Intelligence Estimate: *Warning of War in Europe*. Washington, DC.	
18 October	Predictive data – methods and tools	- Central Intelligence Agency (1971). *National Intelligence Estimate: The Soviet Role in Latin America*. Washington, DC.	HW #4 due 10/18 by 11:59pm EST
20 October	Midterm Review	- None	
25 October	Midterm Exam	- None	
27 October	Probability – pt. 1	- Nye, J. (1994) "Peering into the future." *Foreign Affairs*, pp. 82-93. Schrage, M. (2005). - "What Percent Is 'Slam Dunk'? Give Us Odds on Those Estimates." *The Washington Post.* < https://www.washingtonpost.com/wp-dyn/articles/A37115-2005Feb19.html>	
01 November	Probability – pt. 2	- Lee, S. (2020). *Bayes' Theorem at the CIA* [Blog]. https://sewardlee.com/blog/statistics/2020/09/26/bayes-theorem-at-the-cia/	
03 November	Probability – pt. 3	- Davis, B. (2022). "A Forecasting Model Used by the CIA Predicts a Surprising Turn in U.S.-China Relations." *Politico.* < https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104>.	

08 November	RACE Introduction + work day	- Readings TBA in class	
10 November	RACE work day	- None	
15 November	RACE work day	- None	
17 November	RACE Briefings	- Major, J. (2014). *Communicating with Intelligence.* Lanham, MD: Rowman & Littlefield. Pp. 239-249. - Office of Training and Education (n.d.). *Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook.* Washington, DC: Central Intelligence Agency, pp. 71-79. -	RACE due
22 November	Intelligence Writing Workshop	- Major, J. (2014). *Communicating with Intelligence.* Lanham, MD: Rowman & Littlefield. Pp. 81-92. - Office of Training and Education (n.d.). *Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook.* Washington, DC: Central Intelligence Agency, pp. 23-43.	
24 November	Thanksgiving Holiday – NO CLASS	- None	
29 November	Simulations	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield, pp. 195-218.	HW #5 due 11/29 by 11:59pm EST
01 December	Next steps in quantitative intelligence analysis	- Waltz, E. (2014). *Quantitative Intelligence Analysis*. Lanham, MD: Rowman & Littlefield, pp. 237-239. - Colonomos, A. (2016). The Normative Implications of "Knowing the Future" for Preventive War. *Journal of Military Ethics*, *15*(3), 205-226. - Cruickshank, I. (2020). "The ABCs of AI-Enabled Intelligence Analysis," *War on the Rocks.* URL: <https://warontherocks.com/2020/02/the-abcs-of-ai-enabled-intelligence-analysis/>.	

06 December	**FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 11:59 PM EST**		

COURSE OUTLINE

POS 3234 01 (93140)
Fall 2022
Protest Movements

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 or course email.

Teaching Assistant: Meredith Legg. Contact via course email.

CLASS TIME AND LOCATION: Tu. and Th. 12:00 pm to 1:15 pm, in BA1 rm 121.

OFFICE HOURS

Tuesdays	9:15 am to 10:15 am and 3 pm to 5 pm.
Thursdays	9:15 am to 10:15 am and 3 pm to 5 pm.

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 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; American right-wing movements such as the Tea Party.

The reading materials will be supplemented by video documentaries 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.

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 take quizzes and submit discussion answers in due time in normal circumstances. (Extensions are possible under certain conditions. See course policy.); (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes (Ten or twenty percent of quotes is acceptable but nothing beyond that.)

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
Before Course Perception of Protest Issues	**Friday 8/26, 11:59pm** Late submission accepted until Fr. 1/21 Attach file labeled: LASTNAME_Before	**1**	**QUICK MONEY** To free up your financial aid and to prepare your After-Course Statement due at the end of the semester.
Quizzes In Webcourses	**Monday Evenings** **At the end of module** (Bi-weekly or weekly)	**43**	**UNDERSTANDING** To verify mastery of assigned materials with multiple choice questions.
Discussion Questions In Webcourses	**Monday Evenings** **At the end of module** (Bi-weekly or weekly)	**30**	**UNDERSTANDING** To identify sources of confusion and articulate points of interest.

Case study prep	**Monday 11/14 at 11:58 PM** In Webcourses Discussion Board.	**5**	**APPROPRIATING COURSE CONTENTS FOR ONESELF AND APPLYING CONCEPTS IN NEW CONTEXTS** To prepare the case study or book review.
Case study 2,000-2,500 words	**Monday, 12/5 at 11:58 PM** Upload a file in Dropbox Labelled: LASTNAME_Essay	**15**	[See above] To provide the opportunity to research a specific question particularly relevant to you.
After Course Perception of Protest Movements	**Wednesday 12/7 at 11:59 PM** Upload a file in Dropbox Labelled: LASTNAME_Essay	**1**	**SYNTHESIS** To foster reflection on what was learned and to communicate this to the instructor.
Attendance	Throughout	**5**	To reward regular attendance and participation.
TOTAL		**100**	See the Grading Scale below

Attendance Point Scale

One to three absences = 5 points.
Four or five absences = 4 points.
Six or seven absences = 3 points.

Eight or nine absences = 2 points.
Ten absences or more = 0 points.
(The first week of the semester does not count for this.)

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.

Week 1: Presentation of course goals and means.

Weeks 2-3: Theories of Social Movements

Deadline:
Quiz and Discussion Posts: Monday 9/12 at 11:58 pm in Webcourses.

Read:
Staggenborg., Preface, chapters 1-2.

View:
Eyes on the Prize,
Awakenings (1954-1956)
Fighting Back (1957-1962)
Ain't Scared of Your Jails (1960-1961)

Weeks 4-5: Issues in the Studies of Social Movements

Deadline:
Quiz and Discussion Posts: Monday 9/26 at 11:58 pm in Webcourses.
Read:
Staggenborg., chapter 3
Ludders, "The Logic of Social Movement Outcomes" (in Files).

View:
Eyes on the Prize,
No Easy Walk (1961-1963)
Mississippi: Is This America? (1962-1964)
Bridge to Freedom (1965)

Weeks 6-7: Protest Cycles + Women's Movements

Deadline:
Quiz and Discussion Posts: Monday 10/10 at 11:58 pm in Webcourses.

Read:
Staggenborg., chapters 4-5

View:
1968: A World in Revolt
Iron-Jawed Angels

Week 8: Recapitulation and Catch-Up

- Class will meet to recap what has been learned thus far. There will be no new material to read.

- Students with outstanding work should also take advantage of this period to catch up.

Weeks 9-10: LGBT and Environmental Movements

Deadline:
Quiz and Discussion Posts: Monday 10/31 at 11:58 pm in Webcourses.

Read:
Staggenborg, chapters 6-7.

View:
Race to Save the Planet

Week 11: Right Wing Movements

Deadline:
Quiz and Discussion Post: Monday 11/7 at 11:58 pm in Webcourses.

Read:
Staggenborg, chapters 8 and 10.

View:
TBA

Week 12: Preparing the Case Study

Deadline:
Case study project: Monday 11/14 at 11:58 pm in Webcourses.

Week 13-14-15: Composing the Case Study

Deadlines:
Case study: Monday 12/5 at 11:58 pm in Webcourses.
After Course: Wednesday 12/7 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 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 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. I cannot

accept open ended extension request. Note also 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, 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.
- 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 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.

Fall 2022

COURSE OUTLINE

POT 3302-OW60

Modern Political Ideologies

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

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Teaching Assistant: Meredith Legg. Contact her via course email.

OFFICE HOURS (in HPH 302 N)

Tuesdays	9:15 am to 10:15 am and 3 pm to 5 pm.
Thursdays	9:15 am to 10:15 am and 3 pm to 5 pm.

Or by special appointments setup via email. I am flexible. Do not skip class or working hours 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.

The truth is rarely pure and never simple.
Oscar Wilde

Course Description

Ideologies are sets of ideas inspiring, guiding, and justifying political behavior, social institutions, and government policy. They help make sense of the world around us. They guide political action. They structure political identity for some people and some organizations. As such, they are important and inescapable features of modern politics.

Some ideologies have led to great achievements. Think of the emergence of representative governments elected by all citizens -- the result of liberal, socialist, and feminist pressures. Or again, think of the equalization of gender statuses in both law and social practices in response to feminism.

However, ideologies have also moved people to commit terrible deeds in the name of dubious abstractions. Think of the systematic killing of European Jews by Nazism in the name of racial purity. Think of the cruel internment of millions of so-called "dissidents" in Soviet labor camps in the name of building a workers' paradise.

This course examines the ideas articulated by the ideologies that shaped and are shaping global politics in the 20th and 21st century. The course also pays attention to the current situation of ideologies in the United States and questions whether ideologies drive political polarization in the United States today.

Course Materials

You will need to have ready access to the following:

Terrence Ball, Richard Dagger, and Daniel O'Neill
Political Ideologies and the Democratic Ideal.
Routledge, **11th edition**, ISBN: 9780367235116.
AVOID EARLIER EDITIONS.
Available in both paper and electronic versions.

AVOID a related book by the same authors with a similar title: "Ideals and Ideologies: A Reader." We will not use that book.

Occasionally, other assigned readings will be found in Files under Assigned Readings.

Video documentaries will also be occasionally assigned. They will be available online for free. Video assignments cannot be projected long in advance since availability for online steaming vary without warning to the instructor. Video assignments (when relevant) will be announced in the weekly Discussion Boards.

IN ADDITION TO THE TEXTBOOK, we will also use an electronic platform called *Packback* to facilitate discussion on issues of evaluation among participants (Part B Questions). This platform presents advantages over Webcourses for that purpose.

A fee of 29$ applies to access the *Packback* platform. A small additional fee will be imposed if you procure access to the platform via First Day/B&N college bookstore.

I recommend simply accessing the platform at the start of the semester without paying. You will eventually receive via email a request for payment directly from Packback. co. Respond to that request.

I. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to take quizzes and submit Part A (Webcourses) and Part B (Packback) answers in due time in normal circumstances. (Extensions are possible under certain conditions. See course policy.); (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes (Ten or twenty percent of quotes is acceptable but nothing beyond that.)

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the central values, main ideas, and key assumptions of the major political ideologies influencing the modern political world, namely: liberalism, libertarianism, conservatism, Nazism/fascism, communism, social-democracy, green politics, feminism, identity politics, and radical Islamic fundamentalism.

LO-2: Students will be able to describe with a high degree of accuracy how the triadic model of freedom (agent, obstacle, goal) is deployed in all ideologies but defined differently by each.

LO-3: Student will be able to describe with a high degree of accuracy how all ideologies arbitrarily and uncritically fix and reduce what are essentially multidimensional, equivocal, and contested concepts such as democracy, liberty, equality, and human nature.

LO-4: Students will be able to describe with a high degree of accuracy key aspects of how Americans relate to ideology, and what role ideology plays in the current polarization in American politics.

LO-5: Students will be able to demonstrate sophisticated critical thinking in answers to Part B evaluation questions in Packback.

V. Assessment Overview

NOTE: The semester unfolds in 15 weeks.
Week 1 starts on Monday 8/22 and ends on Monday 8/29.

Week 2 starts on Monday 8/29 and ends on Monday 9/5 and so on for the rest of the semester.

We have assignments every week, except for week 8. Week 8 will have no new assignments at all. It is programmed as a pause. Though we have no mid-term exam in this course, student oftentimes have mid-terms exams in other courses. Thus, I plan Week 8 in this course as a sort of mini "Fall Break." Take advantage of it to get some rest, recharge your batteries, catch-up on missed assignments in this class, and focus on the mid-term exam in your other courses.

Before Course Perception of Ideologies **is due on Friday 8/26** (Activity Verification to free up financial aid).

The Quiz and Part A Questions are normally due on Monday nights in Webcourses.

Part B tasks are normally due on Thursday nights in Packback.

UCF holidays modify this deadline structure a little. Week 2 Quiz and Part A is due on Tuesday 9/6 since Monday is a holiday (Labor Monday).

In Week 14 (Thanksgiving) and Week 15 the schedule of deadlines also changes somewhat to accommodate the holiday.

We Use Two Electronic Platforms:

Webcourses for the weekly quiz and for answering Part A questions. The quiz is where you demonstrate your understanding of the assigned material. Part A questions in Webcourses provide an opportunity for you to:

1. Signal to the instructor an aspect of the reading you may find confusing or unclear. The instructor will clarify the issue in a subsequent email.
2. Articulate in your own words a meaningful idea from the readings and explain why you found it meaningful. This is conceived as a starting point for the more searching tasks executed in Part B in Packback.

Part B Tasks in Packback is where you "make meaning" out of the materials by:

(1) answering the instructor's evaluation/discussion question, and
(2) formulating your own original critical thinking question concerning the week's readings, and
(3) answering one other student's critical thinking question.

You must upload three separate posts in Packback, i.e., a post for each task. Two or more tasks executed in a single post will not be credited.

Packback is basically where you reflect on the reading's meaning in dialogue with class participants. You must upload three separate posts in Packback, each one addressing one of the tasks listed above.

The Thursday extension for Part B over the Monday deadline for quiz and Part A is meant to give you time to reflect critically in the issues. My experience as an instructor at UCF suggests that many students will take the quiz and answers Part A questions at the last minute on Monday evening. That leave little time for critical thinking on the readings. The Thursday deadline for Part B is meant to give time for critical thinking. Note that extensions for Part B posts are not possible. See course policies on **Make-up Exams and Assignments** for details.

Why Packback?
Packback facilitates student's engagement with other students and instructor's monitoring of class progress by (1) generating curiosity scores; (2) evaluating posts for grammatical correctness, and (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 Course Points	WHY? Purpose
Before Course Perception of Ideologies	Friday 8/26 11:59pm Attach file labeled: LASTNAME_Before	**1**	Frees up your financial aid **and** prepares your After-Course Statement.
Weekly Quiz Average Each quiz is over 38 points. An average is used to compute the final course grade.	Weeks 1-15 by Monday Evenings 11:58 P.M. due 8/29 to 12/5	**48**	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average **Part A** Each set of weekly post is over 20 points. An average is used to compute the final course grade.	Weeks 1-15 by Monday Evenings 11:58 P.M. due 8/29 to 12/5	**20**	Articulates a personal response to the readings.
Weekly Discussion Post Average **Part B** **Evaluation** **In Packback** Each set of weekly post is over 20 points. An average is used to compute the final course grade.	Weeks 2-15 by Thursday Evenings 11:59 P.M. due 9/8 to 12/8.	**30**	Develop critical evaluation of ideas through exchange with other class participants.

After Course Perception of Ideologies	**Friday 12/9** 11:59 PM Upload file labelled: LASTNAME_After	**1**	Students reflect on, and evaluate their learning throughout the semester.
TOTAL		**100**	

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

VI. 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.

VII. Course Credits

3 credits

VIII. Course Schedule

Always check your course email for updates, general feedback, and other useful information. Changes are not likely, but, if they occur, they will be announced via course emails. Not paying attention to course mails hurt your grade.

The Weekly Discussion Board updates the Course Outline: in case of a discrepancy between the Course Outline and the weekly Discussion Board, the Weekly Board is correct.

Video documents and/or Instructor's Remarks will occasionally be assigned on any given week. Follow the instructions given in the Weekly Discussion Board. Video assignments cannot be known for sure a long time in advance since availability vary without warming to the instructor.

DEFINITIONS

Week 1, What is an Ideology?

Deadlines:
Quizzes and Part A Question: Monday 8/29 at 11:58 pm in Webcourses.
Exceptionally, there is no Part B tasks this week. There will be Part B tasks for other weeks.

Read the Course Outline to familiarize yourself with the course structure.
Read Ball et al., chapter 1 Ideology and Ideologies.

Week 2, Ideologies, and the Democratic Ideal

Deadlines:
Quizzes and Part A Question: Tuesday 9/6 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 9/8 at 11:58 pm in Packback.

Read: Ball et al., chapter 2: The Democratic Ideal.

LIBERALISM
CONSERVATISM

AND POLARIZATION

Week 3, Liberalism

Deadlines:
Quizzes and Part A Question: Monday 9/12 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 9/15 at 11:58 pm in Packback.

Read Ball et al., chapter 3 Liberalism

Week 4, Conservatism

Deadlines:
Quizzes and Part A Question: Monday 9/19 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 9/22 at 11:58 pm in Packback.

Read: Ball et al., chapter 4 Conservatism
Read: Wehner, *On Trump and Conservatism*.

Week 5, Does Ideology Drive Political Polarization?

Deadlines:
Quizzes and Part A Question: Monday 9/26 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 9/29 at 11:58 pm in Packback.

READING ASSIGNMENTS

ASSIGNED READINGS in Files under Assigned readings.

Instructor's Remarks for Week 5, Polarization.

Kinder and Kalmoe, *Neither Liberal nor Conservative: Ideological Innocence in the American Public*, University of Chicago Press, 2017. Selected excerpts in Files under Assigned Readings. It is probably enough that you read only the passages marked in red color (underlined or bracketed).

Karen Stenner and Jonathan Heidt, *Authoritarianism is not a Momentary Madness…* (Pages 175-188 and 209-217 only.)

SOCIALISM
A Bifurcated Evolution

Week 6, Socialism I

Deadlines:
Quizzes and Part A Question: Monday 10/3 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 10/6 at 11:58 pm in Packback.

Read: Ball et al. chapter 5: Socialism and Communism: From More to Marx

Week 7, Socialism II

Deadlines:
Quizzes and Part A Question: Monday 10/10 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 10/13 at 11:58 pm in Packback.

View:
The Russian Revolution Part 1 (47 minutes)
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=42297
The Russian Revolution Part 2 (47 minutes)
https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=42298

Read: Ball et al. chapter 6: Socialism and Communism After Marx
Read: Instructor's Remarks on Ideological Flexibility, in Files under Assigned Readings.

PAUSE

Week 8, Rest or Catch-Up

No new assignments and materials for this week. Focus on your course with mid-term exams or papers.

If you missed some quizzes or Part A tasks, this is the time to catch up. Communicate with the instructor to take arrangements. Note that Part B tasks cannot receive extensions. See course policies on **Make-up Exams and Assignments** for details.

FASCISM

Week 9, Fascism

Deadlines:
Quizzes and Part A Question: Monday 10/24 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 10/27 at 11:58 pm in Packback.

Read: Ball et al. chapter 7: Fascism
View: *Europa, Europa*, feature film by Agnieszka Holland, 1990, 113 minutes. Available through the UCF library at: https://ucf.kanopy.com/video/europa-europa

IDENTITY POLITICS

Week 10, Identity Politics

Deadlines:
Quizzes and Part A Question: Monday 10/31 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 11/3 at 11:58 pm in Packback.

Read: Ball and Dagger, chapter 8: Liberation Ideologies and the Politics of Identity

Week 11, Is equality before the law enough to deliver equity for Women and African Americans?

Deadlines:
Quizzes and Part A Question: Monday 11/7 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 11/10 at 11:58 pm in Packback.

READINGS ASSIGNMENTS To Be Announced
Lead Issue: Is Feminism Obsolete?
Lead Issue: Is systemic racism myth or reality?

THE ENVIRONMENT

Week 12, Green Politics: Ecology as Ideology

Deadlines:
Quizzes and Part A Question: Monday 11/14 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 11/17 at 11:58 pm in Packback.

View: *Oil on Ice,* 57 minutes, available for online streaming from the UCF Library, at: https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fvideo.alexanderstreet.com%2Fwatch%2Foil-on-ice
Read: Suzuki, Declaration of Interdependence (1 page), in Files under Assigned Readings.
Read: Ball et al. chapter 9. Green Politics

Week 13-14, Can Libertarianism Help Protecting the Environment?

Deadlines:
Quizzes and Part A Question: Monday 11/21 at 11:58 pm in Webcourses.
Part B Tasks: Monday 11/28 at 11:58 pm in Packback.

Read: Murray Rothbard, *The Libertarian Manifesto on Pollution.*
Read: Ernest Partridge, *Liberty for Some.*

RADICAL ISLAM

Weeks 15-16, Radical Islamism

Deadlines:
Quizzes and Part A Question: Monday 12/5 at 11:58 pm in Webcourses.
Part B Tasks: Thursday 12/8 at 11:58 pm in Packback.
After Course: Friday 12/9 at 11:58 pm in Webcourses.

Read: Ball et al. chapter 10.
View: *My Brother, the Islamist*, available at: https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/my-brother-the-islamist

IX. Policy Statements

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. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

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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. I cannot accept open ended extension request. Note also that my flexibility on deadlines vanishes with the approach of the end of the semester.

NOTE: I do not control the schedule for Part B in Packback. I cannot give extensions in Packback, nor would it make sense since Packback is a platform for exchange between participants. There is no point in joining a conversation that happened last week, since participants have already moved on to another theme.

If you have a major impediment hindering you from completing your tasks in Packback (such as surgery, illness, accident, bereavement, etc.), you need to email me with an explanation and documentation. The best I can do for you then is to not count that missing Packback week in the computation of your final course grade. Such exemptions will be limited in number to one time over the semester.

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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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- ***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.

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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.

Weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

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- 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.
- 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 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 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

POT 4320 (93387)
Fall 2022
Conspiracy Theories and Democracy

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 or course email.

Teaching Assistant: Meredith Legg. Contact via course email.

CLASS TIME AND LOCATION: Tu. and Th. 10:30 am to 11:45 am, NSC room 110.

OFFICE HOURS

Tuesdays	9:15 am to 10:15 am and 3 pm to 5 pm.
Thursdays	9:15 am to 10:15 am and 3 pm to 5 pm.

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

Public discourse today seems saturated with conspiracy theories, disinformation, and misinformation. Mass shootings are tragic events. Or they are staged incidents orchestrated for political advantage. Masks mitigate the spread of viruses. Or they don't. Vaccines reduces the risks of serious illness. Or they make you sick with autism. Elections are lost and won legitimately. Or they are stolen by malign actors. Already divided by competing economic interests and divergent social values, the public now lacks a shared sense of reality.

Who believes in conspiracy theory and why? Are there more conspiracy theories and more disinformation circulating today than in the past? Are there conditions in the modern world making us more susceptible to believe them? Are conspiracy theories linked to specific ideologies such as populism or not?

What impact can conspiracy theories and disinformation have on the shared sense of reality that many political theorists see as a precondition for democracy?

And, since real conspiracies do happen, how can students be trained to distinguish plausible from fanciful conspiracy theories and how can students be trained to separate falsehoods from truth in the mass of information circulating on the internet?

In brief, this course proposes to understand conspiracy theories, their impact on our politics and to help participants in developing resources and skills to disarm them.

II. Books to Buy and Other Materials We Will Consult

You will need to have ready access to the following:

Joseph Uscinski and Joseph Parent, *American Conspiracy Theories*, Oxford University Press, 2014. ISBN: 978-0199351817.

Russell Muirhead and Nancy Rosenblum, *A Lot of People Are Saying: The New Conspiracism and the Assault on Democracy*. Princeton University Press, 2019. ISBN: 978-0691188836.

Bethany Kilcrease, *Falsehood and Fallacy: How to Think, Read and Write in the Twenty-First Century*. University of Toronto Press, 2021. ISBN: 978-1487588618.

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 take quizzes and submit discussion answers in due time in normal circumstances. (Extensions are possible under certain conditions. See course policy.); (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes (Ten or twenty percent of quotes is acceptable but nothing beyond that.)

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the concept of conspiracy theory as articulated by Joseph Uscinski and Joseph Parent. Of particular interest are the following issues: What is and is not a conspiracy theory? Who tends to

believe in conspiracy theories and for what reasons? How and by whom are conspiracy theories used in politics and under what conditions?

LO-2: Students will be able to describe with a high degree of accuracy the impact of conspiracy theories on democracy as conceptualized by Joseph Uscinski and Joseph Parent.

LO-3: Students will be able to describe with a high degree of accuracy the contrasting concept of the new conspiracism as articulated by Muirhead and Rosenblum. Of particular interest are the following issues: How the new conspiracism differ from classical conspiracy theory? How the new conspiracism disorient citizens and undermines a shared sense of reality?

LO-4: Students will be able to describe with a high degree of accuracy the impact of the new conspiracism on democracy as conceptualized by Muirhead and Rosenblum.

LO-5: Students will be able to apply in concrete situations Uscinski/Parent's test for distinguishing false from grounded conspiracy theories and falsehoods ("fake news", misinformation, disinformation) from genuine information.

LO-6: Students will be able to apply in concrete situations Kilcrease's methods to distinguish falsehoods ("fake news", misinformation, disinformation) from genuine information.

LO-7 Students will be able to construct a theoretically informed case study of a particular conspiracy theory or piece of disinformation and describe its contents, origin, scope, channels of diffusion, political or social impact and well as to evaluate its degree of plausibility.

V. Assessment Overview

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Full Course Points	WHY Purpose
Before Course Perception of Conspiracy Theory	**Friday 8/26, 11:59pm** Late submission accepted until Fr. 1/21 Attach file labeled:	**1**	**QUICK MONEY** To free up your financial aid and to prepare your After-

	LASTNAME_Before		Course Statement due at the end of the semester.
Quizzes In Webcourses	**Monday Evenings At the end of module** (Bi-weekly)	**43**	**UNDERSTANDING** To verify mastery of assigned materials with multiple choice questions.
Discussion Questions In Webcourses	**Monday Evenings At the end of module** (Bi-weekly)	**30**	**UNDERSTANDING** To identify sources of confusion; articulate points of interest; apply tests of plausibility.
Case study prep	**Monday 11/21 at 11:58 PM** In Webcourses Discussion Board.	**5**	**APPROPRIATING COURSE CONTENTS FOR ONESELF AND APPLYING CONCEPTS IN A NEW CONTEXT** To prepare the case study.
Case study 1,500 to 2,000 words	**Thursday 12/8 at 11:58 PM** Upload a file in Dropbox Labelled: LASTNAME_Essay	**15**	[See above] To provide the opportunity to research a specific CT of particularly interest to you.
After Course Perception of Conspiracy Theory	**Friday 12/9 at 11:59 PM** Upload a file in Dropbox	**1**	**SYNTHESIS** To foster reflection on what was learned

	Labelled: LASTNAME_Essay		and to communicate this to the instructor.
Attendance	Throughout	**5**	To reward regular attendance and participation.
TOTAL		**100**	See the Grading Scale below

Attendance Point Scale

One to three absences = 5 points.
Four or five absences = 4 points.
Six or seven absences = 3 points.
Eight or nine absences = 2 points.
Ten absences or more = 0 points.
(The first week of the semester does not count for this.)

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.

Week 1: Presentation of course goals and means.

Weeks 2-3:

Deadline:
Quiz and Discussion Posts: Monday 9/12 at 11:58 pm in Webcourses.

Read:
Uscinski and Parent, chapters 1-2.

Weeks 4-5:

Deadline:
Quiz and Discussion Posts: Monday 9/26 at 11:58 pm in Webcourses.

Read:
Uscinski and Parent, chapters 3-4.

Weeks 6-7:

Deadline:
Quiz and Discussion Posts: Monday 10/10 at 11:58 pm in Webcourses.

Read:

Uscinski and Parent, chapters 5-6-7.

Week 8: Recapitulation and Catch-Up

- Class will meet to recap what has been learned thus far. There will be no new material to read.
- Students with outstanding work should also take advantage of this period to catch up.

Weeks 9-10:

Deadline:
Quiz and Discussion Posts: Monday 10/31 at 11:58 pm in Webcourses.

Read:
Muirhead and Rosenblum, Intro, chapters 1-5.

Weeks 11-12:

Deadline:
Quiz and Discussion Post: Monday 11/14 at 11:58 pm in Webcourses.

Read:
Muirhead and Rosenblum, chapters 6-7.
Kilcrease, chapters 1-3.

Week 13: Preparing the Case Study

Deadline:
Case study project: Monday 11/21 at 11:58 pm in Webcourses.

Read:
Muirhead and Rosenblum, Intro, chapters 6-7.
Kilcrease, chapters 4-5.

Week 14-16: Composing the Case Study

Deadlines:
Case study: Thursday 12/8 at 11:58 pm in Webcourses.
After Course: Friday 12/9 at 11:58 pm in Webcourses.

X. Policy Statements

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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

PUP 3203 0W60 (87698)
Fall 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 or course email.

Teaching Assistant: Meredith Legg. Contact via course email.

OFFICE HOURS

Tuesdays	9:15 am to 10:15 am and 3 pm to 5 pm.
Thursdays	9:15 am to 10:15 am and 3 pm to 5 pm.

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.[1]

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

[1] 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. Our civilization, like any others, is a gamble played with nature. It is vital that we win this gamble.

PART ONE: 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 (think climate change), the nitrogen cycle (think saturation of pesticides in water, ocean dead zones, red tides in Florida), and the rapid decline of biodiversity.

PART TWO: We pursue by examining concrete case studies of environmental politics and policy in the United States. These case studies illustrate the typical anatomy 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.

PART THREE: The third phase of the course examines a broad 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 secure access to 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. Renting this book might be a good option since you will be reading only three chapters from it.**

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.

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 a supplemental electronic 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 and norms 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:

NOTE: The semester unfolds in 15 weeks.
Week 1 starts on Monday 8/22 and ends on Monday 8/29.
Week 2 starts on Monday 8/29 and ends on Monday 9/5 and so on for the rest of the semester.

Before Course Perception of Ideologies **is due on Friday 8/26** (Activity Verification to free up financial aid).

The Quiz and Part A Questions are usually due on Monday nights in Webcourses.

Part B tasks are usually due on Thursday nights in Packback.

HOWEVER, UCF holidays modify this deadline structure a little. Weeks 1-2 Quiz and Part A is due on Tuesday 9/6 since Monday is a holiday (Labor Monday).
In Week 14 (Thanksgiving) and Week 15 the schedule of deadlines also changes somewhat.

We Use Two Electronic Platforms:

Webcourses for the weekly quiz and for answering Part A questions. The quiz is where you demonstrate your understanding of the assigned material. Part A questions provide an opportunity for you:

1. Signal to the instructor an aspect of the reading you may find confusing or unclear. The instructor will clarify the issue in a subsequent email.
2. To articulate in your own words a meaningful idea from the readings and explain why you found it meaningful. This is conceived as a starting point for the more searching tasks executed in Part B in Packback.

Packback is where you “make meaning” out of the materials by:

(1) answering the instructor’s evaluation question, and
(2) formulating your own original critical thinking question concerning the week’s readings, and
(3) answering one other student’s critical thinking question.

Packback is basically where you reflect on the reading’s meaning in dialogue with class participants. You must upload three separate posts in Packback, each one addressing one of the tasks listed above.

The Thursday extension for Part B over the Monday deadline for Part A is meant to give you time to reflect critically in the issues. My experience as an instructor at UCF suggests that many students will take the quiz and answers Part A questions at the last minute on Monday evening.

Why Packback?
Packback facilitates student's engagement with other students and instructor's monitoring of class progress by (1) generating curiosity scores; (2) evaluating posts for grammatical correctness, and (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
Before Course Perception of Enviro Issues	**Friday 8/26, 11:59pm** Late submission accepted until Fr. 1/21 Attach file labeled: LASTNAME_Before	**1**	**QUICK MONEY** To free up your financial aid and to prepare your After-Course Statement due at the end of the semester.
Quizzes In Webcourses	**Monday Evenings** **At the end of module** (Bi-weekly or weekly)	**43**	**UNDERSTANDING** To verify mastery of assigned materials with multiple choice questions.
Part A Posts In Webcourses	**Monday Evenings** **At the end of module** (Bi-weekly or weekly)	**20**	**UNDERSTANDING** To identify sources of confusion and articulate points of interest **AND**

			To find, cite, summarize, and comment on a media source relating to the current module theme.
Part B Posts in Packback	**Generally, on Thursday Evenings Following the Part A Monday Deadline** (However, for Weeks 13 and 15, Part B tasks are due on a different day. Check details below.)	**30**	**CRITICAL EVALUATION** To make meaning of the assigned materials
After Course Perception of Enviro Issues	**Wednesday 12/7 at 11:59 PM** Upload a file in Dropbox Labelled: LASTNAME_Essay	**1**	**SYNTHESIS** To foster reflection on what was learned and to communicate this to the instructor.
Attendance	Throughout	**5**	To reward regular attendance and participation.
TOTAL		**100**	See the Grading Scale below

Attendance Point Scale

One to three absences = 5 points.
Four or five absences = 4 points.
Six or seven absences = 3 points.
Eight or nine absences = 2 points.
Ten absences or more = 0 points.

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
OF THE GLOBAL ENVIRONMENT

Weeks 1-2: Planetary Boundaries and Societal Collapse

Deadlines:
Quiz and Part A Post: Monday 9/6 at 11:58 pm in Webcourses.

Part B Posts: Thursday 9/8 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
A transcript is also available at the same address.

Johan Rockstroem et al., *A Safe Operating Space for Humanity*. This is a brief article explaining the concept of planetary boundaries, published in *Nature*, 24 September 2009. A longer version of this article is available in Files in D) Suggested Readings for students wishing to learn more about the data supporting the conclusions.

Pandemics and Environment. This pdf file contains a few media articles from different sources 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.

Weeks 3-4: Examining Cornucopians Arguments

Deadlines:
Quiz and Part A Post: Monday 9/19 at 11:58 pm in Webcourses.
Part B Posts: Thursday 9/22 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. Avalable 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.

PART 2
ENVIRONMENTAL POLICY IN THE UNITED STATES

Weeks 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 10/3 at 11:58 pm in Webcourses.
Part B Posts: Thursday 10/6 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.

Weeks 7-8-9: Case Studies of Environmental Policy Conflict

Quiz and Part A Post: Monday 10/24 at 11:58 pm in Webcourses.
Part B Posts: Thursday 10/27 at 11:58 pm in Packback.

Procedures

For this module only, you must select **one** **of three possible case studies:**

(1) Water quality and the nitrogen cycle. Layzer/Rinfret chapter 4. Chesapeake Bay and updates.
(2) Climate change and the carbon cycle. Layzer/Rinfret chapter 12 and updates.
(3) Biodiversity. Layzer/Rinfret chapter 6 and updates.

You take the related specialized quiz (**and only the one related quiz**), and you answer the related questions in your Part A posts and only the related question).

(Note one video documentary and one Media Dossier serve for both climate change and biodiversity. The two subjects are linked, and the sources here overlap both subjects.)

Specialized Readings

(Select the subject of greater interest to you).

You select only one topic and read only the related readings and videos (if applicable) and **you take only the one quiz** related to that topic.

Nitrogen Cycle (Water Quality)
Read: (all subject to quiz)

Understanding red tides in Florida (in Files).

Layzer/Rinfret, chapter 4: Ecosystem-Based Management in the Chesapeake Bay

Water's Way: Thinking Like a Watershed (2021), 44 minutes, on YouTube, at: https://www.youtube.com/watch?v=9STjoQM7ee0

Biodiversity
Read: (all subject to quiz)

Layzer/Rinfret, chapter 6: Oil Versus Wilderness in the Arctic National Wildlife Refuge.

Media Dossier Updating the Subject (in Files). The underlined passages are the most important.

Video documentary on the controversy about drilling for oil in the Arctic National Wildlife Refuge titled *Oil on Ice* (one hour, available for streaming from the UCF Library). https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/oil-on-ice?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

You will need to provide your UCF credentials.

Carbon Cycle (Climate Change)
Read: (all subject to quiz)
Layzer/Rinfret, ch. 12 Climate Change: The Crisis of Our Time

Media Dossier Updating the Subject (in Files). The underlined passages are the most important.

Video documentary on the controversy about drilling for oil in the Arctic National Wildlife Refuge titled *Oil on Ice* (one hour, available for streaming from the UCF Library). https://video-alexanderstreet-com.eu1.proxy.openathens.net/watch/oil-on-ice?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver

You will need to provide your UCF credentials.

PART 3
A PATH TOWARDS GREENER GROWTH

Week 10: Brown Growth and Green Growth

Deadlines:
Quiz and Part A Post: Monday 10/31 at 11:58 pm in Webcourses.
Part B Posts: Thursday 11/3 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 11/7 at 11:58 pm in Webcourses.
Part B Posts: Thursday 11/10 at 11:58 pm in Packback.

Read:
Fiorino, *A Good Life on a Finite Planet*, chapter 3.

Week 12: Ecological Governance and Economic Inequality

Deadlines:
Quiz and Part A Post: Monday 11/14 at 11:58 pm in Webcourses.
Part B Posts: Thursday 11/17 at 11:58 pm in Packback.

Read:
Fiorino, *A Good Life on a Finite Planet*, chapters 4-5.

Week 13: A Green Growth Policy Agenda

Deadlines:
Quiz and Part A Post: Monday 11/21 at 11:58 pm in Webcourses.
Part B Posts: Monday 11/28 at 11:58 pm in Packback.

Read:
Fiorino, *A Good Life on a Finite Planet*, chapter 6.

Week 14: Happy Thanksgiving!

Week 15: Green Growth Prospects in the U.S.

Deadlines:
Quiz and Part A Post: Monday 12/5 at 11:58 pm in Webcourses.
Part B Posts: Thursday 12/8 at 11:58 pm in Packback.
After Course: Friday 12/9 at 11:58 pm in Webcourses.

Read:
Fiorino, *A Good Life on a Finite Planet*, chapters 7-8.

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 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 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. I cannot accept open ended extension request. Note also that my flexibility on deadlines vanishes with the approach of the end of the semester.

NOTE: I do not control the schedule for Part B in Packback. I cannot give extensions in Packback, nor would it make sense since Packback is a platform for exchange between participants. There is no point in joining a conversation that happened last week, since participants have already moved on to another theme.

If you have a major impediment hindering you from completing your tasks in Packback (such as surgery, illness, accident, bereavement, etc.), you need to email me with an explanation and documentation. The best I can do for you then is to not count that missing Packback week in the computation of your final course grade. Such exemptions will be limited in number to one time over 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, 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.
- 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 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.

POS4407: The Intelligence Community
University of Central Florida
School of Politics, Security, and International Affairs

Fall 2022

WEB-Online (W)

Professor Justin R Miller

Office hours

Thursday 8:00-9:00 pm via ZOOM to sign-up for Thursday Office Hours

Saturday 07:00-8:30 am via ZOOM (Links to an external site.)

or by appointment

Email: use WebCourse Email

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 Textbooks, Readings:

(1) George, Roger Z. (2020). **"Intelligence in the National Security Enterprise: An Introduction".** Georgetown University Press.

(2) Clapper, James R. (2018). "**Facts and Fears: Hard Truths from a Life in Intelligence"** Viking Press.

(3) Intelligence Reform & Terrorism Prevention Act of 2004

(4) National Security Act of 1947 *(updated February 2021)*

Course Writing Style Guide: Use American Psychological Association (APA)Links to an external site. 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)*:

A 100-94%	**B+ 89-86%**	**C+ 79-77%**	**D+ 69-65%**
A- 93-90%	**B 85-82%**	**C 76-73%**	**D 64-60%**
	B- 81-80%	**C- 72-70%**	**F below 60%**

Assignment Summary Table

Attendance (Weekly lectures)	120 (8 pts a week)	9%
Discussion (6)	300 (50 pts each)	24%
Simulation (4)	300 (75 pts each)	24%
Paper	250 (50 pts for topic and 200 paper)	20%
Final Exam	250	20%
Course Summarization	50 pts	3%
	1270	

Course Requirements:

1. **Participation, which includes of attendance, discussions, and simulation participation, comprise nearly one third 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.
2. **Six discussion postings comprise ~24% 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 24% of the final course grade.
    a. 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.*

**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.*

3. **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 and CIas 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							
Threat Ranking Simulation:	75 Points	#1	#2	#3	#4	#5	*Points*
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

4. **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 refence 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

Discussion Rubric		
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

grade.

Paper Topic Rubric (450-550 words)		
Topic:	50 Points	
Paper Focus	Paper addresses a relevant course topic and context	10
	Provides initial resourcing, research materials, and references in APA formatting (at least 3-4)	20
	Provides an initial thesis statement that has a focus https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf	10
Administrative Quality Control	Free of spelling and grammatical errors	5
	Properly cites sources, references	5

Rubric for Paper/Essay (1500-2000 words)		
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 https://uwc.cah.ucf.edu/wp-content/uploads/sites/9/2015/04/Thesis_Statement.pdf	50
	Paper uses organized primary data and/or secondary resources (academic, professional, or credible analysis based upon proven methodologies)	25
	Paper organization and content supports the thesis, position asserted by author - *Introduction and Thesis, Discussion and Analysis, Conclusion*	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

5. **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.

6. **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 may be accepted late by the instructor, however acceptance will require a set of circumstances that convey a hardship or emergent challenge faced by the student.**
- A 10 point penalty will apply for assignments that are accepted late (10 point penalties will continue to accrue weekly). This means that submissions provided after the hard submission deadline are considered late and will be subject to the full point penalty(ies). **A few of the assignment due dates will vary due to the calendar – pay attention to deadlines for the final exam specifically.**

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 Fall 2022

- **General Statement**
    - I recognize and understand the difficult times we are all in. The COVID-19 sickness still impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may encounter and will try to support your success. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

- **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 spot check 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, 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.

Professor Nikola Mirilovic

Global Perspectives (INR4008-0W61)

Credit: 3 Units

University of Central Florida, Fall 2022

Online

Office	Phillips Hall 311 D
Office hours	Mon 12-1 PM and Tue 12:30-2:30 PM (or by appointment). Location: 311 D, Howard Phillips Hall
Email	Via the course page in Webcourses
Required books	*The Globalization Reader*. 6th edition. 2019. Frank J. Lechner and John Boli (eds). ISBN: 9781119409946. Available at the Bookstore. *Global Inequality*. 2016. Branko Milanovic. ISBN: 9780674984035. Available at the Bookstore.

Graduate Teaching Assistant: Maren Mainx – contact via the course Webcourses page.

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

Course description from the UCF Undergraduate Catalog: the historical and contemporary contexts of globalization.

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

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

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

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

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

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

Turnitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

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

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

This class will not have study guides.

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

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with

documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: 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 Prerequsites/Corequisites: Prerequisite(s): ENC 1102 or C.I. Corequisite(s): None.

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

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

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

from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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

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

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

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

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

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

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and

examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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

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

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

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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

Grading Scale:

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

Course Schedule

August 22-26: Module 0: Introduction, Technical Test Quiz, Class Interest

No readings. During this time you should purchase the required books for the class, and download all the articles listed below with associated weblinks. To download all these articles for free, use students' UCF library access. You should also post about your interest in the class, and complete the technical test quiz. You can also read the paper topic and guidelines page (in Webcourses click on Assignments and then on Paper); the paper is due November 11.

Part I: Overview, History and Global Political Economy

August 23-September 11: Module 1: Overview and Historical Background

Defining Globalization and Theoretical Debates

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

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

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

Globalization and History

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

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

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

Contemporary International Economic Integration

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

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

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

Deadline to submit the discussion post: September 4; deadline to submit the response to another student's discussion post: September 11

Quiz 1 open: September 5-11

NOTE: September 5 (Labor Day): no office hours

September 12 - October 2: Module 2: Global Inequality

Milanovic, Branko. *Global Inequality*. Required reading: chapters 1, 2 (p. 46-59; 103-112), 3 (p. 118-137) and 4 (161-176, 191-211). The rest of the book is not required.

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

International trade, investment, and economic development

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

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

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

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

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

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

Deadline to submit the discussion post: September 25; deadline to submit the response to another student’s discussion post: October 2

Quiz 2 open: September 26-October 2

Part II: Global Governance and Rising Powers

October 3 - October 16: Module 3: International Institutions

International Institutions: Theoretical Perspectives

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

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

International Economic Institutions

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

Stiglitz, Joseph E. “Globalism’s Discontents.” Ch. 27 in Lechner & Boli, pp. 210-217.

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

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

Deadline to submit the discussion post: October 9; Deadline to submit the response to another student’s discussion post: October 16

Quiz 3 open: October 10-16

October 17-30: Module 4: Rising Powers

China

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

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

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

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

India

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

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

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

Lalwani, Sameer & Heather Byrne. “Great Expectations: Asking Too Much of the US-India Strategic Partnership.” Available at: https://doi.org/10.1080/0163660X.2019.1666353

Interdependence and Conflict

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

Deadline to submit the discussion post: October 23; deadline to submit the response to another student’s discussion post: October 30

Quiz 4 open: October 24-30

Part III: Identity, Nation States, Environmental Issues

October 31-November 13: Module 5: Globalization and Identity

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

Globalization as Americanization?

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

Watson, James L. "McDonald's in Hong Kong." Ch. 13 in Lechner & Boli, pp. 112-120.

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

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

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

Identity and a Backlash to Globalization?

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

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

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

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

Quiz 5 open: November 7 - November 13

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

November 14-December 5: Module 6: Nation State, Diasporas, Environmental Issues

Globalization and the Nation-State

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

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

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

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

Diaspora Politics

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

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

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

Environmental Issues

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

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

Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. "Ozone Depletion." Ch. 67 in Lechner & Boli, pp. 526-530.

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

Quiz 6 open: November 29-December 6

Note: November 24-25: Thanksgiving (no UCF classes or office hours)

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

Professor Nikola Mirilovic

The Scientific Study of Security (INR7332-0001)
Credit: 3 Units
University of Central Florida, Fall 2022
Time: Mon 1:00PM - 3:50PM
Location: HPH O305G

Office	Phillips Hall 311 D
Office hours	Mon 12-1 PM and Tue 12:30-2:30 PM (or by appointment). Location: 311 D, Howard Phillips Hall
Email	Via the course page on Webcourses

Course description: This class centers on students developing and completing a security studies research paper ready for submission to a high quality peer reviewed journal. The process involves completing three drafts of the paper and presenting the paper in class three times. Students will work on improving their research design and data analysis skills, their presentation skills, and their knowledge of the relevant literature. Class discussion and participation centers on students formally presenting their work and discussing their colleagues' work, and also includes addressing several articles from the extant literature.

Course description from the UCF Graduate Catalog: principles of research design and evaluation of studies on domestic and international security; preparation of an empirical research paper.

Course goals: 1) Students will improve their writing, presentation, analytical and research skills. 2) Students will complete a security studies research paper ready for submission to a high quality peer reviewed journal.

Requirements: The final grade will be based on class participation, three drafts of the research paper, and a dataset summary. Research paper: the first draft will count for 5% of the final grade; the second draft will count for 25% of the final grade; the final draft will count for 35% of the final grade. The dataset summary will count for 5% of the final grade. Participation will count for 30% of the final grade.

Students will complete an original research paper (9,000 word maximum) on a security issue. 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 research paper will be an original work that the student produced for this class.

The first draft of the research paper should include a completed research design, including key hypotheses and causal logic, alternative arguments, literature review, and a discussion of how the argument will be tested (i.e., which dataset will be used and/or which cases will be examined in detail). The grade for the first draft will be based on whether the draft was handed in on time and presented. The second draft will be the completed research paper which includes an improved version of the research design above as well as the completed testing and discussion of empirical results. The third draft of the research paper will include an improved version of the above: a paper that is overall ready for submission to a quality peer reviewed journal.

Participation is an important component of a seminar and it is particularly important in this class as it involves a number of presentations where students formally present their research to their colleagues. 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 (student papers and articles), and offer insightful and original arguments. Students should carefully read the work of their colleagues and the other assigned readings. They should be prepared to identify, explain and critique arguments from the readings and offer constructive feedback to their colleagues.

The students will upload each draft of the paper to Webcourses twice: under Discussions (so that their colleagues can download and read it) and under Assignments.

The dataset summary (800 word maximum): choose a dataset relevant to security studies. Select a dataset with multiple substantive variables (i.e., avoid choosing a dataset that is a list addressing one phenomenon). The summary should include: the title of the dataset and information on where it can be found, information about the unit of analysis and the time period covered, and a description of the variables included. Furthermore, choose three relevant variables and discuss in detail how they were coded (e.g.: the coding criteria, variable values, a description of how the coding criteria were applied to a particular observation). Identify the key strengths and weaknesses of the dataset.

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 (or the dataset summary) 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: required readings include articles 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. Furthermore, the student presenting a paper will upload that paper about a week before the presentation (please see specific deadlines below) for their classmates to read.

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 Prerequsites/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, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

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.

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

Class Schedule

1) **August 22: Introductory Session**

No readings.

2) **August 29**

Ross, Michael L. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." *International Organization* 58(1): 35-67.

Mason T. David & Dale A. Krane. 1989. "The Political Economy of Death Squads: Toward a Theory of the Impact of State-Sanctioned Terror." *International Studies Quarterly* 33(2): 175-198.

September 4 11:59 PM: paper 1st draft due – students A and B

3) **September 5: no class or office hours (Labor Day)**

4) **September 12**

Presentation A1
Presentation B1

Paper 1st draft due (9/12, 11:59 PM): students C and D

5) **September 19**

Presentation C1
Presentation D1

Paper 1st draft due (9/19, 11:59 PM): student E

6) **September 26**

Presentation E1

Barry, Colin M., K. Chad Clay, Michael E. Flynn & Gregory Robinson (2014) "Freedom of foreign movement, economic opportunities abroad, and protest in nondemocratic regimes." *Journal of Peace Research* 51(5): 574-588.

7) **October 3**

Cheibub, José Antonio, Jennifer Gandhi & James Raymond Vreeland (2010). "Democracy and dictatorship revisited." *Public Choice* 143: 67–101.

Belanger, Louis, Erick Duchesne & Jonathan Paquin (2005). "Foreign Interventions and Secessionist Movements: The Democratic Factor." *Canadian Journal of Political Science* 38(2): 435–462.

Paper 2nd draft due (10/3, 11:59 PM): students A and B

8) **October 10**

Presentation A2
Presentation B2

9) **October 17**

Dataset summary presentations

10) **October 24**

Maoz, Zeev & Bruce Russett (1993). "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87(3): 624-638.

Ferwerda, Jeremy & Nicholas L. Miller (2014). "Political Devolution and Resistance to Foreign Rule: A Natural Experiment." *American Political Science Review* 108(3): 642–660.

Paper 2nd draft due (10/24, 11:59 PM): students C and D

11) October 31

Presentation C2
Presentation D2

Paper 2nd draft due (10/31, 11:59 PM): student E

12) November 7

Presentation E2

Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* (106)2: 326-347.

Paper 3rd draft due (11/7, 11:59 PM): students A and B

13) November 14

Presentation A3
Presentation B3

Paper 3rd draft due (11/14, 11:59 PM): students C and D

14) November 21

Presentation C3
Presentation D3

Paper 3rd draft due (11/21, 11:59 PM): student E

15) November 28

Presentation E3

Choi, Seung-Whan and Patrick James. 2003. "No Professional Soldiers, No Militarized Interstate Disputes? A New Question for Neo-Kantianism." *The Journal of Conflict Resolution* 47(6): 796-816.

December 5 11:59 PM: Dataset summary due (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.

INR 4008: Global Perspectives

The Historical and Contemporary Contexts of Globalization

Course is online only

***WARNING: Most students who engage the material earn solid As in this course. However, students who do not at all watch the videos and read the materials are at high risk of failure. Please consider this fact before you continue.**

University Course Catalog Description. The historical and contemporary contexts of globalization.

Course Overview. Topics include the origins and nature of the modern world, the globalized economy, economic inequality, democracy and failed states, conflict in the Middle East, terrorism and anti-Americanism, and the proliferation of weapons of mass destruction.

Learning Outcomes. Achieve an accurate and in-depth understanding of the historical and contemporary contexts of globalization. By the end of this course students will be able to think originally, logically, and knowledgeably regarding global social and economic processes, and research and write on global perspectives.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): ENC 1102Links to an external site..

Contacts

- **Instructor:** Dr. Michael Mousseau. **Learn How I Travel Through Time and Space!**
- **Instructor Contact:** Michael.Mousseau@UCF.edu / I normally respond within 24 hours. Please communicate from your UCF knights email account.
- **Office Hours:** Tuesdays and Thursdays 1:00 to 2:30, Howard Phillips 302 M. If no one is in the office just knock on my door.
- **Graduate Teaching Assistant:** TBA@ucf.edu.

Books to Purchase or Rent. **I try to select books that are affordable, informative, and easy to read. I am proud of my affordability book badge**:

Course texts 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).
    - Great News! A 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 (Links to an external site.)
- 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.

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 (9%, 3% each)**
- **3 Open-book Essay Exams (69%, 23% each)**
- **Course Paper (21%)**
- **Academic Activity Quiz (1%)** to be completed by 11:59pm the first Friday after the course begins. To prepare, know well everything above in red font, and everything in the Discussion and Open-book Essay Exams links.

Course Summary:

Date	Details	Due
Fri Aug 26, 2022	Assignment Academic Activity Quiz	due by 11:59pm
Tue Sep 6, 2022	Discussion Topic Discussion of Module 1: The Origins of Globalization	due by 11:59pm
Wed Sep 7, 2022	Assignment Essay Exam Module 1	due by 11:59pm
Tue Oct 11, 2022	Discussion Topic Discussion of Module 2: Globalization & the Economy	due by 11:59pm
Wed Oct 12, 2022	Assignment Essay Exam Module 2	due by 11:59pm
Tue Nov 8, 2022	Discussion Topic Discussion of Module 3: Globalization & Security	due by 11:59pm
Wed Nov 9, 2022	Assignment Essay Exam Module 3	due by 11:59pm
Tue Nov 29, 2022	Assignment Research Paper	due by 11:59pm
Fri Dec 9, 2022	Assignment Optional Re-take Essay-Exam	due by 11:59pm

Module 1: The Origins of Globalization

Videos

1. Global Perspectives
2. How Europeans Came to Dominate the Globe
3. Why We Live in Territorial States
4. When the British Ruled the World
5. Why America Rebelled
6. The Differences of European and American Imperialism
7. How World War I Changed Everything
8. What Was the Gold Standard, and Why it Matters
9. Three Ways the U.S. Caused World War II
10. The Origins of Economic of Globalization
11. The Origins of the International Political Order

If interested in exploring more *(not required):*

- Adam Watson, *The Evolution of International Society: A Comparative Historical Analysis* (London and New York, Routledge, 1992). Especially chapters 13 to 21 on the changes in Europe from the medieval period through the nineteenth century.
- Watch Human Population Growth Through the Ages

Module 2: Globalization & the Economy

Read: 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), entire.

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 (Links to an external site.)

Discussion of Rivoli, *Travels of a T-Shirt*

If interested in exploring more (not required):

- I found this 40 minute video (Links to an external site.) online that seeks to explain Africa's economy. I do not endorse every view taken in the video, but the author does a good job at explicating in simple terms many of the complex reasons for Africa's economic and political troubles. Moreover, many of the views apply to most developing countries around the world.
- Optional short primer on how the world has changed: Paul Krugman, " (Links to an external site.)Honey, Who Shrunk the World?" *New York Times*, (Links to an external site.)Aug. 20, 2021 (Links to an external site.).
- The video The Economics of the Dutch East India Company (Links to an external site.) helps put into some perspective the origins and nature of European style mercantilist imperialism.

Module 3: Globalization & Security

Read: Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places* (2010, HarperCollins), entire. A digital version of this book is available at the UCF book store for only $7.85.

Discussion of Collier, *Wars, Guns, and Votes*

If interested in exploring more (not required):

- Video (Links to an external site.) produced by a Russian Duma deputy named Anna Kuvychko in 2017 (Vova is a diminutive for Vladimir, as in Putin). The English translation scrolls across the bottom of the screen.
- Watch: *The Myth of a Sunni-Shia War* (Links to an external site.)
- A More Complex Map of Sunnis and Shiites

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 peers.

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!).

Rubric: 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:

- 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!).

Rubric. 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. **A 10 percent discount ensues from each missing peer response**. So, for instance, if a student has a grade of 100 for their response to the prompt, but does not respond to their peers, then their maximum grade is 80 (100 - 2 missing responses X 10 percent).

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.

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 to not see the questions until the day of the exam, so preparation is involved as well. **The exams open at 12:00 am on the days they are due and close 24 hours later at 11:59pm**. 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. Quality essays draw on the breadth of materials, videos and readings, as relevant.
- **Preparation**. For each book chapter or video make sure to know well the main argument or arguments before going into the exam.

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.

4. Please identify the essay question you are answering at the top of your essay (this essay rule was added on Feb. 1).
5. Please use Ariel or Calibri 14 point font--this is much easier for me to grade and write notes in Canvas than smaller font (this essay rule was added on Feb. 1).

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. 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. If you wish to re-take an exam, **you must inform me by 5pm the day before the re-take exam is scheduled**.

Research Paper

Pick a topic addressed in this course that interests you. Develop a research question that remains unanswered from course materials and explore it further; or develop your own thesis and investigate the level of support for it in the literature. Either way, research is needed. 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).

Before starting on your papers each student to should meet with me to discuss their plans. This could be face-to-face during my office hours or on zoom during my office hours, or by appointment. We can discuss your ideas and I can share my thoughts on the best way to proceed.

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?

Expected length is 1,500 (minimum) to 2,500 words (maximum), not including bibliography and title page.

Include **a minimum of 5 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.

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. 'Sans-serif' means 'without serifs.' Serifs are the little strokes finishing off letters in certain typefaces, such as Times New Roman. Sans serif fonts--such as Calibri that you are reading here--are a lot 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.

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.

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).

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)

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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!

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

Class Meets: Online Course.

Late Paper Policy: 1% drop in grade for every hour late. Maximum 5% the first day then 5% 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 if you do not again change the document.

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 during finals week. 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:

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.

Final Exam: Optional

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.

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

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guideLinks to an external site..
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813Links to an external site.. And, free software that helps you manage citations for various styles are found hereLinks to an external site..

UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Academic Integrity. The International Center for Academic Integrity (Links to an external site.) (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 (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. You can see more information about the Z Designation hereLinks to an external site..

You can see more information about UCF's Rules of Conduct hereLinks to an external site..

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

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

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate

formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

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

INR 4102: American Foreign Policy

Course is online only

***WARNING: Students who engage the material earn solid As in this course. However, students who do not at all watch the videos and read the materials are at high risk of failure. Please consider this fact before you continue.**

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 1102Links to an external site.Links to an external site. or POS 2041Links to an external site.Links to an external site. or C.I.

Contacts

- **Instructor:** Dr. Michael Mousseau. **Learn How I Travel Through Time and Space!**
- **Instructor Contact:** Michael.Mousseau@UCF.edu / I normally respond within 24 hours. Please communicate from your UCF knights email account.
- **Office Hours:** Tuesdays and Thursdays 1:00 to 2:30, Howard Phillips 302 M. If no one is in the office just knock on my door.
- **Graduate Teaching Assistant:** TBA@ucf.edu.

Books to Purchase or Rent. **I try to select books that are affordable, informative, and easy to read. I am proud of my affordability book badge**:

Course texts are:

- **Loch K. Johnson, The Third Option: Covert Action and American Foreign Policy**. Oxford University Press, 2021.
- **Michael K. Mandelbaum, Mission Failure : America and the World in the Post-Cold War Era**. Oxford University Press, 2016.

Good news! Digital version of both books should be 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 (Links to an external site.).

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 (9%, 3% each)**
- **3 Open-book Essay Exams (69%, 23% each)**
- **Course Paper (21%)**
- **Academic Activity Quiz (1%)** to be completed by 11:59pm the first Friday after the course begins. To prepare, know well everything above in red font, and everything in the Discussion and Open-book Essay Exams links.

Course Summary:

Date	Details	Due
Fri Aug 26, 2022	Assignment Academic Activity Quiz	due by 11:59pm
Tue Sep 13, 2022	Discussion Topic Discussion of Module 1: Rise to Superpower	due by 11:59pm
Wed Sep 14, 2022	Assignment Essay Exam Module 1	due by 11:59pm
Tue Oct 11, 2022	Discussion Topic Discussion of Module 2: Superpower Strategies	due by 11:59pm
Wed Oct 12, 2022	Assignment Essay Exam Module 2	due by 11:59pm
Tue Nov 15, 2022	Discussion Topic Discussion of Module 3: Superpower Goals	due by 11:59pm
Wed Nov 16, 2022	Assignment Essay Exam Module 3	due by 11:59pm
Tue Dec 6, 2022	Assignment Research Paper	due by 11:59pm
Fri Dec 9, 2022	Assignment Optional Re-take Essay-Exam	due by 11:59pm

Module 1: Rise to Superpower

Materials. I recommend engaging in the order given.

1. Introduction
2. Why Was America First Discovered by Europeans and Not, Say, the Chinese?
3. Why North America is Different From South America
4. Why the South Had Slavery and the North Did Not
5. Why America Rebelled Against British Rule
6. Who Makes US Foreign Policy
7. How Early American Security Depended on Great Britain
8. The Truth About the Monroe Doctrine

    1. Read the Monroe Doctrine here. Download here.
9. Manifest Destiny
10. How US Got Hawaii
11. Why Did the US Fight the Spanish-American War?
12. Why Did the US Acquire Puerto Rico and the Philippines?
13. Why Did the US Repeatedly Invade Countries in Central America and the Caribbean in the Early Twentieth Century?
14. Why the US Joined the First World War
15. The Reluctant Hegemon
16. How America Changed the World
17. How Roosevelt Got America in WWII
18. The Real Reason American Bombed Hiroshima and Nagasaki
    - Watch the following *before* watching video #18:
    - The Armchair Historian 'The Battle of Okinawa (Links to an external site.)'
    - WW2: Battle of Saipan Suicide at Marpi Point (Links to an external site.)
    - Also suggested: the movie *Hacksaw Ridge*
19. How America is Not Normal
20. Why the World Depends on the American Cavalry
21. America's Options After WWII

Module 2: Superpower Strategies

Readings

- Loch K. Johnson, The Third Option: Covert Action and American Foreign Policy, Introduction and chapters 3-9

Videos

1. Why the US Goes Around the World Doing Things in Secret
2. The National Security State
3. The Strategic Blunder of Anti-communism
4. When the World Went MAD Download When the World Went MAD

Discussion of *The Third Option* and the Video Lectures

Module 3: Superpower Goals

Readings

- Michael Mandelbaum, Mission Failure: America and the World in the Post-Cold War Era, Introduction and chapters 1-2 and 5-6. These chapters should be enough to bring everyone up to date on current issues in USFP.

Videos

1. From the End of the First Cold War to the Start of the New One
2. Domestic Influences on United States Foreign Policy
3. The Most Influential Domestic Influences, and What They Want
4. Russia's Attack on Ukraine, and What the US Will Do About it

Discussion of *Mission Failure* and the Video Lectures

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 peers.

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!).

Rubric: 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:

- 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!).

Rubric. 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. **A 10 percent discount ensues from each missing peer response**. So, for instance, if a student has a grade of 100 for their response to the prompt, but does not respond to their peers, then their maximum grade is 80 (100 - 2 missing responses X 10 percent).

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.

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 to not see the questions until the day of the exam, so preparation is involved as well. **The exams open at 12:00 am on the days they are due and close 24 hours later at 11:59pm**. 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. Quality essays draw on the breadth of materials, videos and readings, as relevant.
- **Preparation**. For each book chapter or video make sure to know well the main argument or arguments before going into the exam.

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. 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. If you wish to re-take an exam, **you must inform me by 5pm the day before the re-take exam is scheduled**.

Research Paper

Imagine you are national security adviser to the POTUS (President of the US). Identify a recent or current issue in USFP and present what you would advise POTUS to do. In your paper, identify US goals in the matter, and why you think the US has these goals. You may feel free to advise alternative goals and, whatever the goals, you should advise what you think is the best the strategy for reaching the goals. The Mission Failure book offers a large menu of cases to choose from:

- 1990s:
    - Russia
    - China
    - Mexico
    - Kosovo
    - Bosnia
    - Rwanda
    - Haiti
    - Somalia
- 2000s+
    - The Arab world
    - Israel
    - The Arab-Israeli Peace process
    - Rise of China
        - South China Sea
        - Taiwan
    - North Korea
    - Iran
        - Nuclear proliferation
        - Iranian support for non-state armed groups in other countries
    - Russia
        - Ukraine

- Georgia
- Near abroad

I suggest you start by reading your case closely as presented in Mission Failure. As often happens, while reading and thinking about your case you will be inspired toward several candidate theses or research questions to explore further.

Next meet with me! We can discuss what you have in mind and I can advise steps for proceeding. This could be face-to-face during my office hours or on zoom during my office hours, or by appointment. We can discuss your ideas and I can share my thoughts on the best way to proceed.

Expected length is 1,500 (minimum) to 2,500 words (maximum), not including bibliography and title page.

Include **a minimum of 5 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.

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. 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 counter-factuals 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. 'Sans-serif' means 'without serifs.' Serifs are the little strokes finishing off letters in certain typefaces, such as Times New Roman. Sans serif fonts--such as Calibri that you are reading here--are a lot 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 . . .".

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.

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.

_____

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).

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)

* * *

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!

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

Late Paper Policy: 1% drop in grade for every hour late. Maximum 5% the first day then 5% 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 if you do not again change the document.

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: Optional.

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

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guideLinks to an external site..
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.

3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813Links to an external site.. And, free software that helps you manage citations for various styles are found hereLinks to an external site..

UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Academic Integrity. The International Center for Academic Integrity (Links to an external site.) (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 (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. You can see more information about the Z Designation hereLinks to an external site..

You can see more information about UCF's Rules of Conduct hereLinks to an external site..

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

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

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

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

CPO 4101-OW61
POLITICS OF THE EUROPEAN UNION

School of Politics, Security, and International Affairs

UCF
Fall 2022
Credit hours: 3

Professor: Demet Mousseau
ONLINE COURSE
Phone: 407- 823 - 6025
E-mail: Demet.Mousseau@ucf.edu
Teaching Assist.: Mia Montes

Office Hours: Mondays: 12:00 pm – 1:30 pm, Wednesdays: 12:00 pm – 1:30 pm, and by appointment
Office: 311G SPSIA Howard Phillips Hall, Main Campus, UCF

UCF Catalogue Description: Politics of the European Union: PR: ENC 1102 or POS 2041 or C.I. Evolution of the European Union, theories of the EU and EU institutions and policies from a comparative perspective.

Course Goals/Objectives: Develop a knowledge base for understanding the sophisticated and complex issues of the EU; improve critical and analytical thinking; promote research and writing skills.

Detailed Section-specific Description of the Course: Topics include history and treaties of the EU, institutions and policy-making in the EU, policies such as agricultural and environmental policy, the economic and monetary union, foreign policy and the recent financial crises. Part I begins with identifying international and historical factors that played role in the evolution of European integration; Part II covers the institutional aspects and the policy and decision-making process in the EU; Part III proceeds with the discussion of specific EU policies; and Part IV addresses EU's external relations, foreign policy and EU-US relations.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3

Required Text: There is a required book for the course which can be purchased in the university book store.

John McCormick. Understanding the European Union: A Concise Introduction, 7th edition

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.

The EU's official website below is a useful link for this course, and can be utilized throughout the semester.

http://europa.eu/index_en.htm

Course Outline

Module I	**ORIGINS AND HISTORICAL EVOLUTION OF THE EU**
August 22-26	**Introduction and General Discussion**
August 26	**Webcourse Assignment (Due August 26, 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, August 26th**
August 29-Sept. 3	**The Background of the EU and International Context** *Reading*: McCormick, Introduction and chapter 1 and 2

Sept. 5-10 **<u>Europe and the Postwar World: The Road from Paris</u>**
Reading:
McCormick, chapter 3

Sept. 12-17 **<u>To the Single Market and Beyond</u>**
Reading:
McCormick, chapter 3

Sept. 19 **<u>Important Date:</u> September 19 -- Country assignments for papers due! It will be distributed by the GTA.**

Sept. 26-Oct. 1 **<u>Consolidation and Financial Crisis: Maastricht, Lisbon, and the Eurozone</u>**
Reading:
McCormick, chapter 3

Module II INSTITUTIONS AND POLICY PROCESS OF THE EU

Oct 3-8 **<u>The European Commission</u>**
Reading:
McCormick, chapter 4

Oct 10-15 **<u>The Council of the European Union</u>**
Reading:
McCormick, chapter 4

Oct. 11 **Paper proposals are due!**

Oct 17-22 **<u>The European Parliament</u>**
Reading:
McCormick, chapter 4

October 24-29	**<u>The European Court of Justice, European Council and Other Institutions</u>** *Reading*: McCormick, chapter 4 and 5

Module III POLICIES

Oct. 31-Nov. 5	**<u>Economic and Monetary Policy</u>** *Reading:* McCormick, chapter 6 and 7
Nov. 7-12	**<u>Cohesion and Social Policy</u>** *Reading:* McCormick, chapter 8
Nov 14-19	**<u>Agricultural and Environmental Policy</u>** *Reading*: McCormick, chapter 8
Nov 21-Dec. 3	**<u>Foreign and Security Policy and EU's Relations with its Neighbors</u>** *Reading*: McCormick, chapter 9

Due Date for the Papers: Dec 4 (Online Turnitin)

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.

Course Calendar

Date	Details
Fri Aug 26, 2022	Webcourse Assignment due by 11:59pm
Oct. 17-20, 2022	Midterm Exam
Oct. 11, 2022	Paper Proposals are due
Final Exam	Between Dec 6 and 8 (Webcourse Upload)
Dec 4, 2022	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 in chat.

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 Dec. 4 (upload papers in the webcourse).

2%-Paper proposal.

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.

Religious Observance: This course follows UCF's regulation in excusing students for religious observance. Please see the following link for this regulation:

- Link: https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

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 not included in this but the bibliography is included. The papers are due on December 4rth. **Please do not send papers to me (teacher) via email.** They have to be uploaded in the Webcourse in the turnitin by the mentioned deadline (Dec 4 at 11:59 pm).

Focus on the following topic:

Analyze a member or candidate country's relations with the EU in terms of a specific EU policy. More information about the paper and country selections will be provided.

Country Assignments:

You will be assigned a country by the teacher by September 19th. If you miss this date, contact the teaching assistant as soon as possible, otherwise you will miss the track of paper plans and guidelines.

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*
- Use the citation style of the *American Political Science Review or Chicago style*. 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 (2) and journal articles (3) (books and articles total 5 sources): Conduct research in the relevant databases.
- Web-site sources (internet): You can use internet sources in addition to the books and journal articles. 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: You can also use country-based resources in addition to books and articles. 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/icai/assets/FVProject.pdf (Links to an external site.)

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or

in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

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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.htmlLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
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INR 6067
HUMAN RIGHTS AND SECURITY

School of Politics, Security, and International Affairs

UCF
Fall 2022
Credit hours: 3

Professor: Dr. Demet Mousseau
Office: 311G Howard Phillips Hall
Phone: 407- 823 - 6025
E-mail: Demet.Mousseau@ucf.edu

Class Meets: Wednesdays 6 pm- 8:50 pm
Class Location: VAB 217
Office Hours: Mondays and Wednesdays 12:00 pm-1:30 pm; or by appointment
Office: 311G SPSIA, Howard Phillips Hall, Main Campus, UCF

UCF Catalogue Description: Examination of international human rights with human security; analysis of conflict and peace; emphases on international policy, gender equality, sustainable development, and the environment.

Course Goals/Objectives: Develop analytical and research skills for studying complex issues of international human rights and human security; stimulate expertise and creative and critical thinking on international policy and security; promote publishable research in these areas.

Learning Outcomes: Achieve an in-depth and interdisciplinary understanding of issues and debates on human security and international human rights. By the end of this course, students will be able to think and write analytically and knowledgeably about global issues of security and human rights.

Detailed Section-specific Description of the Course: Topics include international human rights and human security, armed conflict, conflict prevention and peace-keeping, international policy, humanitarian intervention, foreign aid, development, and environmental security. Part I begins with analysis of intersecting concepts and issues of international human rights and human security. Part II explores international law and policy on human rights and human security, including structures of humanitarian intervention and peacebuilding for vulnerable populations and gender. Part III advances analyses of conflict and human security, including armed conflicts over natural resources; and Part IV addresses international policy for building security, development, and sustainable environment at local and global levels.

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): Prerequisite(s) or Corequisite(s): None.

Required Text:

Julie Mertus and Jeffrey Helsing. 2006. *Human Rights and Conflict: Exploring the Links between Rights, Laws and Peacebuilding*. Washington DC: The United States Institute of Peace Press.

Supplemantary recommended readings:

Shahrbanou Tadjbakhsh and Anuradha Chenoy. 2007. *Human Security: Concepts and Implications*. Routledge.

Moufida Goucha and John Crowley. 2008. *Rethinking Human Security*. Wiley.

Emilie Hafner-Burton. 2009. *Making Human Rights a Reality*. Cambridge University Press.

Course Web Page: All the assigned readings other than 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.

Human Security Resources:

The Human Security Report Project: http://www.hsrgroup.org

The Ford Institute for Human Security: http://www.fordinstitute.pitt.edu

The United Nations Trust Fund for Human Security: http://www.unocha.org/humansecurity/

3P Human Security: http://3phumansecurity.org/site/

The Human Security Index: http://www.humansecurityindex.org

International Coalition for the Responsibility to Protect: http://www.responsibilitytoprotect.org

United Nations Institute for Disarmament Research: http://unidir.org/html/en/home.html

Course Outline

Part I HUMAN SECURITY AND HUMAN RIGHTS

Week 1 (August 24-31)

Introduction and General Discussion: What is the relationship between human rights and security?

Week 2 (Sept. 7)

What is Human Security? Concepts and Practical Applications

Readings:

Keith Krause. 2008. "Building the agenda of human security." *International Social Science Journal*, vol. 59, issue s1, pp. 65-79.

Mary Martin and Taylor Owen. 2010. "The Second Generation of Human Security: Lessons from the UN and EU experience," *International Affairs*, vol. 86, issue 1, pp. 211-224.

Gary King and Christopher JL Murray. 2002. "Rethinking Human Security." *Political Science Quarterly*, vol. 116, no.4, pp: 585–610. Copy at http://j.mp/mjCMRN

Assignments:

Examine "The Human Security Unit website and the Human Security Report website," especially on "What is Human Security?"

Week 3 (Sept. 14)

Human Rights and Human Security

Readings:

Tadjbakhsh and Chenoy, chapter 5.

Roland Paris. 2001. "Human Security: Paradigm Shift or Hot Air," *International Security*, vol. 26, no. 2, pp. 87-102.

United Nations, "Universal Declaration of Human Rights."

Isobel Coleman. 2004. "The Payoff From Women's Rights." *Foreign Affairs*, vol. 83, issue 3, p. 80.

Week 4 **Global Human Rights: Are They Affective?**
(Sept. 21) *Readings:*

Julie A. Mertus & Jeffrey W. Helsing, chapter 12 "Negotiating Justice in Northern Ireland," chapter 11 "case on Iraq."

Emilie Hafner-Burton, "Making Human Rights a Reality", Part 1

Emilie Hafner-Burton and James Ron. 2009. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes," *World Politics*, vol. 61, issue 02, pp. 360-401.

Part II INTERNATIONAL LAW & HUMAN SECURITY

Week 5 **Humanitarian Intervention**
(Sept. 28) *Readings*:

Martha Finnemore. 1996. "Constructing Norms of Humanitarian Intervention," in Peter J. Katzenstein (ed.). *The Culture of National Security: Norms, Identity, and World Politics.* New York: Columbia University Press, 153-85.
James Morrow. 2007. "When Do States Comply with the Laws of War?" *American Political Science Review*, vol. 101, issue 03, pp. 559-572.
Jon Western and Joshua Goldstein. 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya,"*Foreign Affairs*, vol. 90, no. 6, pp. 48-59.
Benajmin Valentino. 2011. "The True Costs of Humanitarian Intervention," *Foreign Affairs*, vol. 90, no. 6, pp. 60-73.
Rome Statute of the International Criminal Court, Articles 5, 6, 7, 8.

Assignment:
Briefly examine "ICRC (International Committee of the Red Cross) Website," particularly read the section on "International Humanitarian Law in Brief."

Week 6 **Peace and Security Building**
(Oct. 5) *Readings*:

Mertus and Helsing, chapters 15 and 16.
Vanessa Farr. 2003. "The Importance of a Gender Perspective to Successful Disarmament, Demobilization and Reintegration Processes," Women, Men, Peace and Security.

Martha Finnemore. 2006. "New Directions, New Collaborations for International Law and International Relations" in Thomas Biersteker et al. (eds.), *International Law and International Relations: Bridging Theory and Practice.* New York: Routledge, pp. 266-77.

Assignment:
Examine "The United Nations' Peace and Security website."
http://www.un.org/en/peace/

Week 7 (Oct. 12) **Migration, Disasters, and Conflict and Security of Vulnerable Populations**

Readings:

Charli R. Carpenter. 2003. "Women and Children First: Gender, Norms and Humanitarian Evacuation in the Balkans 1991-95" *International Organization*, vol. 57, no. 4, pp. 661-694.
Mertus and Helsing, chapter 14.
Roberta Cohen "The Guiding Principles in Internal Displacement: An Innovation in International Standard Setting" *Global Governance*, (Oct –Dec 2004).

Assignment:
Briefly review: Human Security Project Report 2012: Sexual Violence, Education,and War: Beyond the Mainstream Narrative, (Vancouver, Human Security Press, 2012), available online at:
http://www.hsrgroup.org/human-security-reports/2012/text.aspx

Part III CONFLICT AND HUMAN SECURITY

Week 8 (Oct. 19) **Armed Conflicts and Human Security**

Readings:

Mertus and Helsing, chapters 8 and 9.
Buhang and Gates. 2002. "The geography of civil war," *Journal of Peace Research*, vol. 39, no.4, pp. 417-433.
Harbom and Wallensteen. 2004. "Armed conflict and its international dimensions, 1946-2004," *Journal of Peace Research*, vol. 42, no.5, pp. 623-635.

Supplemantary readings:

Amnesty International. 2006. "Control Arms, Arms Without Borders: Why a Globalized Trade needs Global Controls," IANSA and Oxfam.
UNDP. 2005. "Small Arms and Armed Violence as Threats to Human Security," Securing Development: Section 1, pp. 11-17.
http://www.iansa.org/un/documents/securing-development-final.pdf

Week 9 (Oct. 26) **Three Generations of Human Rights, Physical Security, and Conflict**

Readings:

Mertus and Helsing, chapters 1-3 and 10.
Tim Peterson and Leah Graham. 2011. "Shared Human Rights Norms and Military Conflict," *Journal of Conflict Resolution*, vol. 55, no. 2, pp. 248-273.
David Sobek, M. Rodwan Abouharb and Christopher G. Ingman. 2006. "The Human Rights Peace: How the Respect for Human Rights at Home Leads to Peace Abroad," *Journal of Politics*, vol. 68, no. 3, pp. 519-529.

Week 10 (Nov. 2) **Natural Resources, Disasters, COVID-19, and Human Security**
Readings:

Human Rights Watch. 2005. "Rivers of Blood: Guns, Oil and Power in Nigeria's River States."
Michael L. Ross. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization*, vol. 58, no. 1, pp. 35–67.
Peter M. Haas. 2002. "Constructing Environmental Conflicts from Resource Scarcity." *Global Environmental Politics*, vol. 2, pp. 1–11.
Jeffrey D. Sachs and Andrew Warner. 2001. "The Curse of Natural Resources," *European Economic Review*, vol. 45, no. 4, pp. 827–838.
Indra de Soysa. 2002. "Paradise Is a Bazaar? Greed, Creed, and Governance in Civil War, 1989–99," *Journal of Peace Research*, vol. 39, pp. 395–416.

Part IV INTERNATIONAL POLICY FOR SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL SECURITY

Week 11 (Nov. 9) **Global Health, Sustainable Development and Environment**

Readings:

Goucha and Crowley, chapter 3.

Sanjeev Khagram, William C. Clark and Dana Firas Raad. 2003. "From the Environment and Human Security to Sustainable Security and Development," *Journal of Human Development*, vol. 4, no. 2, pp. 289-313.

Barnett, J. and W. Adger. 2007. "Climate Change, Human Security and Violent Conflict," *Political Geography*, vol. 26, pp. 639-655.

Simon Dalby. 2009. "Securing Precisely What? Global, Environmental, and Human Security," in *Security and Environmental Change*, Cambridge, pp. 36-55.

Assignments:

Examine "The United Nations, Human Development Report 2007/2008: Fighting Climate Change." UNDP, 2009. And "The Brookings Institution's Global Development website."

Week 12 (Nov. 16) **Economic Policy, Foreign Aid and Security**

Readings:

International Peace Institute. 2006. "Security-Development Nexus: Research Findings and Policy Implications,"Security-Development Nexus Program Report, Policy Papers.

Demet Y. Mousseau, 2020. "Does Foreign Aid Trigger Ethnic War in Developing States? *Armed Forces and Society*, 47(4), pp. 750-769.

Karen Ballentine, "Program on Economic Agendas in Civil Wars: Principle Research Findings and Policy Recommendations," International Peace Academy, 2004.

Paul Evans. 2004. "Human Security and East Asia: In the Beginning," *Journal of East Asian Studies*, vol. 4, pp. 263-84.

Paul Collier. 2004. "Development and Conflict," Center for the Study of African Economies, Oxford University, October 2004.
http://www.un.org/esa/documents/Development.and.Conflict2.pdf

Peter Walker. 2004. "What does it mean to be a professional humanitarian?" *Journal of Humanitarian Assistance* (19 January 2004) http://www.jha.ac/articles/a127.htm

Week 13 (Nov. 30) **Governing Human Rights and Security**

Readings:

Critical Choices: The United Nations, Networks and the Future of Global Governance, IDRC, 2000.

Caroline Thomas. 2001. "Global Governance, Development and Human Security: Exploring the Links." *Third World Quarterly*, vol. 22, no 2, pp. 159-175.

Matt McDonald. 2002. "Human Security and the Construction of Security," *Global Society*, vol. 16, no 3, pp. 277-295.

Week 13/14 (Nov. 30) Presentations

Course Requirements & Methods of Evaluation

The course is structured around interactive discussions intermixed with lectures. Students are expected to participate in discussions. **All assignments will be turned in as webcourse uploads in the created assignments by the Professor (unless instructed otherwise).**

35% - Physical Attendance and Participation, including weekly 2 page summary report on readings. (Absence will lead to lose in attendance and participation points).

5% - Paper Proposal.

30% - Research Paper.

10% - Research Paper Presentation. (10-12 minute presentation of the main research question, outline, general findings of the research paper. We will organize papers in two sessions towards the end of the semester as conference panels).

20% - Take Home Exam. Essay questions.

Course Calendar

Date	Details
Every week Tuesdays	Weekly 2 page reflection reports on Readings, as Webcourse upload
Sunday Oct 9, 2022	Paper proposal due, webcourse upload
Tuesday Dec 6, 2022	Final Paper due, webcourse upload

Date	Details
Friday Nov 18-21, 2022	Take home exam as Webcourse upload (approximate dates)

Late Assignment and Paper Policy: Late assignments and papers are not acceptable. Exceptions are allowed for extraordinary exceptional circumstances at instructor's discretion.

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Religious Observance: This course follows UCF's regulation for excusing students for religious observance. Please see the link below for this regulation:

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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.

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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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/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.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a

student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

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

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

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

various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

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- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

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

INR 4075-OM01
HUMAN RIGHTS POLICY

School of Politics, Security, and International Affairs

UCF
Fall 2022
Credit hours: 3

Professor: Demet Mousseau
Phone: 407- 823 - 6025
E-mail: Demet.Mousseau@ucf.edu
Teaching Assist.: Mia Montes

Office Hours: Mondays 12:00 PM-1:30 PM, Wednesdays 12:00 PM – 1:30 PM, and by appointment
Office: 311G SPSIA Floor, Howard Phillips Hall, Main Campus, UCF

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 bookstore.

Jack Donnelly, *Universal Human Rights in Theory and Practice*; (3rd 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.

Course Outline

Module I THEORETICAL AND HISTORICAL ROOTS OF HUMAN RIGTHS

Week 1 **Introduction and General Discussion**

Webcourse Assignment (Due: August 26, 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, August 26

Week 2 **What are Human Rights?**
Reading:
Jack Donnelly, chapters 1 and 2

Week 3-4 **A Brief History of Human Rights**
Reading:
Jack Donnelly, chapter 5

Week 5 **Human Rights in Western Liberalism and the Debates on Cultural Relativism**
Reading:
Jack Donnelly, chapters 6, 7 and 8

Module II INTERNATIONAL INSTITUTIONS AND ACTIVITIES ON HUMAN RIGHTS

Week 6 **Internationalization of Human Rights and the United Nations**
Reading:
Jack Donnelly, chapter 11

Week 7 **Regional Applications of Human Rights**
Reading:
Jack Donnelly, chapter 11

Week 7 **Human Rights and Foreign Policy**
Reading:
Jack Donnelly, chapter 12

Sept 16 Deadline for Paper Topic Proposals!

Week 8 **Non-state Actors and Human Rights**

September 30	Midterm Exam!

Module III — ETHNICITY, GENDER, DEMOCRACY AND HUMAN RIGHTS

Week 9 — **Ethnicity, Gender, Pluralism and Human Rights**

Reading:
Jack Donnelly, chapters 15 and 16
https://www.ndi.org/gender-women-democracy
http://www.cedpa.org/section/aboutus.html

Week 10 — **Ethnic Conflict, Democracy and Policy for the Management of Ethnic Conflict**

Reading:
Mahmood Mamdani, "The New Humanitarian Order?" *The Nation*, September 29, 2008.
http://www.thenation.com/article/new-humanitarian-order

October 24 — **Paper Outline and Sources are Due**

Module IV — DEVELOPMENT, DEMOCRATIZATION AND HUMAN RIGHTS

Week 11-12 — **Development and Human Rights Policy**

Reading:
Jack Donnelly, chapters 13 and 14

Week 13 **Democratization and Human Rights**

Reading:

Jack Donnelly, chapters 13 and 14

http://www.un.org/en/globalissues/democracy/

Week 14 **Contemporary Issues and Human Rights (Human Trafficking, Children's Rights, Forced Migration)**

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

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

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

Course Calendar

Date	Details
Fri August 26	Webcourse Assignment due by 11:59pm
Set 16	Paper Topic Proposals
Sept 30-Oct 7	Midterm Exam
Oct 24	Paper Outline and Sources are due
Final Exam	December 5, Monday between 10 am and 12:30 pm (determined by the registrars).
Dec 2	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. (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.

Religious Observance: This course follows UCF's regulation in terms of excusing students for religious observance. Please see the link for UCF's regulation:

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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 Dec 2. 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 Sept 16. 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.

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POS2041 (89196), American National Government

Fall Term 2022 Syllabus

(August 22 – December 11)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 4:30 – 5:45 P.M., HEC (0118))

(3 Credit hours)

Part 1: General Course Information.

Instructor: Alvin (AJ) Quackenbush

Email: alvin.quackenbush@ucf.edu

Office Hours: Fall 2022, **online via Webcourses:**

Monday and Wednesday from 12:00 – 1:00 P.M

Tuesday and Thursday from 10:00 – 11:00 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* 13th *Edition* (Ginsburg, Lowi, Weir, and Tolbert). ISBN: 9780393538885

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, August 26th during the first week of the semester to ensure student attendance in the course.

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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.

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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.

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Quizzes: There will be 15 Chapter quizzes throughout the semester that you will take online using UCF Webcourses. 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

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Examinations: There will be 3 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.

Extra Credit: 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: You can access the quizzes and discussions on the dates indicated in the syllabus. The quizzes and discussions are available for 1 week, so you are encouraged to take the quiz before the due date. However, you can cam submit quizzes late with a 15% penalty per day. See the course schedule for all quiz due dates.

The examinations should be taken in class on the date indicated in the syllabus. No makeups are allowed without the explicit consent of the instructor, which shall only be granted in cases of documented emergences. Please note that 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, 15 Quizzes, 6 Discussion Posts, and 3 Exams.

Syllabus Quiz: 10 points.

Quizzes: 20 points each (300 Total)

Discussion Posts: 10 points each (60 Total)

Exams: 100 points each (300 Total)

(670 Total Points)

Grading Scale:

90 - 100 = A

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70 - 79 = C

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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/.

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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/).

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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.).

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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 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
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – 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
- 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>.
- 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.

UCF Health and Wellbeing Services: UCF is no longer participating in COVID contact tracing or required notifications. All are encouraged to follow the guidance of their physician. If you have questions, please email covid19questions@ucf.edu

- UCF Student Health Services – 407/823-2701 or https://studenthealth.ucf.edu/
- UCF CARES – 407/823-5607 or https://cares.sdes.ucf.edu/ – student services for safety, wellbeing, mental health
- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/

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 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.

Fall 2022, August 22 – December 11, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at https://calendar.ucf.edu/2022/fall)

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: (August 22 – 28), **Drop Refund Deadline August 26.**

Chapter 1: Introduction: The Citizen and Government

Syllabus Quiz due by 5:00 pm, on Friday, August 26^{tt} at 5:00 P.M.

Chapter 1 quiz due August 28.

Week 2: (August 29 – September 4), **No class after 2:00 pm. on Thursday, 9/1 for Football Game.**

Chapter 2: The Founding and the Constitution

Chapter 2 Quiz and Discussion 1 due September 4.

Week 3: (September 5 – 11), **No Class, Monday, September 5th Labor Day. No class after 2:00 pm. on Friday, 9/9 for Football Game.**

Chapter 3: Federalism

Chapter 3 Quiz due September 11.

Week 4: (September 12 – 18)

Chapter 4: Civil Liberties

Chapter 4 Quiz and Discussion 2 due September 18.

Week 5: (September 19 – 25)

Chapter 5: Civil Rights

Chapter 5 Quiz due February 13.

Week 6: (September 26 – October 2)

Exam 1: Chapters 1 - 5, Tuesday, September 27 in class.

Chapter 6: Public Opinion

Chapters 6 quiz due October 2.

Week 7: (October 3 – 9)

Chapter 7: The Media

Chapter 7 Quiz and Discussion 3 due October 9.

Week 8: (October 10 – 16), **No class after 2:00 pm. on Thursday, 10/13 for Football Game.**

Chapter 8: Political Parties and Interest Groups

Chapter 8 Quiz due October 16.

Week 9: (October 17 – 23)

Chapter 9: Participation, Campaigns, and Elections

Chapter 9 Quiz and Discussion 4 due October 23.

Week 10: (October 24 – 30), **October 28 – Withdrawal Deadline.**

Chapter 10: Congress

Chapter 10 Quiz due October 30.

Week 11: (October 31 – November 6)

Exam 2: Chapters 6 - 10, Tuesday, November 1 in class.

Chapter 11: The Presidency

Chapter 11 Quiz and Discussion 5 due November 6.

Week 12: (November 7 – 13), **No class, Friday, November 11, Veteran's Day.**

Chapter 12: Bureaucracy

Chapter 12 Quiz due November 13.

Week 13: (November 14 – 20)

Chapter 13: The Federal Courts

Chapter 13 Quiz and Discussion 6 due November 20.

Week 14: (November 21 – 27), **No classes November 23 – 25, Thanksgiving Break.**

Chapter 14: Domestic Policy

Chapter 14 Quiz due November 27.

Week 15: (November 28 – December 4)

Chapter 15: Foreign Policy

Chapter 15 Quiz due December 4.

Week 16: (December 5 – 11), **Final Exam Period.**

Examination 4: Thursday, December 8 from 4:00 pm. – 6:50 pm. Chapters 11 - 15.

POS2041 (93701), American National Government

Fall Term 2022 Syllabus

(August 22 – December 11)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 3:00 – 4:20 P.M., CB1 (0120))

(3 Credit hours)

Part 1: General Course Information.

Instructor: Alvin (AJ) Quackenbush

Email: alvin.quackenbush@ucf.edu

Office Hours: Fall 2022, **online via Webcourses:**

Monday and Wednesday from 12:00 – 1:00 P.M

Tuesday and Thursday from 10:00 – 11:00 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* 13th *Edition* (Ginsburg, Lowi, Weir, and Tolbert). ISBN: 9780393538885

Course Description: (3 Credits)

American National Government: A study of the dynamics of American national government, including its structure, organization, powers, and procedures.

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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.

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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 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
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – 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
- 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>.
- 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.

UCF Health and Wellbeing Services: UCF is no longer participating in COVID contact tracing or required notifications. All are encouraged to follow the guidance of their physician. If you have questions, please email covid19questions@ucf.edu

- UCF Student Health Services – 407/823-2701 or https://studenthealth.ucf.edu/
- UCF CARES – 407/823-5607 or https://cares.sdes.ucf.edu/ – student services for safety, wellbeing, mental health
- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/

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 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.

Fall 2022, August 22 – December 11, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at https://calendar.ucf.edu/2022/fall)

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: (August 22 – 28), **Drop Refund Deadline August 26.**

Chapter 1: Introduction: The Citizen and Government

Syllabus Quiz due by 5:00 pm, on Friday, August 26^{tt} at 5:00 P.M.

Chapter 1 quiz due August 28.

Week 2: (August 29 – September 4), **No class after 2:00 pm. on Thursday, 9/1 for Football Game.**

Chapter 2: The Founding and the Constitution

Chapter 2 Quiz and Discussion 1 due September 4.

Week 3: (September 5 – 11), **No Class, Monday, September 5th Labor Day. No class after 2:00 pm. on Friday, 9/9 for Football Game.**

Chapter 3: Federalism

Chapter 3 Quiz due September 11.

Week 4: (September 12 – 18)

Chapter 4: Civil Liberties

Chapter 4 Quiz and Discussion 2 due September 18.

Week 5: (September 19 – 25)

Chapter 5: Civil Rights

Chapter 5 Quiz due February 13.

Week 6: (September 26 – October 2)

Exam 1: Chapters 1 - 5, Tuesday, September 27 in class.

Chapter 6: Public Opinion

Chapters 6 quiz due October 2.

Week 7: (October 3 – 9)

Chapter 7: The Media

Chapter 7 Quiz and Discussion 3 due October 9.

Week 8: (October 10 – 16), **No class after 2:00 pm. on Thursday, 10/13 for Football Game.**

Chapter 8: Political Parties and Interest Groups

Chapter 8 Quiz due October 16.

Week 9: (October 17 – 23)

Chapter 9: Participation, Campaigns, and Elections

Chapter 9 Quiz and Discussion 4 due October 23.

Week 10: (October 24 – 30), **October 28 – Withdrawal Deadline.**

Chapter 10: Congress

Chapter 10 Quiz due October 30.

Week 11: (October 31 – November 6)

Exam 2: Chapters 6 - 10, Tuesday, November 1 in class.

Chapter 11: The Presidency

Chapter 11 Quiz and Discussion 5 due November 6.

Week 12: (November 7 – 13), **No class, Friday, November 11, Veteran's Day.**

Chapter 12: Bureaucracy

Chapter 12 Quiz due November 13.

Week 13: (November 14 – 20)

Chapter 13: The Federal Courts

Chapter 13 Quiz and Discussion 6 due November 20.

Week 14: (November 21 – 27), **No classes November 23 – 25, Thanksgiving Break.**

Chapter 14: Domestic Policy

Chapter 14 Quiz due November 27.

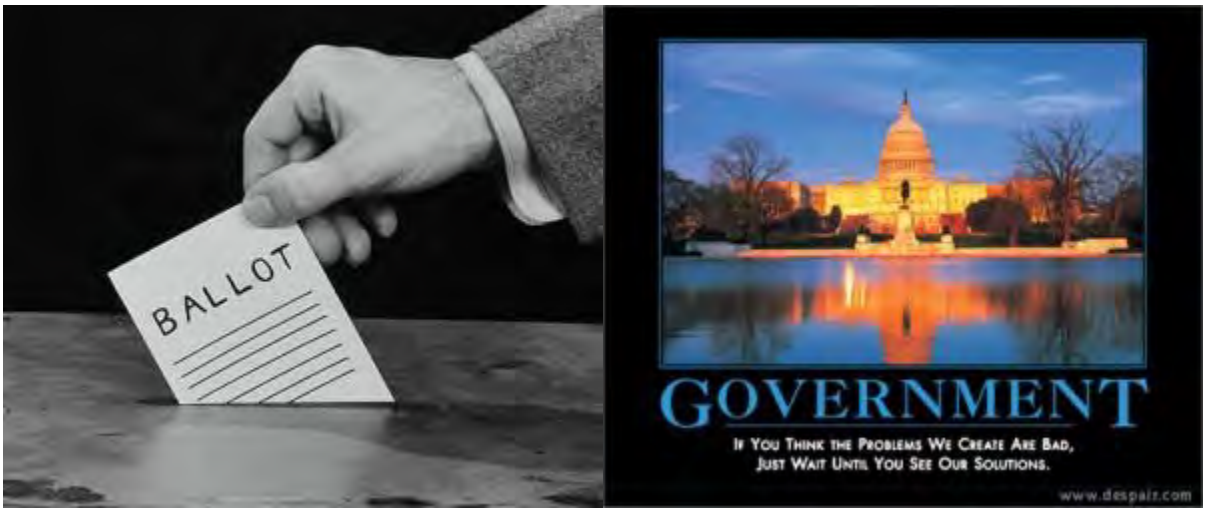
Week 15: (November 28 – December 4)

Chapter 15: Foreign Policy

Chapter 15 Quiz due December 4.

Week 16: (December 5 – 11), **Final Exam Period.**

Examination 4: Thursday, December 8 from 1:00 pm. – 3:50 pm. Chapters 11 - 15.



POS 3272-OW06 Civic Engagement
Course Syllabus

Professor AJ Quackenbush
Fall 2022
Three Credit Hours
World Wide Web

Instructor Contact

Instructor	Professor AJ Quackenbush
Office	Howard Phillips Hall, Room 102.
Office Hours	Available on WebCourses on Monday and Wednesday from 12:00 – 1:00 P.M & Tuesday and Thursday from 10:00 – 11:00 A.M., or by telephone or Zoom.
Phone	(407) 823-6023 (Office) (407) 823-2081 (Political Science Department)
Course mail	Available through the "inbox" icon on the course home page (left side menu). Contacting me through the course insures no SPAM and faster responses.
Personal e-mail	Alvin.quackenbush@ucf.edu **Note:** E-mail to this personal account is to be used for emergencies only (i.e. if you have no Blackboard/Canvas access);

	All regular communication must go through the course "inbox" function. Non-emergency e-mail submitted to my personal account will not receive a response.
Course page	Available through: https://webcourses.ucf.edu/courses/1417852

Course Description: Formal and informal civic engagement methods in the United States across levels of government, sectors of society, and modes of interaction.

This course examines civic engagement in the United States across levels of government, sectors of society, and modes of interaction. Students are encouraged to critically reflect on citizens' responsibilities in a democracy in their various roles across societal spheres.

Civic engagement is meant here as "people participating together for deliberation and collective action within an array of interests, institutions and networks, developing civic identity, and involving people in governance processes" (Cooper, 2005, 534; see also Cooper, Bryer, and Meek, 2006, 76). Forms and intensities of individual and collective engagement can vary across levels of government, from school board and municipal government to the federal government, as well as across sectors of society, including homeowner or tenant associations, worker unions, voluntary associations, and political parties. Engagement takes on different shapes according to mode of interaction, such as face to face, text-based, and cyber interactions, as well as the parties to an interaction, including citizen-to-citizen, citizen-to-government, citizen-to-interest group, and interest group-to-government.

Students will have the opportunity to critically examine different forms of civic engagement, observe those forms in action, and to experience those forms through civic activity.

Course Objectives:

By the end of this course, students will be able to:

Analyze the factors motivating citizens to engage in the civic and political process
Develop approaches to civic problem solving at the community, local, state, national and international levels
Describe how the First Amendment has been utilized to foster civic engagement in the U.S.
Compare public approaches to citizenship
Evaluate civic engagement efforts to address a corporate issue
Synthesize connections between the public and government through civic engagement

Course Texts:

Dalton, Russell. J. 2015. *The Good Citizen: How A Younger Generation is Reshaping American Politics*, Second Edition. Washington, DC: CQ Press. ISBN: 978-1506318028.

Graham, Senator Bob with Chris Hand. 2016. *America, The Owner's Manual: You Can Fight City Hall-and Win*, Washington, DC: CQ Press. ISBN: 978-1506350585.

Other materials as assigned

University Policies

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 including: 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 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 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.

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.

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.

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:

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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.

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- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – 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

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- UCF CARES – 407/823-5607 or https://cares.sdes.ucf.edu/ – student services for safety, wellbeing, mental health
- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/

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.

Assessment

Grades will be based on several Internet Learning Modules, discussions, and quizzes. The entire course will be conducted on-line; there will be no on-campus meetings.

Grades will be determined as follows:

Internet Learning Modules (8)	400 points each
Quizzes (19) **(Note: The syllabus quiz score is not factored into the overall quiz score or the final grade)**	100 points each
Discussions (6)	100 points each

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows:

Letter Grade	Accumulated Points	Minimum Percent of Points Needed to Earn Grade
A	5200 and higher	91%
A-	5000-5199	88%
B+	4800-4999	84%
B	4600-4799	81%
B-	4400-4599	77%
C+	4200-4399	74%
C	4000-4199	70%
C-	3800-3999	67%
D+	3600-3799	63%
D	3400-3599	60%
D-	3200-3399	56%
F	3199 and lower	Less than 56%

Assignment Specifications

Assignment Type	Specifications
Chapter Quizzes	1.Chapter quizzes are open for one week before the deadline 2.Quizzes are due no later than 11pm on the due date 3. Two attempts are provided for each quiz; the higher of the two scores, whether the first or second attempt, will count toward your overall quiz grade (and not the average of the two).

Discussions	1. All discussion submissions are due no later than 11pm on the due date. 2. Discussions are completed in three parts. A. **PART ONE-INITIAL POST**: A one paragraph response to the prompt posted on the course discussion board. Each paragraph must include at least three substantial sentences. The response to the question on the course discussion board is called the "Initial Posting". The Initial Posting requires at least two cited quotes from the assigned course readings assigned for that discussion to be eligible for credit. B. **PART TWO-RESPONSE POST ONE:** The second part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. C. **PART THREE-RESPONSE POST TWO:** The third part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class. 3. A professional presentation is critically important. Five or more typographical errors for any full discussion (the Initial Posting and the two Response Postings) will result in no credit earned for that discussion. 4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion). 5. To earn discussion credit, complete the Initial Posting and the two Response Postings, cite and proofread as assigned, cohere to paragraph length requirements, and submit the discussion on time.
Internet Learning Modules	Rubrics are provided at the end of each module.

Late Work Policy: All assignments are due on the day and time posted. However, students can submit late work for up to three days with a 10% penalty. No late work will be accepted after three days and students will receive a zero for those assignments.

The only exception to the late work policy is due to medical or other reasonable documented emergencies. In those instances, work may be submitted with prior arrangement with the instructor. The instructor must be notified within 48 hours (before or after) the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment without a late penalty. Granting extensions on assignments is at the discretion of the instructor.

Assessment, Assessment Rubric and Grading:

The course will be assessed using a combination of assessment types:

Assessment Type	**Course Objectives Met**
Internet Learning Modules	Demonstrate how civic engagement affects and is affected by political and electoral institutions
Discussions	Critique the role that mass and elite level factors play in mass-level civic

	engagement
Chapter quizzes	Identify how civic engagement affects and is affected by political, governmental and non-governmental institutions and organizations

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

Course Policies:

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.

Please contact me if you have any problems about the reading load, tips on getting the most from your reading, or the course in general.

Schedule

Class Week	Assigned Reading	Assignments/Notes/Announcements
Week 1: August 22 – 28	Course Syllabus	Syllabus Quiz due 8 /26 at 5pm **Note: The syllabus quiz will not count toward your final grade. However, all students <u>must</u> complete the Syllabus Quiz in order to fulfill federal financial aid requirements.**
Week 2: August 29 – September 4	Dalton Chapter 1 Dalton	Dalton Chapter 1 quiz due 9/4 at 11pm Dalton Chapter 2 quiz due 9/4 at 11pm Dalton Chapter 3 quiz due 9/4 at 11pm

	Chapter 2 Dalton Chapter 3	Discussion 1 Initial Posting due 9/4 at 11pm
Week 3: September 5 – 11	Dalton Chapter 4 Dalton Chapter 5	Dalton Chapter 4 quiz due 9/11 at 11pm Dalton Chapter 5 quiz due 9/11 at 11pm Discussion 1 Response Postings due 9/11 at 11pm Internet Learning Module #1: "Educating for Citizenship" due 9/11 at 11pm
Week 4: September 12 - 18	Dalton Chapter 6 Dalton Chapter 7	Dalton Chapter 6 quiz due 9/18 at 11pm Dalton Chapter 7 quiz due 9/18 at 11pm Discussion 2 Initial Posting due 9/18 at 11pm Internet Learning Module #2: "First Amendment and Protest" due 9/18 at 11pm
Week 5: September 19 - 25	Dalton Chapter 8 Dalton Chapter 9 Dalton Epilogue	Dalton Chapter 8 quiz due 9/25 at 11pm Dalton Chapter 9 quiz due 9/25 at 11pm Note: There is no quiz for Dalton Epilogue Discussion 2 Response Postings due 9/25 at 11pm
Week 6: September 26 – October 2	Graham and Hand Prologue Graham and Hand Introduction	Note: There are no chapter quizzes for Graham and Hand Prologue and Graham and Hand Introduction Internet Learning Module 3: "Interest Groups" due 210/2 at 11pm Discussion 3 Initial Posting due 10/2 at 11pm
Week 7: October 3 - 9	Graham and Hand Chapter 1 Graham and Hand Chapter 2 Graham and Hand Chapter 3	Graham and Hand Chapter 1 quiz due 10/9 at 11pm Graham and Hand Chapter 2 quiz due 10/9 at 11pm Graham and Hand Chapter 3 quiz due 10/9 at 11pm Discussion 3 Response Postings due 10/9 at 11pm
Week 8: October 10 - 16	No Assigned Reading	Internet Learning Module #4: "Young People and Campaign Activism" due 10/16 at 11pm Discussion 4 Initial Posting due 10/16 at 11pm
Week 9:	Graham and	Graham and Hand Chapter 4 quiz due 10/23 at 11pm

October 17 - 23	Hand Chapter 4 Graham and Hand Chapter 5	Graham and Hand Chapter 5 quiz due 10/23 at 11pm Discussion 4 Response Postings due 10/23 at 11pm
Week 10: October 24 - 30	Graham and Hand Chapter 6 Graham and Hand Chapter 7	Graham and Hand Chapter 6 quiz due 10/30 at 11pm Graham and Hand Chapter 7 quiz due 10/30 at 11pm Discussion 5 Initial Posting due 10/30 at 11pm
Week 11: October 31 – November 6	No Assigned Reading	Internet Learning Module #5: "Civic Engagement Reflection" due 11/6 at 11pm Discussion 5 Response Postings due 11/6 at 11pm
Week 12: November 7 - 13	No Assigned Reading	Internet Learning Module #6: "The Media as a Tool for Civic Engagement" due 11/13 at 11pm
Week 13: November 14 - 20	Graham and Hand Chapter 8 Graham and Hand Chapter 9	Graham and Hand Chapter 8 quiz due 11/20 at 11pm Graham and Hand Chapter 9 quiz due 11/20 at 11pm Discussion 6 Initial Posting due 11/20 at 11pm
Week 14: November 21 - 27	No Assignments	November 23 – 25, Enjoy your Thanksgiving Break.
Week 15: November 28 – December 4	Graham and Hand Chapter 10	Graham and Hand Chapter 10 quiz due 12/4 at 11pm Discussion 6 Response Postings due 12/4 at 11pm Internet Learning Module #7: "Civic Engagement in International Context" due 12/4 at 11pm
Week 16: December 5 - 11	No Assigned Reading	Internet Learning Module #8: "Solving a Public Problem" due 12/11 at 11pm