

Course Syllabus

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Instructor: Konstantin Ash
over Zoom or by appointment.

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

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

Course Description

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

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

Assignments

Exams

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

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

Final Paper

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

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

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

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12-point font and one-inch margins and cite **at least five academic sources** using either MLA (parenthetical) or endnote style. Papers **MUST** have in-text citations. Papers are due Friday, April 30th at 11:59 pm on WebCourses. There is a 2.5-point penalty for every 12 hours the paper is late. No papers will be accepted after May 4th.

Topic Approval

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

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

Topics for papers **MUST** be submitted for approval by October 10 at 11:59 PM for full credit. You lose one point from your paper for every day that the topic is late (of a maximum of ten points). Students

must submit any revisions within 3 days of reply.

Discussion Participation

This was once a hybrid course where we met weekly for discussions (and presentations), but no more. I would still like to have some discussions between students enrolled in the course. Discussion essays and responses will be due mid-week every other week, so as not to overlap with quizzes. There will be four total discussion essays worth 5 points each. The essays are required to be between 500 to 750 words and to cite both lecture and reading content from the preceding two weeks. Replies to discussion posts must do more than just restate what the person said and agree. The four discussion essays will be due on weeks 3, 5, 9 and 11. They will be worth 20% of your grade in total.

Quizzes

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

Grade Distribution

| Assignment | Percentage of Grade |
|--------------------|---------------------|
| Midterm Exams | 30% |
| Writing Assignment | 40% |
| Discussions | 20% |
| Quizzes | 10% |
| Total | 100% |

Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct

at <https://scai.sdes.ucf.edu/studentrules-of-conduct/> [\(https://scai.sdes.ucf.edu/studentrules-of-conduct/\)](https://scai.sdes.ucf.edu/studentrules-of-conduct/). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

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

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

As this is an online course, extensions will only be granted for documented involvement in university-approved activities or documented mental or physical incapacitation. Please do not invent excuses as a

way of getting an extension. Evidence of fake excuses will be considered academic dishonesty and will be forwarded to the Office of Student Conduct for investigation.

Disability Statement

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

Copyright

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

Third-Party Software and FERPA

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

Course Schedule and Readings

Each week's courses will follow the same structure. Lectures will be posted online on Mondays. Lectures will go over the week's topic with both Russia-specific content and broad theoretical debates in the field. Quizzes will be due each week by Sunday night. Every other week, there will be a discussion assignment or a midterm exam

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

WEEK 1 (JAN. 9 - 15)**Online Lecture Topic: Relevant Background and Course Themes****Tutorial: Reading Academic Research****WEEK 2 (JAN. 16 - 22)****Online Lecture Topic: The Decline and Fall of the USSR**Readings for Thursday Meeting:

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

Songs of the week: [At Dawn \(Na Zare\) - Alians \(https://www.youtube.com/watch?v=H6wl-EyhXI0\)](https://www.youtube.com/watch?v=H6wl-EyhXI0)

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

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

[End of an Era \(Konets Epoha\) - Pluto\(134340\).\(https://youtu.be/-U2n6Sg5UCY\)](https://youtu.be/-U2n6Sg5UCY)

WEEK 3 (JAN. 23 - 29)**Online Lecture Topic: Economic "Shock Therapy"**Readings for Thursday Meeting:

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

Discussion Essay 1 Due January 25 @ 11:59p. Comments must be made by January 27 @ 11:59p.

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

WEEK 4 (JAN 30 - FEB. 5)**Online Lecture Topic: Forming a Federation**Readings for Thursday Meeting:

- Treisman, Daniel. 1999. After the Deluge: Regional Crises and Political Consolidation in Russia. University of Michigan Press. Ch. 4 (81-119).

- Sharafutdinova, Gulnaz. "Chechnya versus Tatarstan: Understanding ethnopolitics in post-communist Russia." *Problems of Post-Communism* 47, no. 2 (2000): 13-22.

Tutorial: Research Question Workshop

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

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

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

[v=L_LVxS_B0jU](https://www.youtube.com/watch?v=L_LVxS_B0jU)

[Mom, come and get me \(Mama priezhay i menya zoberi\) - Timur Mutsuraev](https://youtu.be/uW5oXW4rZFK)

[\(https://youtu.be/uW5oXW4rZFK\)](https://youtu.be/uW5oXW4rZFK)

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

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

WEEK 5 (FEB. 6 - 12)

Online Lecture Topic: Yeltsin's Superpresidency

Readings for Thursday Meeting:

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

Discussion Essay 2 Due February 8 @ 11:59p. Comments must be made by February 10 @ 11:59p.

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

[\(https://www.youtube.com/watch?v=peqW1UEs1k0\)](https://www.youtube.com/watch?v=peqW1UEs1k0)

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

WEEK 6 - (FEB 13 - 19)

Online Lecture Topic: Rise of the Oligarchs

Readings for Thursday Meeting:

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

Tutorial: Research Paper Tutorial

Midterm 1 Prompt Distributed Tuesday, February 14.

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

WEEK 7 - (FEB. 20 - 26)

Online Lecture Topic: Rise of Putin**Readings for Thursday Meeting:**

- Colton, Timothy J., and Henry E. Hale. "The Putin vote: Presidential electorates in a hybrid regime." *Slavic Review* 68, no. 3 (2009): 473-503.
- Kryshtanovskaya, Ol'ga, and Stephen White. "Inside the Putin court: A research note." *Europe-Asia Studies* 57, no. 7 (2005): 1065-1075.
- Daniel Triesman. "How Putin's Regime is Both Authoritarian and Incompetent." *Monkey Cage Blog*. Washington Post. March 14, 2018.

Midterm 1 Due Wednesday, February 22 @ 11:59pm**Tutorial: Policy Brief Tutorial****Song of the week: [Carry me, river \(Ty neci menya reka\) - Luybe](https://youtu.be/qSYoulbLthM) (<https://youtu.be/qSYoulbLthM>)**

WEEK 8 - (FEB. 27 - MARCH 5)

Online Lecture Topic: Resurgent Conflict in the Caucasus**Readings for Thursday Meeting:**

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

Writing Assignment Topic Due on February 28 @ 11:59pm**Songs of the week: [Helicopter Cover \(Kovyor Vertaleta\) - Agata Kristie](https://youtu.be/zt_tyk3K1dY)****[.\(https://youtu.be/zt_tyk3K1dY\)](https://youtu.be/zt_tyk3K1dY)****[Headscarf \(Kosynka\) - Russian Knights](https://www.youtube.com/watch?v=Iztmc5ZLzGQ) (<https://www.youtube.com/watch?v=Iztmc5ZLzGQ>)**

WEEK 9 - (MARCH 6 - 12)

Online Lecture Topic: Russia as a Petrostate**Readings for Thursday Meeting:**

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

Tutorial: Linking Claims to Evidence

Discussion Essay 3 Due March 8 @ 11:59p. Comments must be made by March 10 @ 11:59p.

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

WEEK 10 - (MARCH 20 - 26)

Online Lecture Topic: Economic Crisis and 2011-12 Protests

Readings for Thursday Meeting:

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

Tutorial: Paraphrasing Tutorial

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

WEEK 11 - (MARCH 27 - APRIL 2)

Online Lecture Topic: Political Competition and the Media

Readings for Thursday Meeting:

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

Discussion Essay 4 Due March 29 @ 11:59p. Comments must be made by March 31 @ 11:59p.

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

WEEK 12 - (APRIL 3 - 9)

Online Lecture Topic: Domestic Roots of Expansion into Ukraine and Georgia

Readings for Thursday Meeting:

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

Midterm 2 Prompt Distributed Tuesday, April 4







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

[Bayraktar - Taras Borovok \(https://www.youtube.com/watch?v=sk3IbKsNVpw\)](https://www.youtube.com/watch?v=sk3IbKsNVpw)


Midterm 2 Due Wednesday, April 12 @ 11:59pm





Final Paper Due Sunday, April 30 at 11:59pm

Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Fri Jan 6, 2023 |  Student Engagement Assignment (https://webcourses.ucf.edu/courses/1418679/assignments/7741404) | due by 11:59pm |
| Tue Jan 10, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2698164&include_contexts=course_1418679) | 1pm to 3pm |
| Tue Jan 10, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2698169&include_contexts=course_1418679) | 1pm to 3pm |
| Sun Jan 15, 2023 |  Quiz 1 (https://webcourses.ucf.edu/courses/1418679/assignments/7741393) | due by 11:59pm |
| Tue Jan 17, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2698161&include_contexts=course_1418679) | 1pm to 3pm |
| Sun Jan 22, 2023 |  Quiz 2 (https://webcourses.ucf.edu/courses/1418679/assignments/7741389) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Tue Jan 24, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2698170&include_contexts=course_1418679 | 1pm to 3pm |
| Wed Jan 25, 2023 |  Discussion Essay 1 https://webcourses.ucf.edu/courses/1418679/assignments/7741394 | due by 11:59pm |
| Sun Jan 29, 2023 |  Quiz 3 https://webcourses.ucf.edu/courses/1418679/assignments/7741388 | due by 11:59pm |
| Tue Jan 31, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2698172&include_contexts=course_1418679 | 1pm to 3pm |
| Sun Feb 5, 2023 |  Quiz 4 https://webcourses.ucf.edu/courses/1418679/assignments/7741386 | due by 11:59pm |
| Tue Feb 7, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2698165&include_contexts=course_1418679 | 1pm to 3pm |
| Wed Feb 8, 2023 |  Discussion Essay 2 https://webcourses.ucf.edu/courses/1418679/assignments/7741397 | due by 11:59pm |
| Sun Feb 12, 2023 |  Quiz 5 https://webcourses.ucf.edu/courses/1418679/assignments/7741382 | due by 11:59pm |
| Tue Feb 14, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2698162&include_contexts=course_1418679 | 1pm to 3pm |
| Sun Feb 19, 2023 |  Quiz 6 https://webcourses.ucf.edu/courses/1418679/assignments/7741387 | due by 11:59pm |
| Tue Feb 21, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2698166&include_contexts=course_1418679 | 1pm to 3pm |
| Wed Feb 22, 2023 |  Midterm 1 https://webcourses.ucf.edu/courses/1418679/assignments/7741401 | due by 11:59pm |

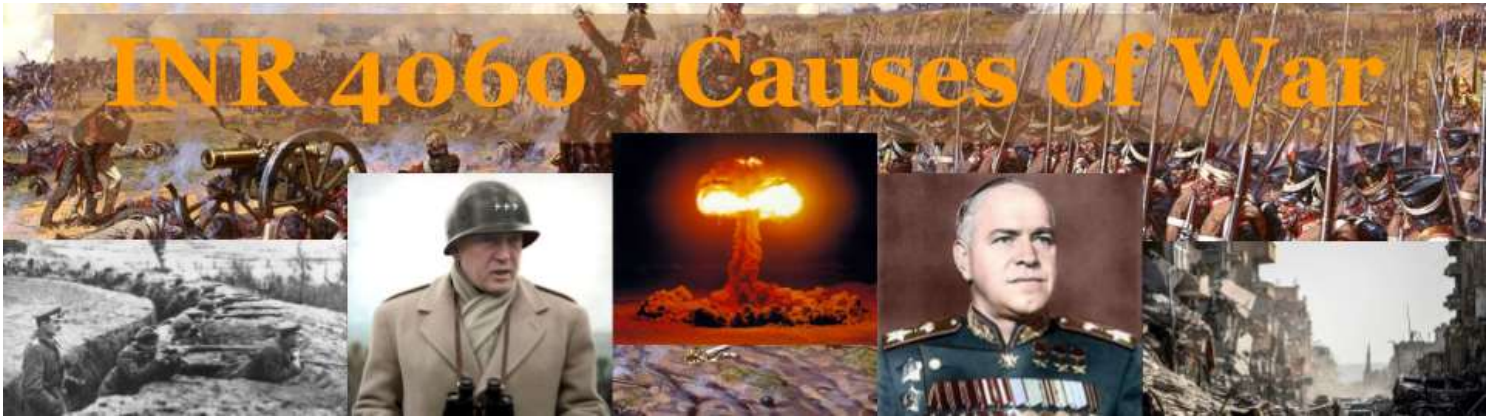
| Date | Details | Due |
|------------------|--|----------------|
| Sun Feb 26, 2023 |  Quiz 7 (https://webcourses.ucf.edu/courses/1418679/assignments/7741383) | due by 11:59pm |
| Sun Mar 5, 2023 |  Quiz 8 (https://webcourses.ucf.edu/courses/1418679/assignments/7741391) | due by 11:59pm |
| Tue Mar 7, 2023 |  Tuesday Office Hours Post-Spring Break (https://webcourses.ucf.edu/calendar?event_id=2698173&include_contexts=course_1418679) | 1pm to 3pm |
| Wed Mar 8, 2023 |  Discussion Essay 3 (https://webcourses.ucf.edu/courses/1418679/assignments/7741396) | due by 11:59pm |
| Sun Mar 12, 2023 |  Quiz 9 (https://webcourses.ucf.edu/courses/1418679/assignments/7741390) | due by 11:59pm |
| Tue Mar 14, 2023 |  Tuesday Office Hours Post-Spring Break (https://webcourses.ucf.edu/calendar?event_id=2698174&include_contexts=course_1418679) | 1pm to 3pm |
| Tue Mar 21, 2023 |  Tuesday Office Hours Post-Spring Break (https://webcourses.ucf.edu/calendar?event_id=2698171&include_contexts=course_1418679) | 1pm to 3pm |
| Sun Mar 26, 2023 |  Quiz 10 (https://webcourses.ucf.edu/courses/1418679/assignments/7741384) | due by 11:59pm |
| Tue Mar 28, 2023 |  Tuesday Office Hours Post-Spring Break (https://webcourses.ucf.edu/calendar?event_id=2698167&include_contexts=course_1418679) | 1pm to 3pm |
| Wed Mar 29, 2023 |  Discussion Essay 4 (https://webcourses.ucf.edu/courses/1418679/assignments/7741395) | due by 11:59pm |
| Sun Apr 2, 2023 |  Quiz 11 (https://webcourses.ucf.edu/courses/1418679/assignments/7741385) | due by 11:59pm |
| Tue Apr 4, 2023 |  Tuesday Office Hours Post-Spring Break | 1pm to 3pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://webcourses.ucf.edu/calendar?event_id=2698163&include_contexts=course_1418679) | |
| Sun Apr 9, 2023 |  Quiz 12 (https://webcourses.ucf.edu/courses/1418679/assignments/7741392) | due by 11:59pm |
| Tue Apr 11, 2023 |  Tuesday Office Hours Post-Spring Break (https://webcourses.ucf.edu/calendar?event_id=2698168&include_contexts=course_1418679) | 1pm to 3pm |
| Wed Apr 12, 2023 |  Midterm 2 (https://webcourses.ucf.edu/courses/1418679/assignments/7741402) | due by 11:59pm |
| Wed Apr 19, 2023 |  Final Paper Peer Review Extra Credit (https://webcourses.ucf.edu/courses/1418679/assignments/7741400) | due by 11:59pm |
| Sun Apr 30, 2023 |  Final Paper (https://webcourses.ucf.edu/courses/1418679/assignments/7741399) | due by 11:59pm |
| |  Discussion Participation (https://webcourses.ucf.edu/courses/1418679/assignments/7741398) | |
| |  Presentation (https://webcourses.ucf.edu/courses/1418679/assignments/7741403) | |

Course Syllabus

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 Edit



Instructor: Konstantin Ash

Office Hours: Tuesdays 1-3p and Thursdays 3-5p through Zoom or by appointment.

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

Teaching Assistant:

Course Description

War—organized armed conflict between two or more groups that results in persistent casualties – whether between countries, within them or otherwise, has been a constant reminder of humanity’s baser instincts throughout history. While it is no longer an ever-present fear on our minds, as it was during the Cold War and before, armed conflict continues around the world. The goal of this class is to explore what defines both modern and pre-modern warfare, whether it be conflicts between or within states, and to assess the factors that scholars of conflict have developed for explaining the onset of both interstate and intrastate war.

A secondary goal of the class is to develop concrete analytic and writing skills. Half of the grade for this course is based on developing and writing a research paper or policy brief related to the course topic. This writing assignment should not only be used to demonstrate mastery of the content, but to bolster skills that are in-demand by real-world employers, such as producing analytic research, synthesizing research into policy proposals, and being to evaluate evidence based on prior views on a subject and develop either suggestions or improvements as a result. Whether you are familiar or new to writing research papers or policy briefs, I strongly encourage you to not only work on this assignment as part of a class grade but as something that you could use to demonstrate what you’ve learned in college to either graduate schools or real-world employers.

Just a note: there are many, many, many theories about what causes war. We are just getting a sampling in this class. If you're interested, a scholar named Jack Levy has put together a far more comprehensive (100-page long) thematic review of the research that has been done on interstate war and the resultant theories. It is available [here \(http://fas-polisci.rutgers.edu/levy/syllabi/WarPeacesyllabus2015s.pdf\)](http://fas-polisci.rutgers.edu/levy/syllabi/WarPeacesyllabus2015s.pdf).

Assignments

Exams

The course is divided into six two-week sections. Each section concludes with a short exam, due every other Sunday at 11:59p for the first twelve weeks of the course. The exams encompass content from each section's readings, tutorials (when applicable), and lectures. Each will consist of both short-answer and multiple-choice questions. Students will have one hour to complete each short exam and may use any course materials to aid them while taking the exam. The exams are each worth 5% of a student's total grade.

Discussion Papers

Students are required to write discussion papers following the conclusion of each course section. Responses to questions must be supported with cited lecture and reading content. Lecture content must be cited with specific times in which it was mentioned in the lecture. Reading content must include specific page numbers. Discussion papers should be no less than 500 words and no more than 750 words. Each paper is worth 5% of a student's total grade.

Final Paper

The final paper is intended for students to apply some of the theories that they have learned about in class to real-life wars that have occurred or are occurring around the world. There are two options for the paper:

1. **Research Paper:** Use theories that we have learned in class or from scholarly research to explain why a particular international or civil war took place and adjudicate which theory does the best job of explaining this conflict onset. You can choose any conflict from any period of time. More details on the requirements during the research paper tutorial.
2. **Policy Brief:** Apply one theory that we have learned about in class to explaining an *ongoing* international or civil conflict (or some mix of the two) and propose policies on how the application of that theory to how the conflict started can be used to end the conflict. More details on the requirements during the policy brief tutorial.

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12 point font and one-inch margins and cite **at least five academic sources** using either MLA (parenthetical) or endnote style. Papers **MUST** have in-text citations. Papers are due Sunday, April 30 at 11:59pm.

Topic Approval

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

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

Topics for papers MUST be submitted for approval by Tuesday, March 7th at 11:59 PM to my e-mail (konstantin.ash@ucf.edu (<mailto:konstantin.ash@ucf.edu>)) for full credit. You lose one point from your paper for every day that the topic is late (of a maximum of ten points). Students must submit any revisions within 3 days of reply.

Grade Distribution

| Assignment | Percentage of Grade |
|-------------------|---------------------|
| Final Paper | 40% |
| Exams | 30% |
| Discussion Papers | 30% |
| Total | 100% |

Academic Honesty

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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

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

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

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

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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

Section 1: War and the State

Jack S. Levy and William R. Thompson, *Causes of War*. Chichester, UK: Wiley-Blackwell, 2010. The first half of chapter 1: 1-14.

Tilly, Charles. 1990. *Coercion, Capital, and European States: AD 990-1990*. Cambridge: Blackwell: Chapter 67-91.

Spruyt, Hendrik. 1994. *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Princeton University Press. pp. 153-180.

Tutorial: Reading Academic Research

Section 2: Between-State Causes of Interstate War

Nye, Joseph S. *Understanding international conflicts*. New York, NY: Longman, 2008. Chapter 3.

Jack S. Levy and William R. Thompson, *Causes of War*. Chichester, UK: Wiley-Blackwell, 2010. Chap. 2: 28-50

James Fearon. 1995. "Rational Explanations of War," *International Organization*, Vol 49, No. 3. pp. 379-410.

Tutorial: Research Questions

Section 3: Within-State Causes of Interstate War

Mark L. Haas, "Ideological Polarity and Balancing in Great Power Politics." *Security Studies* 23, 4 (2014): 715-753.

Jack Snyder. 1991. *Myths of Empire: Domestic Politics and International Ambition*. Ithaca, NY: Cornell University Press. pp. 31-55.

Jessica Weeks. 2014. "Dictatorships at War and Peace." Ithaca, NY: Cornell University Press. pp. 14-36.

Tutorial: Writing Research Papers

Section 4: Structural Causes of Civil Conflict

Horowitz, Donald. 1985. *Ethnic Groups in Conflict*, Berkeley: University of California Press. 141-160, 166-175.

Frances Stewart, "Horizontal Inequalities and Conflict: An Introduction and some Hypotheses," in *Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies*, ed. Frances Stewart (Houndmills: Palgrave Macmillan, 2008), 3-24.

Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." *Oxford economic papers* 56, no. 4 (2004): 563-595.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency and Civil War," *American Political Science Review* 97 (1): 75-90.

Tutorial: Writing a Policy Brief

Section 5: Individual-Level Causes of Civil Conflict

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.

Humphreys, Macartan and Jekemy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War," *American Journal of Political Science* 52 (2): 436-455.

Petersen, Roger D. 2001. *Resistance and Rebellion: Lessons from Eastern Europe*, Cambridge: Cambridge University Press. 32-51, 75-79.

Tutorial: Linking Claims to Evidence

Section 6: Why not War?

Kenneth Waltz (2013) "More May be Better" in *The Spread of Nuclear Weapons: An Enduring Debate*, by Scott Sagan and Kenneth Waltz, p.1-8, 29-45.

Scott Sagan (2013) "More Will be Worse" in *The Spread of Nuclear Weapons: An Enduring Debate*, by Scott Sagan and Kenneth Waltz, p.47-55, 85-91.

Fazal, Tanisha. 2007. *State Death: The Politics and Geography of Conquest, Occupation, and Annexation*, Princeton University Press. 169-228

Gowa, Joanne. 1999. *Ballots and Bullets: The Elusive Democratic Peace*. Princeton, NJ: Princeton University Press: pp. 3-7, 109-114.






Matthew White (2005) "[Democracies Do Not Make War on One Another...or Do They](http://users.erols.com/mwhite28/demowar.htm) (<http://users.erols.com/mwhite28/demowar.htm>).?"

Davenport, Christian. 2007. *State Repression and the Domestic Democratic Peace*, Cambridge: Cambridge University Press. 33-44, 50-71.

Tutorial: Paraphrasing





Final Paper Due Sunday, April 30 @ 11:59p


Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Wed Jan 11, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737051&include_contexts=course_1410403) | 3pm to 5pm |
| Thu Jan 12, 2023 |  Office Hours Thursdays 9-11a (https://webcourses.ucf.edu/calendar?event_id=2737031&include_contexts=course_1410403) | 9am to 11am |
| Fri Jan 13, 2023 |  Student Engagement Assignment (https://webcourses.ucf.edu/courses/1410403/assignments/7792243) | due by 11:59pm |
| Wed Jan 18, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737034&include_contexts=course_1410403) | 3pm to 5pm |
| Thu Jan 19, 2023 |  Office Hours Thursdays 9-11a (https://webcourses.ucf.edu/calendar?event_id=2737031&include_contexts=course_1410403) | 9am to 11am |

| Date | Details | Due |
|------------------|--|----------------|
| | event_id=2737050&include_contexts=course_1410403) | |
| Sun Jan 22, 2023 |  Short Exam 1 (https://webcourses.ucf.edu/courses/1410403/assignments/7792245), | due by 11:59pm |
| Wed Jan 25, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737054&include_contexts=course_1410403), | 3pm to 5pm |
| Thu Jan 26, 2023 |  Office Hours Thursdays 9-11a (https://webcourses.ucf.edu/calendar?event_id=2737043&include_contexts=course_1410403), | 9am to 11am |
| Fri Jan 27, 2023 |  Discussion Paper 1 (https://webcourses.ucf.edu/courses/1410403/assignments/7792255), | due by 11:59pm |
| Wed Feb 1, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737041&include_contexts=course_1410403), | 3pm to 5pm |
| Thu Feb 2, 2023 |  Office Hours Thursdays 9-11a (https://webcourses.ucf.edu/calendar?event_id=2737044&include_contexts=course_1410403), | 9am to 11am |
| Mon Feb 6, 2023 |  Short Exam 2 (https://webcourses.ucf.edu/courses/1410403/assignments/7792246), | due by 11:59pm |
| Wed Feb 8, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737055&include_contexts=course_1410403), | 3pm to 5pm |
| Thu Feb 9, 2023 |  Office Hours Thursdays 9-11a (https://webcourses.ucf.edu/calendar?event_id=2737035&include_contexts=course_1410403), | 9am to 11am |
| Fri Feb 10, 2023 |  Discussion Paper 2 (https://webcourses.ucf.edu/courses/1410403/assignments/7792254), | due by 11:59pm |
| Wed Feb 15, 2023 |  Office Hours: Wednesday 3-5p (https://webcourses.ucf.edu/calendar?event_id=2737033&include_contexts=course_1410403), | 3pm to 5pm |

| Date | Details | Due |
|------------------|---|----------------|
| Thu Feb 16, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737048&include_contexts=course_1410403 | 9am to 11am |
| Sun Feb 19, 2023 |  Short Exam 3 https://webcourses.ucf.edu/courses/1410403/assignments/7792249 | due by 11:59pm |
| Wed Feb 22, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737046&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Feb 23, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737040&include_contexts=course_1410403 | 9am to 11am |
| Fri Feb 24, 2023 |  Discussion Paper 3 https://webcourses.ucf.edu/courses/1410403/assignments/7792253 | due by 11:59pm |
| Wed Mar 1, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737042&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Mar 2, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737045&include_contexts=course_1410403 | 9am to 11am |
| Sun Mar 5, 2023 |  Short Exam 4 https://webcourses.ucf.edu/courses/1410403/assignments/7792247 | due by 11:59pm |
| Wed Mar 8, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737039&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Mar 9, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737038&include_contexts=course_1410403 | 9am to 11am |
| Fri Mar 10, 2023 |  Discussion Paper 4 https://webcourses.ucf.edu/courses/1410403/assignments/7792252 | due by 11:59pm |
| Wed Mar 15, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar? | 3pm to 5pm |

| Date | Details | Due |
|------------------|---|----------------|
| | event_id=2737036&include_contexts=course_1410403) | |
| Thu Mar 16, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737053&include_contexts=course_1410403 | 9am to 11am |
| Wed Mar 22, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737052&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Mar 23, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737047&include_contexts=course_1410403 | 9am to 11am |
| Sun Mar 26, 2023 |  Short Exam 5 https://webcourses.ucf.edu/courses/1410403/assignments/7792244 | due by 11:59pm |
| Wed Mar 29, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737037&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Mar 30, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737049&include_contexts=course_1410403 | 9am to 11am |
| Fri Mar 31, 2023 |  Discussion Paper 5 https://webcourses.ucf.edu/courses/1410403/assignments/7792251 | due by 11:59pm |
| Wed Apr 5, 2023 |  Office Hours: Wednesday 3-5p https://webcourses.ucf.edu/calendar?event_id=2737030&include_contexts=course_1410403 | 3pm to 5pm |
| Thu Apr 6, 2023 |  Office Hours Thursdays 9-11a https://webcourses.ucf.edu/calendar?event_id=2737032&include_contexts=course_1410403 | 9am to 11am |
| Sun Apr 9, 2023 |  Short Exam 6 https://webcourses.ucf.edu/courses/1410403/assignments/7792248 | due by 11:59pm |
| Fri Apr 14, 2023 |  Discussion Paper 6 https://webcourses.ucf.edu/courses/1410403/assignments/7792250 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Apr 30, 2023 |  Final Paper (https://webcourses.ucf.edu/courses/1410403/assignments/7792256) | due by 11:59pm |

Course Syllabus

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CPO 3103 - Comparative Politics

Instructor: Konstantin Ash
5p over Zoom or by appointment.

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

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 Sunday, April 30 at 11:59pm to WebCourses.

Topic Approval

Topics for the writing assignment **MUST** be submitted for approval by Monday, March 6 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) (<http://osc.sdes.ucf.edu/faq#students>) for further action. See the [UCF Golden Rule](http://goldenrule.sdes.ucf.edu/) (<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.

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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 (JANUARY 9-16) - 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 (JANUARY 16-23) - 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 (JANUARY 23-30) - 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 (JANUARY 30 - FEBRUARY 6) - 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](#)"

[\(http://blogs.lse.ac.uk/politicsandpolicy/duvergers-law-dead-parrot-dunleavy/\)](http://blogs.lse.ac.uk/politicsandpolicy/duvergers-law-dead-parrot-dunleavy/)." London School of Economics.

WEEK 5 (FEBRUARY 6-13) - 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 (FEBRUARY 13-20) - 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.

Midterm Exam 1 Prompt Distributed.

WEEK 7 - (FEBRUARY 20-27) 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 Due Thursday, February 23 @ 11:59pm

Tutorial: Writing Academic Research Papers

WEEK 8 - (FEBRUARY 27 - MARCH 6) 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.

Tutorial: Interview Questions

WEEK 9 - (MARCH 6-13) 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, March 6 @ 11:59pm

Tutorial: Paraphrasing

WEEK 10 - (MARCH 20-27) 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 - (MARCH 27 - APRIL 3) 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 - (APRIL 3 - 10) 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, April 13 at 11:59pm.



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



Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Fri Jan 13, 2023 |  Student Engagement Assignment (https://webcourses.ucf.edu/courses/1410404/assignments/7659443) | due by 11:59pm |
| Sun Jan 15, 2023 |  Week 1 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659424) | due by 6pm |
| |  Week 1 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659415) | due by 11:59pm |
| Mon Jan 16, 2023 |  Week 1 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659423) | due by 11:59pm |
| Tue Jan 17, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661473&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Jan 22, 2023 |  Week 2 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659421) | due by 11:59pm |
| Mon Jan 23, 2023 |  Week 2 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659425) | due by 11:59pm |
| Tue Jan 24, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661474&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Jan 29, 2023 |  Week 3 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659414) | due by 11:59pm |
| Mon Jan 30, 2023 |  Week 3 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659426) | due by 11:59pm |
| Tue Jan 31, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?) | 1pm to 3pm |

| Date | Details | Due |
|------------------|---|----------------|
| | event_id=2661475&include_contexts=course_1410404) | |
| Sun Feb 5, 2023 |  Week 4 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659410) | due by 11:59pm |
| Mon Feb 6, 2023 |  Week 4 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659427) | due by 11:59pm |
| Tue Feb 7, 2023 |  Extra Credit Survey (https://webcourses.ucf.edu/courses/1410404/assignments/7659438) | due by 12pm |
| |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661476&include_contexts=course_1410404) | 1pm to 3pm |
| Fri Feb 10, 2023 |  Week 7 Quiz hidden (https://webcourses.ucf.edu/courses/1410404/assignments/7659418) | due by 6pm |
| Sun Feb 12, 2023 |  Week 7 Discussion hidden (https://webcourses.ucf.edu/courses/1410404/assignments/7659430) | due by 6pm |
| |  Week 5 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659417) | due by 11:59pm |
| Mon Feb 13, 2023 |  Week 5 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659428) | due by 11:59pm |
| Tue Feb 14, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661477&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Feb 19, 2023 |  Week 6 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659429) | due by 6pm |
| |  Week 6 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659419) | due by 11:59pm |
| Mon Feb 20, 2023 |  Pre-Midterm Extra Credit Assignment (https://webcourses.ucf.edu/courses/1410404/assignments/7659442) | due by 6pm |

| Date | Details | Due |
|------------------|---|----------------|
| Tue Feb 21, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2661478&include_contexts=course_1410404 | 1pm to 3pm |
| Thu Feb 23, 2023 |  Midterm Exam 1 https://webcourses.ucf.edu/courses/1410404/assignments/7659439 | due by 11:59pm |
| Sun Feb 26, 2023 |  Week 7 Quiz https://webcourses.ucf.edu/courses/1410404/assignments/7659413 | due by 11:59pm |
| Mon Feb 27, 2023 |  Week 7 Discussion https://webcourses.ucf.edu/courses/1410404/assignments/7659431 | due by 11:59pm |
| Tue Feb 28, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2661479&include_contexts=course_1410404 | 1pm to 3pm |
| Sun Mar 5, 2023 |  Week 8 Quiz https://webcourses.ucf.edu/courses/1410404/assignments/7659412 | due by 11:59pm |
| Mon Mar 6, 2023 |  Week 8 Discussion https://webcourses.ucf.edu/courses/1410404/assignments/7659432 | due by 11:59pm |
| Mon Mar 6, 2023 |  Writing Assignment Topic Proposal Due Through E-mail https://webcourses.ucf.edu/calendar?event_id=2661472&include_contexts=course_1410404 | 11:59pm |
| Tue Mar 7, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2661480&include_contexts=course_1410404 | 1pm to 3pm |
| Sun Mar 12, 2023 |  Week 9 Quiz https://webcourses.ucf.edu/courses/1410404/assignments/7659422 | due by 11:59pm |
| Tue Mar 14, 2023 |  Tuesday Office Hours https://webcourses.ucf.edu/calendar?event_id=2661481&include_contexts=course_1410404 | 1pm to 3pm |
| Fri Mar 17, 2023 |  Week 10 Quiz https://webcourses.ucf.edu/courses/1410404/assignments/7659411 | due by 6pm |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Mar 19, 2023 |  Week 10 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659434) | due by 6pm |
| Mon Mar 20, 2023 |  Week 9 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659433) | due by 11:59pm |
| Tue Mar 21, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661482&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Mar 26, 2023 |  Week 10 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659420) | due by 11:59pm |
| Mon Mar 27, 2023 |  Week 10 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659435) | due by 11:59pm |
| Tue Mar 28, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661483&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Apr 2, 2023 |  Week 11 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659416) | due by 11:59pm |
| Mon Apr 3, 2023 |  Week 11 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659436) | due by 11:59pm |
| Tue Apr 4, 2023 |  Tuesday Office Hours (https://webcourses.ucf.edu/calendar?event_id=2661484&include_contexts=course_1410404) | 1pm to 3pm |
| Sun Apr 9, 2023 |  Week 13 Discussion (https://webcourses.ucf.edu/courses/1410404/assignments/7659437) | due by 6pm |
| Sun Apr 9, 2023 |  Week 12 Quiz (https://webcourses.ucf.edu/courses/1410404/assignments/7659409) | due by 11:59pm |
| Thu Apr 13, 2023 |  Midterm Exam 2 (https://webcourses.ucf.edu/courses/1410404/assignments/7659440) | due by 11:59pm |
| Mon Apr 17, 2023 |  Pre-Final Extra Credit Opportunity | due by 6pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://webcourses.ucf.edu/courses/1410404/assignments/7659441) | |
| |  Writing Assignment (https://webcourses.ucf.edu/courses/1410404/assignments/7659444) | due by 11:59pm |
| Sun Apr 30, 2023 |  Writing Assignment Supplemental Files (https://webcourses.ucf.edu/courses/1410404/assignments/7659445) | due by 11:59pm |

POS 3037: Scope and Methods (Section 002)
Spring 2023

Professor: Dr. Kevin Aslett

Email: kevin.aslett@ucf.edu

Days and Times: Monday & Wednesdays, Friday 12:30PM-1:20 PM

Classroom: Howard Phillips Hall (HPH) 0310

Office Hours: Monday 2:00 – 3:30 PM ; Wednesday 2:00-3:30 PM in Howard Phillips Hall (HPH) 0302I

Lab Hours: Wednesday 3:30-5:00 PM in Howard Phillips Hall (HPH) 0310

Final Exam Date and Time: Friday, April 28, 10:00 AM – 12:50 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 and interpreting a 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%)

HW assignments (20%)

Lightning Talk Presentation (10%)

Midterm I (15%)

Midterm II (15%)

Final Exam (30%)

Grading Scale

| GRADE | PERCENTAGE |
|-------|--------------|
| A | 91.5-100 |
| A- | 89.5-91.5 |
| B+ | 87.5-89.5 |
| B | 79.5-87.5 |
| B- | 77.5-79.5 |
| C+ | 75.5-78.5 |
| C | 68.5-75.5 |
| C- | 66.5-68.5 |
| D+ | 64.5-66.5 |
| D | 57.5-64.5 |
| F | 57.5 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 statistical 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) Laudet, Elena and Imai, Kumai (2018). *Data Analysis For Social Science*. Princeton University Press.
- (2) King, G., Keohane, R. O., & Verba, S. (2021). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.
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- (3) Wilke, Claus. *Fundamentals of Data Visualization*.
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- (4) Golemund, Garrett and Hadley Wickham. *R for Data Science*.
<https://r4ds.had.co.nz/>

Class Schedule

| Date | Topic | Readings | Assignment |
|---------|---|------------------------------------|---------------------------|
| Jan. 09 | Introduction to the course Course requirements | Syllabus | HW 1 Assigned (Jan. 12th) |
| Jan. 11 | The science in political science | KKV - Ch. 1 | |
| Jan. 13 | The science in political science | KKV - Ch. 1 | HW 2 Assigned (Jan. 20th) |
| Jan. 16 | *** NO CLASS *** * Martin Luther King Jr. Day* | | |
| Jan. 18 | Introduction to R | Laudet & Imai (1-19) | |
| Jan. 20 | Introduction to R | Laudet & Imai (1-19) | HW 3 Assigned (Jan. 27th) |
| Jan. 23 | Working with dataframes in R | Laudet & Imai (19-26) | |
| Jan. 25 | Working with dataframes in R | Laudet & Imai (19-26) | |
| Jan. 27 | Randomized Experiments | Laudet & Imai (27-38) | HW 4 Assigned (Feb. 3rd) |
| Jan. 30 | Randomized Experiments (Examples) | Laudet & Imai (38-50) | |
| Feb. 1 | Inferring Population Characteristics (Two-way Tables) | Laudet & Imai (50-65) | |
| Feb. 3 | Inferring Population Characteristics (Histograms) | Laudet & Imai (66-78) | HW 5 Assigned (Feb. 10th) |
| Feb. 6 | Inferring Population Characteristics (Scatter Plots) | Laudet & Imai (78-98) | |
| Feb. 8 | Plotting in R | Wilke (Data Visualization chapter) | |
| Feb. 10 | --- Review Day --- | | |

| | | | |
|----------|---|------------------------------------|----------------------------|
| Feb. 13 | --- MIDTERM 1 --- | | |
| Feb. 15 | Plotting in R | Wilke (Data Visualization chapter) | |
| Feb. 17 | Predicting Outcomes using Linear Regression | Laudet & Imai (98-107) | HW 6 Assigned (Feb. 24th) |
| Feb. 20 | Predicting Outcomes using Linear Regression | Laudet & Imai (98-107) | |
| Feb. 22 | Predicting Outcomes using Linear Regression | Laudet & Imai (107-112) | |
| Feb. 24 | Natural Logarithm Transformation | Laudet & Imai (112-120) | HW 7 Assigned (March 3rd) |
| Feb. 27 | Interpretation of Linear regression | Laudet & Imai (120-128) | |
| March 1 | Interpretation of Linear regression | Laudet & Imai (120-128) | |
| March 3 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | HW 8 Assigned (March 10th) |
| March 6 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | |
| March 8 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | |
| March 10 | Internal and External Validity Revisited | Laudet & Imai (152-162) | |
| March 20 | REVIEW DAY | | |
| March 22 | MIDTERM II | | |
| March 24 | Axioms of Probability | Laudet & Imai (162-169) | HW 9 Assigned (March 31st) |
| March 27 | Axioms of Probability | Laudet & Imai (162-169) | |
| March 29 | Normal Distribution | Laudet & Imai (170-179) | |

| | | | |
|----------|--|-------------------------|-----------------------------|
| March 31 | Population Parameters Versus Sample Parameters | Laudet & Imai (180-195) | HW 10 Assigned (April 7th) |
| April 3 | Population Parameters Versus Sample Parameters | Laudet & Imai (180-195) | |
| April 5 | Data Visualizations I | Wilke (Sections 1-10) | |
| April 7 | Data Visualizations II | Wilke (Sections 17-25) | HW 11 Assigned (April 14th) |
| April 10 | Data Visualizations III | | |
| April 12 | Quantifying Uncertainty | Laudet & Imai (195-210) | |
| April 14 | Quantifying Uncertainty | Laudet & Imai (195-210) | HW 11 Assigned (April 21st) |
| April 17 | Hypothesis Testing | Laudet & Imai (210-225) | |
| April 19 | Hypothesis Testing | Laudet & Imai (210-225) | |
| April 21 | Lightning Presentations | | |
| April 24 | Review Day | | |
| April 28 | FINAL EXAM (10:00 AM – 12:50 PM) | | |

POS 3037: Scope and Methods (Section 001)
Spring 2023

Professor: Dr. Kevin Aslett

Email: kevin.aslett@ucf.edu

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| Jan. 27 | Randomized Experiments | Laudet & Imai (27-38) | HW 4 Assigned (Feb. 3rd) |
| Jan. 30 | Randomized Experiments (Examples) | Laudet & Imai (38-50) | |
| Feb. 1 | Inferring Population Characteristics (Two-way Tables) | Laudet & Imai (50-65) | |
| Feb. 3 | Inferring Population Characteristics (Histograms) | Laudet & Imai (66-78) | HW 5 Assigned (Feb. 10th) |
| Feb. 6 | Inferring Population Characteristics (Scatter Plots) | Laudet & Imai (78-98) | |
| Feb. 8 | Plotting in R | Wilke (Data Visualization chapter) | |
| Feb. 10 | --- Review Day --- | | |
| Feb. 13 | --- MIDTERM 1 --- | | |

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| Feb. 15 | Plotting in R | Wilke (Data Visualization chapter) | |
| Feb. 17 | Predicting Outcomes using Linear Regression | Laudet & Imai (98-107) | HW 6 Assigned (Feb. 24th) |
| Feb. 20 | Predicting Outcomes using Linear Regression | Laudet & Imai (98-107) | |
| Feb. 22 | Predicting Outcomes using Linear Regression | Laudet & Imai (107-112) | |
| Feb. 24 | Natural Logarithm Transformation | Laudet & Imai (112-120) | HW 7 Assigned (March 3rd) |
| Feb. 27 | Interpretation of Linear regression | Laudet & Imai (120-128) | |
| March 1 | Interpretation of Linear regression | Laudet & Imai (120-128) | |
| March 3 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | HW 8 Assigned (March 10th) |
| March 6 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | |
| March 8 | Estimating Causal Effects with Observational Data | Laudet & Imai (128-152) | |
| March 10 | Internal and External Validity Revisited | Laudet & Imai (152-162) | |
| March 20 | REVIEW DAY | | |
| March 22 | MIDTERM II | | |
| March 24 | Axioms of Probability | Laudet & Imai (162-169) | HW 9 Assigned (March 31st) |
| March 27 | Axioms of Probability | Laudet & Imai (162-169) | |
| March 29 | Normal Distribution | Laudet & Imai (170-179) | |
| March 31 | Population Parameters Versus Sample Parameters | Laudet & Imai (180-195) | HW 10 Assigned (April 7th) |

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| April 3 | Population Parameters Versus Sample Parameters | Laudet & Imai (180-195) | |
| April 5 | Data Visualizations I | Wilke (Sections 1-10) | |
| April 7 | Data Visualizations II | Wilke (Sections 17-25) | HW 11 Assigned (April 14th) |
| April 10 | Data Visualizations III | | |
| April 12 | Quantifying Uncertainty | Laudet & Imai (195-210) | |
| April 14 | Quantifying Uncertainty | Laudet & Imai (195-210) | HW 11 Assigned (April 21st) |
| April 17 | Hypothesis Testing | Laudet & Imai (210-225) | |
| April 19 | Hypothesis Testing | Laudet & Imai (210-225) | |
| April 21 | Lightning Presentations | | |
| April 24 | Review Day | | |
| April 26 | FINAL EXAM (10:00 AM – 12:50 PM) | | |

Course Syllabus

[Jump to Today](#)



INR 4350 - 0W60 Global Environmental Politics

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

Number of Credit Hours: 3

Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302
- Office Hours: Tuesday 11 - 1pm and Thursday 11 to 12.30pm, Virtual hours are possible only by appointment.
- Digital Contact: **All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**

Email: jacopo.baggio@ucf.edu (only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

Course Information

- Term: Spring 2023
- Course Number & Section: INR 4350 0W60
- Course Name: Global Environmental Politics
- Credit Hours: 3
- Course Modality: W

Course Description

This course aims to equip students with theories and frameworks that are apt to understand the

current state of global environmental politics. During this course you will read and do activities that will increase your knowledge around social-ecological systems, resilience, adaptation and transformation. Further, you will touch upon specific issues of global relevance such as climate change, biodiversity, fisheries, forestry, agriculture and energy and assess the global politics surrounding them.

Overall, this course is an introduction to concepts related to global environmental politics via a social-ecological system lens. The course will focus on introducing concepts and examples of issues and problems that fall under the umbrella of “global environmental politics”.

Student Learning Outcomes

By the end of this course you should be able to:

Knowledge: Have knowledge of different ways in which environmental issues can be approached. Understanding the trade-offs involved in global environmental politics as well as assessing and understanding issues surrounding collective action and cooperation. Further, you will have knowledge on some of the most important pressing issues in global environmental politics: climate change, biodiversity loss and finance; as well as issues surrounding specific global resources such as fisheries, forestry and energy.

Competence and skills: Compare and critically assess the different theories and frameworks proposed and use the appropriate lens to assess and find solutions to current issues in environmental politics. Further, students, via independent work, will need to learn to write policy briefs related to potential solution to a topic of your choice.

Finally, **students will be evaluated via:**

- 10 Weekly highlights for the general public
- One presentation in which you lay out a potential policy solution to tackle a specific environmental issue of your choice (feel free to contact me at any time if you are unsure about the topic you want to address).
- One presentation that relates to the first (incorporating feedback) and lay out further in detail potential policy solution to tackle a specific environmental issue of your choice.
- One 1000 maximum word policy brief

Course Activities

Weekly Highlights: Discussion (40 points, 4 points each)

During the course you will be required to write 5 bullet points highlight of a paper of your choice between the weekly papers assigned (you can choose one of the mandatory readings in bold or one of the optional). The weekly highlights must include:

- The title of the paper you refer to
- 5 highlights of the paper that are relevant to you (minimum 200 words for all 5)
- The highlights need to be written for a general audience (imagine you are giving the highlights to a policy maker, that is not an expert in the field).

Example of questions you can use as prompt to write your highlights:

- What question is being addressed?
- What is the main method/approaches used? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- What are the main results of the paper?
- What are the implication of the main results of the paper for policy makers?

First Presentation (15 points)

The first presentation should include a policy issue you are interested in (or problem statement) related to environmental politics.

During the first presentation you are expected to synthesize and apply appropriately the different theories/frameworks learned in class to the problem of your choice. You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to also present how you intend to proceed to address the policy issue you are proposing.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.
- The first presentation should aim to clarify: the problem, how can we address it and the stakeholders

Second Presentation (20 points)

The second presentation should actually be akin your final paper and should present it, as you would

to a decision maker. Hence this presentation implies that you will have a specific motivation, identified stakeholders and assess the issue and potential solutions. You should incorporate feedback received during your first presentation.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and to your first presentation.
- Incorporate feedback from the first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the policy brief of your choice.

Final Paper (25 points)

The final project is due the last week of class (or week 16)

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your ability to coherently write a policy brief that can be submitted to a policy maker. It has to involve an in-depth analysis of a topic of your choice that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:
- The policy brief should address current state of the art, stakeholders, solutions, winners and losers (potential) of the solution and potential risks associated to implementing the policy you are writing about.
- **You are not allowed to use quotes**, and the essay will be submitted via Turn-It-In.
- APA style is required as well as proper citations if needed.

The Policy brief must be at least 1000 words, not to exceed 2000 words without counting references.

Activity Submissions

All course assignments (weekly highlights, presentations and final project) are to be submitted via [Webcourses@ucf \(mailto:Webcourses@ucf\)](mailto:Webcourses@ucf) (Canvas)

Make-up Exams and Assignments

MAKE UP EXAMS AND ASSIGNMENTS

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

Assessment and Grading Procedures

Assignment value in points:

| Assignment | Points |
|---------------------|--------|
| Weekly Discussion | 40 |
| First Presentation | 15 |
| Second Presentation | 20 |
| Final Project | 25 |
| Total | 100 |

Points to Grade Conversion:

| Letter Grade | Points |
|--------------|-----------------|
| A | 93 – 100 points |
| A- | 90 – 92 points |
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| B+ | 87 – 89 points |
| B | 83 – 86 points |
| B- | 80 – 82 points |
| C+ | 77 – 79 points |
| C | 70 – 76 points |
| D | 60 – 69 points |
| F | 59 and below |

Consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

| Week | Mode | Topic | Assignments | Due Dates | Readings (Bold = mandatory) |
|----------|--------|---|-------------------------------------|--------------------------|--|
| Module 0 | Online | <ul style="list-style-type: none"> Course Orientation | | | Check this blog out, great resource for writing papers: http://www.raulpacheco.org/2017/06/ http://www.raulpacheco.org/2017/06/wr |
| Module 1 | Online | <ul style="list-style-type: none"> Searching, reading and referencing appropriately peer-reviewed papers | Syllabus Quiz - academic engagement | Friday January 13th 2023 | <ul style="list-style-type: none"> Check this blog out, great resource for writing papers: http://www.raulpacheco.org/2017/06/ http://www.raulpacheco.org/2017/06/wr |
| | Online | <ul style="list-style-type: none"> What are the commons? | | | <ul style="list-style-type: none"> Hardin, G. (1968). The Tragedy of Commons. <i>Science</i>, 162(3859), 1243–1248. |

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| Module 2 | | | | | <p>http://doi.org/10.1126/science.162.3</p> <p>http://doi.org/10.1126/science.1091</p> <ul style="list-style-type: none"> • Dietz, T. (2003). Struggle to Gov Science, 302(5652), 1907–1912. http://doi.org/10.1126/science.1091 • Vogler, J. (2005). Studying the Gl Governance without Politics?. <i>Ha Environmental Politics</i>, 172-82. • Lambert, J., Epstein, G., Joel, J., Identifying Topics and Trends in tl Pool Resources Using Natural La <i>International Journal of the Comm</i> https://doi.org/10.5334/ijc.1078 |
| Module 3 | Online | <ul style="list-style-type: none"> • Design principles for Common Pool Resources | Weekly Highlights (include week 3 and 4) | Sunday, Jan 28th 2023 | <ul style="list-style-type: none"> • Cox, M., Arnold, G., & Tomás, S Design Principles for Communi Resource Management. <i>Ecolog</i> • Baggio, J. A., Barnett, A. J., Per Ratajczyk, E., Rollins, N., ... Jar Explaining success and failure configural nature of Ostrom's ir principles. <i>International Journa 10(2)</i>. http://doi.org/10.18352/ijc.634 • Barnett, A. J., Baggio, J. A., Shin, Ibarra, I., Rubinos, C., ... Jansser iterative approach to case study a qualitative analysis of quantitative <i>International Journal of the Comm</i> http://doi.org/10.18352/ijc.632 |
| | online | <ul style="list-style-type: none"> • Social Dilemmas | Weekly Highlights | | <ul style="list-style-type: none"> • Janssen, M. A., Holahan, R., Le (2010). Lab experiments for the ecological systems. <i>Science</i>,32 |

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| Module 4 | | | | Sunday, Feb 5th 2022 | <p>http://doi.org/10.1126/science.1</p> <ul style="list-style-type: none"> • Baggio, J. A., Rollins, N. D., Pére: (2015). Irrigation experiments in tl environmental variability, and colle <i>and Society</i>, 20(4), 12. http://doi.200412 (http://doi.org/10.5751/ES-0 (http://doi.org/10.5751/ES-07772-200 • Baggio, J. A., Freeman, J., Coyl M. (2022). Harnessing the benef address socio-environmental g <i>Plos one</i>, 17(8), e0263399 • Janssen, M. A., Bousquet, F., Car & Worrapihong, K. (2012). Fiel irrigation dilemmas. <i>Agricultural S</i> |
| Module 5 | Online | <ul style="list-style-type: none"> • Social-Ecological Systems | Weekly Highlights | Sunday, Feb 12th 2022 | <ul style="list-style-type: none"> • Folke, C., Polasky, S., Rockströ Westley, F., Lamont, M., ... Walk <i>future in the Anthropocene bio: https://doi.org/10.1007/s13280-</i> • Folke, C. (2006). Resilience: The perspective for social-ecological s <i>Environmental Change</i>, 16(3), 25. http://doi.org/10.1016/j.gloenvcha • Holling, C. S., Folke, C., Gunders (2000). <i>Resilience of Ecosystems Institutions - Final Report</i> • Anderies, J. M., Janssen, M. A., & framework to analyze the robustn systems from an institutional pers <i>society</i>,9(1), 18. • Nelson, D. R., Adger, W. N., & B Adaptation to environmental ch a resilience framework. <i>Annual and Resources</i>, 32(1), 395-419. |
| | Online | <ul style="list-style-type: none"> • Planetary boundaries | Weekly | | <ul style="list-style-type: none"> • Steffen, W., Richardson, K., Ro |

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| Module 6 | | <ul style="list-style-type: none"> • Overshoot and Collapse | Weekly Highlights | Sunday, Feb 19th 2023 | <p>E., Fetzer, I., Bennett, E. M., ... & Planetary boundaries: Guiding a changing planet. <i>Science</i>, 347, 1259855. http://doi.org/10.1126/science.1259855</p> <ul style="list-style-type: none"> • Tainter, J. A. (2006). Archaeology of the Collapse. <i>Annual Review of Anthropology</i>, 37, 1-24. http://doi.org/10.1146/annurev.anthro.37.09.01 • Wackernagel, M., Schulz, N. B., Lantieri, M., Fisher, G., Jenkins, M., Kapos, V., ... Raring, M. (2002). The ecological overshoot of the human era. <i>Proceedings of the National Academy of Sciences</i>, 99(12), 9266–9271. http://doi.org/10.1073/pnas.142033699 |
| Module 7 | Online | <ul style="list-style-type: none"> • Resilience “principles” for ecosystem management | Weekly Highlights | Sunday, Feb 26th 2023 | <ul style="list-style-type: none"> • Baggio, J. A., Brown, K., & Hellmuth, M. (2019). Boundary object or bridging concept? A network analysis of resilience. <i>Ecology and Society</i>, 20(2), 2. • Biggs, R., Schlüter, M., Biggs, J., Pollock, L., Burns, S., Cundill, G., ... Walker, L. (2017). Toward Principles for Enhancing Resilience of Ecosystem Services. <i>Annual Review of Environment and Resources</i>, 37(1), 421–448. http://doi.org/10.1146/annurev-environ-081716-084901 • Carpenter, S., Walker, B., Anderies, J., & Mooney, H. (2001). From Metaphor to Measurement: What to Measure? <i>Ecosystems</i>, 4(8), 765–767. http://doi.org/10.1007/s10021-001-0011-0 • Carpenter, S. R., Brock, W. A., & Scheffer, M. (2015). Allowing variability: safe operating space for exploited species. <i>Proceedings of the National Academy of Sciences</i>, 112(12), 3671–3676. http://doi.org/10.1073/pnas.1420336112 |

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| | | | | | <p><i>Proceedings of the National Academy of Sciences</i>, 112(46), 14384–14389.</p> <p>http://doi.org/10.1073/pnas.15111804</p> <p>(http://doi.org/10.1073/pnas.1511804)</p> <ul style="list-style-type: none"> • Anderies, J. M. (2015). Managing challenges for the Anthropocene. <i>National Academy of Sciences</i>, 112(46), 14384–14389. http://doi.org/10.1073/pnas.15111804 (http://doi.org/10.1073/pnas.1519071) |
| Module 8 | Online | <ul style="list-style-type: none"> • Global Environmental Problems and prospects for Governance | Weekly Highlights and First Presentation | Sunday, March 5th 2023 | <ul style="list-style-type: none"> • Biermann, F. (2021). The future ‘environmental’ policy in the Anthropocene: A paradigm shift. <i>Environmental Science and Policy</i>, 118, 103–112. • Maniates, M. F. (2001). Individual responsibility: a bike, save the world?. <i>Global Environment</i>, 1(3), 31-52. • Ostrom, E., Burger, J., Field, C. B., Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. <i>science</i>, 284(5428), 255–256. • Ostrom, E. (2010). Beyond markets and states: governance of complex economic systems. <i>economic review</i>, 100(3), 641-72. • Galaz, V. (2022). Global environmental governance in times of turbulence. <i>One Earth</i>, 3(1), 10–19. |
| Module 9 | | <ul style="list-style-type: none"> • Compliance, effects and effectiveness of environmental regimes | Weekly Highlights | Sunday March 12th 2023 | <ul style="list-style-type: none"> • Roberts, J. T., Parks, B. C., & VandenBroucke, J. (2021). Who ratifies environmental treaties? Institutionalism, structuralism and the role of states in 22 treaties. <i>Global Environment</i>, 4(3), 22-64 • Young, O. R. (2014). The effective environmental regimes: Existing knowledge, themes, and research strategies. <i>Environmental Politics</i>, 273-299. • Gilligan, M. J. (2004). Is there a bias in international multilateral agreements? <i>Organization</i>, 58(3), 459-484. • Wagner, M. S. (2021). The effect of environmental treaties on climate change: A meta-analysis. <i>Environmental Science and Policy</i>, 118, 103–112. |

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| | | | | | <ul style="list-style-type: none"> • Wagner, M. G. (2021). The effect of international environmental regulation on compliance in the Hyogo Framework for Action. <i>International Environmental Agreements and Economics</i>, 21(1), 113-132 • Young, O. R. (2018). Research on the effectiveness of international environmental agreements. <i>Nature Sustainability</i>, 1(9), 461-464 |
| Module 10 | <ul style="list-style-type: none"> • Climate Change and the UNFCCC | Weekly Highlights | Sunday March 26th 2023 | <ul style="list-style-type: none"> • Depledge, J., Saldivia, M., & Pielke, R. (2022). Is the climate action half full or glass half empty?: the 2022 UN Climate Conference. <i>Climate Policy</i> • AR6 Climate Change 2021: The Final Update: Summary for policy makers: https://www.ipcc.ch/report/ar6/wg1/headline-statements/ (https://www.ipcc.ch/report/ar6/wg1/statements/) • Aklin, M., & Mildenberger, M. (2022). A wrong dilemma: why distributive justice is a barrier to collective action, characterizes climate change. <i>Global Environmental Politics</i> • Kuyper, J. W., Linnér, B. O., & Sjöström, M. (2022). State actors in hybrid global climate governance: legitimacy, and effectiveness in a hybrid world. <i>Interdisciplinary Reviews: Climate Change</i> | |
| Module 11 | <ul style="list-style-type: none"> • Biodiversity Loss | Weekly Highlights | Sunday, April 2nd 2023 | <ul style="list-style-type: none"> • Ulloa, A. M. (2022). Accountability and Dialogue: Can NGOs Persuade States to Protect Biodiversity?. <i>Global Environmental Politics</i> • Pattberg, P., Widerberg, O., & Kolm, S. C. (2022). A global biodiversity action agenda for 2022. <i>Global Environmental Politics</i>, 22(2), 385-390. • Petersson, M., & Stoett, P. (2022). Global biodiversity governance and the Paris Agreement. <i>Environmental Agreements: Policy and Economics</i>, 22(2), 333-352. • Rydgren, O., Zizka, A., & Jagers, P. (2022). The role of non-state actors in global biodiversity governance. <i>Global Environmental Politics</i> | |

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|-----------|--------|---|---------------------|------------------------|---|
| | | | | | <ul style="list-style-type: none"> • Ryden, C., Eklund, A., Sagers, C., Antonelli, A. (2020). Linking der biodiversity conservation: Emp research gaps. <i>Ambio</i>, 49(2), 41 |
| Module 12 | | <ul style="list-style-type: none"> • Economics, Finance and Climate Change | Weekly Highlights | Sunday, April 9th 2023 | <ul style="list-style-type: none"> • Kedward, K., Ryan-Collins, J., & C Biodiversity loss and climate char stability implications for central ba supervisors. <i>Climate Policy</i>, 1-19. • Galaz, V., Crona, B., Dauriach, A Steffen, W. (2018). Finance and Exploring the links between fin. linear changes in the climate sy <i>Environmental Change</i>, 53, 296 • Chenet, H., Ryan-Collins, J., & Finance, climate-change and ra Towards a precautionary appro <i>Ecological Economics</i>, 183, 106 • Schweickart, D. (2010). Is sustain possible?. <i>Procedia-Social and B</i> 6739-6752. • Biermann, F., Kanie, N., & Kim, R governance by goal-setting: the n Sustainable Development Goals. <i>Environmental Sustainability</i>, 26, |
| Module 13 | Online | <ul style="list-style-type: none"> • Energy, Adaptation and Transformation | Second Presentation | Sunday, April 16th | <ul style="list-style-type: none"> • Das, A. (2019, March). Global env developing nations' climatic vulne systematic review and meta-analy <i>Conference on Climate Change (</i> • Hausknost, D., & Hammond, M. (environmental state? The political sustainability transformation. <i>Env</i> 1-16. • Karintseva, O., Kharchenko, M., Derykolenko, O., Melnyk, V., & Environmental determinants of transformation of national econ |

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| | | | | | <p>transformation of national economic development. <i>International Journal of Issues</i>, 43(2-3), 262-274.</p> <ul style="list-style-type: none"> • O'Brien, K. (2012). Global environmental adaptation to deliberate transform <i>geography</i>, 36(5), 667-676. • Sachs, J. D., Schmidt-Traub, G. Messner, D., Nakicenovic, N., & Six transformations to achieve development goals. <i>Nature sus</i> |
| Module 14 | Online | Final Project work Time | | Monday, April 24th 2022 | |

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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 \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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 \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/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](#)

(<https://scai.sdes.ucf.edu/student-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](https://academicintegrity.org/)  (<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)"  (<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](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf). (<https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.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> (<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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. 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

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 \(https://my.ucf.edu\)](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

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.

PUP3204H-23Spring 0201

[Jump to Today](#)



Honors Sustainability PUP 3204H

SPSIA, College of Science

Number of Credit Hours: 3

Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302
- Office Hours: Tuesday 11 - 1pm and Thursday 11 to 12.30pm, Virtual hours are possible only by appointment.
- Digital Contact: **All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**

Email: jacopo.baggio@ucf.edu (only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

Course Information

- Term: Spring 2023 Semester and year
- Course Number & Section: PUP 3204H
- Course Name: Sustainability
- Credit Hours: 3
- Class Meeting Days: Tuesday/Thursday
- Class Meeting Time: 3pm - 4.15pm
- Class Location: BA1 O213
- Course Modality: P

SYLLABUS DISCLAIMER:

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

Course Description

This course is divided into two sections touched upon each week. In the first section of the week lecture style presentations will be given and aimed to equip students with theories and frameworks that are apt to analyze current issues related to sustainability. The second weekly section is student led and relates to putting into practice the lecture and reading materials and contextualize it with examples related to sustainability.

During the course, the students will become acquainted with the different conceptualization and frameworks related to the analysis of common pool resources, resilience and social ecological systems. These conceptualization will allow students to analyze, assess and discuss several sustainability problems such as biodiversity, climate change, energy etc.

Student Learning Outcomes

A student who has passed the course will be able to

Knowledge: Have knowledge of the different frameworks and theories applied to assess and solve complex environmental issues from a social-ecological perspective. This will include an in-depth knowledge about social dilemmas and collective action as well as managing common pool resources, resilience, adaptive management and co-management in social-ecological systems.

Competence and skills: Compare and critically assess the different theories and frameworks proposed and use the appropriate lens to assess and find solutions to current issues in environmental politics. Further, students, via independent work, will need to learn to plan and conduct a mini-research project leading to two presentations and one final essay. They will, hence, have to produce a written piece of work following standards observed for submission to peer-reviewed journals, including proper citation and use of references.

Course Activities

- Discussing current issues in class weekly on Thursday
- Two full presentations

- One Final Essay
- No extra credit will be provided.

More in detail:

Course Activities

Discussion Assessment: Discussion (30 points)

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

- You will auto-select groups that will discuss specific weekly topics. (if auto-selection is not possible I will assign you in groups)
- Each group will need to submit written highlights of the in-class discussion.

Discussions should:

Critically assess the topic assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the topic/papers assigned. Generally you should Outline the relative strengths or weaknesses of the topics and papers. As a guide, you can think of trying to concentrate on the following questions:

- What question are being addressed?
- What are the method/approaches used? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- Are the method employed appropriate?
- Do the assumptions made about a specific topic match the world we see?
- What are the main features/highlights of a specific topic and how can it be applied to real world examples?
- How were the results derived or computed?
- What is the general context and can it be applied to specific examples? (choose the examples)
- What are limitations and how can we improve upon them?

First Presentation (20 points) –

The first presentation should include a research question you are interested in (or problem statement) related to sustainability.

During the first presentation you are expected to synthesize and apply appropriately the different theories/frameworks learned in class to the problem of your choice. You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to

references to the literature and clearly assumptions underlying your choices. You should be able to also present how you intend to proceed to address the research question/problem statement you are proposing.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.
- The first presentation should aim to clarify: Literature (theories/frameworks), research question and assumptions as well as methods that you intend to use for your final paper.

Second Presentation (20 points)

The second presentation should actually be akin your final paper and should present it, as you would at a conference. Hence this presentation implies that you will have a specific motivation for the research you are presenting, a clear problem statement/research question, a clear background, clear methods and analysis as well as results and discussion and implications for the policy/political arena. You should incorporate feedback received during your first presentation.

Remember:

- Presentation cannot be longer than 5 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and to your first presentation.
- Incorporate feedback from the first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the topic of your choice.

Final Paper (30 points)

The final project is due the last week of class (or week 16)

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your ability to coherently write a paper that, if done well, can lead to a “submission for a peer review journal”. It has to involve an in-depth analysis of a topic of your choice that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:

- The final research project paper should contain a brief literature review on the topic you are working on, description of the analysis and justifying your choices and assumptions, results, limitations, discussion and conclusion.
- **You are not allowed to use quotes**, and the essay will be submitted via Turn-It-In.
- You need to cite at least 10 peer review articles that deal with the topic of your choice.
- APA style is required as well as proper citation.

The essay must be at least 2000 words, not to exceed 2500 words without counting references.


Activity Submissions

Assignments must be submitted via [Webcourses@UCF \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF).

Expectations

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

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

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

Grades

A maximum of 100 points is given in this course. You will be evaluated via 2 presentations, 1 final essays, and weekly discussions. Essay and presentation will assess your ability to critically think and

engage with the material proposed as well as searching for material other than the one presented in class. Weekly seminars are built to assess and discuss current issues related to sustainability based on the topics presented on Tuesdays.

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

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

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

Make-up Exams and Assignments

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

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

| Assignment | Percentage of Grade |
|----------------------|---------------------|
| In Class Discussions | 30% |
| Presentation 1 | 20% |
| Presentation 2 | 20% |
| Essay Project | 30% |

| | |
|-------|------|
| | |
| Total | 100% |

The table shows the range for each letter grade and uses a plus/minus system.

| 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 |

Consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

The course will have regular lectures on Tuesdays and student driven discussions/presentations on Thursdays.

Week 1:

Tuesday Jan 10: Introduction to the course. What we will do, what is expected, what are the aims and objectives and

the philosophy behind the teaching of this course

Establishing groups for presentations - canvas groups

How and where to search and how to read a peer-reviewed article. Check:

<http://www.raulpacheco.org/2017/06/writingpapers/> 

[\(http://www.raulpacheco.org/2017/06/writingpapers/\)](http://www.raulpacheco.org/2017/06/writingpapers/)

Thursday Jan 12: No class due to the Southern Political Science Association Conference. - Finalize Groups for Weekly Discussions

Friday Jan 13: Deadline to Document Academic Activity (Quiz)

Week 2:

Readings:

- Amaral, L. A., & Ottino, J. M. (2004). Complex networks. *The European Physical Journal B-Condensed Matter and Complex Systems*, 38(2), 147-162
- Baggio, J.A. (2017). Complex Adaptive Systems, Simulations and Agent-Based Modelling. In R. Baggio & J. Klobas (Eds.), *Quantitative research methods in tourism: a handbook, 2nd Edition* (pp. 363-396). Bristol: Channelview
- Baggio, J.A., Baggio, R. (2020). Chapter 1: Systems and Tourism Systems in Modelling and Simulations for Tourism and Hospitality. Bristol, Channelview. (forthcoming) ISBN: 9781845417413
- Glouberman, S., & Zimmerman, B. (2002). *Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like? Commission on the Future of Health Care in Canada* (Vol. 8)

Tuesday Jan 17: Complexity Theory What is a system? What is the difference between simple, complicated and complex system? Examples of complex systems vs complicated systems.

Thursday Jan 19: Group 1: Present how complexity is taken or not taken into account in when it comes to sustainability

Week 3:

Readings:

- Dietz, T. (2003). Struggle to Govern the Commons. *Science*, 302(5652), 1907–1912
- Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162(3859), 1243–1248.
- Ostrom, E. (1998). A behavioral approach to the rational choice theory of collective action: Presidential address, American Political Science Association, 1997. *American political science review*, 92(1), 1-22
- Baggio, J. A., Barnett, A. J., Perez-Ibarra, I., Brady, U., Ratajczyk, E., Rollins, N., ... Janssen, M. A. (2016). Explaining success and failure in the commons: The configural nature of Ostrom's institutional design principles. *International Journal of the Commons*, 10(2).

Tuesday Jan 24: Common pool resources and social dilemmas

Thursday Jan 26: Group 2: Presentation/Discussion Lead on common pool resources and their relation to the global arena

Week 4:

Readings:

- Ostrom, E. (2006). The value-added of laboratory experiments for the study of institutions and common-pool resources. *Journal of Economic Behavior & Organization*, 61(2), 149-163
- Baggio, J. A., Rollins, N. D., Pérez, I., & Janssen, M. A. (2015). Irrigation experiments in the lab: Trust, environmental variability, and collective action. *Ecology and Society*, 20(4), 12.
- Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. *Science*, 328(5978), 613–617.
- Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. *Agricultural Systems*, 109, 65-75.

Tuesday Jan 31: Common pool resources in Action: behavioral experiments to assess collective action

Thursday Feb 2: Group 3: Presentation/Discussion Lead on behavior and implication on sustainability

Week 5:

Readings:

- Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. *Annual Review of Anthropology*, 35(1), 59–74.
- Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., ... & Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *science*, 347(6223), 1259855
- O'Neill, Daniel W., Andrew L. Fanning, William F. Lamb, and Julia K. Steinberger. "A good life for all within planetary boundaries." *Nature sustainability* 1, no. 2 (2018): 88-95.
- Kim, R. E., & Kotzé, L. J. (2021). Planetary boundaries at the intersection of Earth system law, science and governance: A state-of-the-art review. *Review of European, Comparative & International Environmental Law*, 30(1), 3-15.
- Milkoreit, M., Hodbod, J., Baggio, J., Benessaiah, K., Calderón-Contreras, R., Donges, J. F., ... & Werners, S. E. (2018). Defining tipping points for social-ecological systems scholarship—an interdisciplinary literature review. *Environmental Research Letters*, 13(3), 033005.

Tuesday Feb 7: Planetary Boundaries and implications on sustainable development goals

Thursday Feb 9: Group 4: Presentation/Discussion Lead on how planetary boundaries should (or not) influence sustainability discourse

Week 6:

Readings:

- Allen, C. R., Angeler, D. G., Garmestani, A. S., Gunderson, L. H., & Holling, C. S. (2014). Panarchy: theory and application. *Ecosystems*, 17(4), 578-589.
- Epstein, G., Vogt, J. M., Mincey, S. K., Cox, M., & Fischer, B. (2013). Missing ecology: integrating ecological perspectives with the social-ecological system framework. *International Journal of the Commons*, 7(2), 432-453.
- Ostrom, E. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science*, 325(5939), 419-422
- Ostrom, E. (2011). Background on the institutional analysis and development framework. *Policy Studies Journal*, 39(1), 7-27.

Tuesday Feb 14: Social-Ecological Systems**Thursday Feb 16: Group 5:** Implications of social-ecological systems lens on sustainability**Week 7:****Readings:**

- Cumming, G., Cumming, D. H., & Redman, C. (2006). Scale mismatches in social-ecological systems: causes, consequences, and solutions. *Ecology and society*, 11(1).
- Cumming, G. S., Olsson, P., Chapin, F. S., & Holling, C. S. (2013). Resilience, experimentation, and scale mismatches in social-ecological landscapes. *Landscape Ecology*, 28(6), 1139-1150.
- Epstein, G., Pittman, J., Alexander, S. M., Berdej, S., Dyck, T., Kreitmair, U., ... & Armitage, D. (2015). Institutional fit and the sustainability of social–ecological systems. *Current Opinion in Environmental Sustainability*, 14, 34-40.
- Sayles, J. S., & Baggio, J. A. (2017). Social–ecological network analysis of scale mismatches in estuary watershed restoration. *Proceedings of the National Academy of Sciences*, 114(10), E1776-E1785.
- Sayles, J. S., & Baggio, J. A. (2017). Who collaborates and why: Assessment and diagnostic of governance network integration for salmon restoration in Puget Sound, USA. *Journal of environmental management*, 186, 64-78.

Tuesday Feb 21: Scale Mismatches in time, space and scope**Thursday Feb 23:** First Presentation - 11 Randomly chosen students**Week 8:****Readings:**

- Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. *Proceedings of the National Academy of Sciences*, 112(46), 14402–14403
- Baggio, J. A., Brown, K., & Hellebrandt, D. (2015). Boundary object or bridging concept? A citation network analysis of resilience. *Ecology and Society*, 20(2), 2.
- Biggs, R., Schlüter, M., Biggs, D., Bohensky, E. L., BurnSilver, S., Cundill, G., ... West, P. C. (2012). Toward Principles for Enhancing the Resilience of Ecosystem Services. *Annual Review of Environment and Resources*, 37(1), 421–448. <http://doi.org/10.1146/annurev-environ-051211-123836>
- Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement:

- Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From metaphor to measurement: Resilience of What to What? *Ecosystems*, 4(8), 765–781.
- Folke, C. 2006. Resilience: the emergence of a perspective for social-ecological systems analyses. *Global Environmental Change* 16: 253-267.
- Walker, B., Gunderson, L., Kinzig, A., Folke, C., Carpenter, S., & Schultz, L. (2006). A handful of heuristics and some propositions for understanding resilience in social-ecological systems. *Ecology and society*, 11(1).
- Walker, B., Holling, C. S., Carpenter, S., & Kinzig, A. (2004). Resilience, adaptability and transformability in social–ecological systems. *Ecology and society*, 9(2).

Tuesday Feb 28: Resilience

Thursday Mar 2: First Presentation - 11 Randomly chosen students

Friday Mar 3: Swapping groups for the second round of group presentations if you decide to do so.

Week 9:

Readings:

- Allen, C. R., Fontaine, J. J., Pope, K. L., & Garmestani, A. S. (2011). Adaptive management for a turbulent future. *Journal of environmental management*, 92(5), 1339-1345.
- Crona, B., & Parker, J. (2012). Learning in support of governance: theories, methods, and a framework to assess how bridging organizations contribute to adaptive resource governance. *Ecology and Society*, 17(1).
- DeCaro, D. A., Chaffin, B. C., Schlager, E., Garmestani, A. S., & Ruhl, J. B. (2018). Theory and research to study the legal and institutional foundations of adaptive governance. In *Practical Panarchy for Adaptive Water Governance*(pp. 269-288).
- Olsson, P., Gunderson, L., Carpenter, S., Ryan, P., Lebel, L., Folke, C., & Holling, C. S. (2006). Shooting the rapids: navigating transitions to adaptive governance of social-ecological systems. *Ecology and society*, 11(1).
- Plummer, R., & Armitage, D. (2010). Integrating perspectives on adaptive capacity and environmental governance. In *Adaptive capacity and environmental governance*(pp. 1-19). Springer, Berlin, Heidelberg

Tuesday Mar 7: Adaptive management

Thursday Mar 9: Group 1: Discuss and present on adaptive management in social-ecological systems and its relation to sustainability

Friday Mar 10: 10

Spring Break - Mar 13-19**Week 10:****Readings:**

- Baird, J., Plummer, R., Schultz, L., Armitage, D., & Bodin, Ö. (2018). Integrating Conservation and Sustainable Development Through Adaptive Co-management in UNESCO Biosphere Reserves. *Conservation and Society*, 16(4), 409-419.
- Fabricius, C., Folke, C., Cundill, G., & Schultz, L. (2007). Powerless spectators, coping actors, and adaptive co-managers: a synthesis of the role of communities in ecosystem management. *Ecology and Society*, 12(1).
- Olsson, P., Folke, C., & Berkes, F. (2004). Adaptive comanagement for building resilience in social–ecological systems. *Environmental management*, 34(1), 75-90.
- Olsson, P., Folke, C., & Hahn, T. (2004). Social-ecological transformation for ecosystem management: the development of adaptive co-management of a wetland landscape in southern Sweden. *Ecology and Society*, 9(4).

Tuesday Mar 21: Co-Management in Social-Ecological Systems

Thursday Mar 23: Group 2: Discuss and present on co-management for sustainability

Week 11:**Readings:**

- Adger, W. N., & Barnett, J. (2009). Four reasons for concern about adaptation to climate change. *Environment and Planning A*, 41(12), 2800-2805.
- Bennett, E. M., Solan, M., Biggs, R., McPhearson, T., Norström, A. V., Olsson, P., ... & Carpenter, S. R. (2016). Bright spots: seeds of a good Anthropocene. *Frontiers in Ecology and the Environment*, 14(8), 441-448.
- Kates, R. W., Travis, W. R., & Wilbanks, T. J. (2012). Transformational adaptation when incremental adaptations to climate change are insufficient. *Proceedings of the National Academy of Sciences*, 109(19), 7156-7161.
- Moore, M. L., Tjornbo, O., Enfors, E., Knapp, C., Hodbod, J., Baggio, J. A., ... & Biggs, D. (2014). Studying the complexity of change: toward an analytical framework for understanding deliberate social-ecological transformations. *Ecology and Society*, 19(4)
- Pelling, M., O'Brien, K., & Matyas, D. (2015). Adaptation and transformation. *Climatic Change*, 133(1), 113-127.
- Pereira, L., Bennett, E., Biggs, R., Peterson, G., McPhearson, T., Norström, A., ... & Vervoort, J.

(2018). Seeds of the future in the present: Exploring pathways for navigating towards “good” Anthropocenes.

Tuesday Mar 28: Adaptation and Transformation

Thursday Mar 30: Group 3: Discuss and present on adaptation and transformation for sustainability

Week 12:

Readings:

- Hák, T., Janoušková, S., & Moldan, B. (2016). Sustainable Development Goals: A need for relevant indicators. *Ecological indicators*, 60, 565-573.
- Sachs, J. D., Schmidt-Traub, G., Mazzucato, M., Messner, D., Nakicenovic, N., & Rockström, J. (2019). Six transformations to achieve the sustainable development goals. *Nature sustainability*, 2(9), 805-814.
- Pradhan, P., Costa, L., Rybski, D., Lucht, W., & Kropp, J. P. (2017). A systematic study of sustainable development goal (SDG) interactions. *Earth's Future*, 5(11), 1169-1179.
- Singh, G. G., Cisneros-Montemayor, A. M., Swartz, W., Cheung, W., Guy, J. A., Kenny, T. A., ... & Ota, Y. (2018). A rapid assessment of co-benefits and trade-offs among Sustainable Development Goals. *Marine Policy*, 93, 223-231.

Tuesday Apr 4: Sustainable development goals

Thursday Apr 6: Group 4: Discuss and present on trade-offs and synergy of the sustainable development goals

Week 13:

Readings:

- Baggio, J. A., Freeman, J., Coyle, T. R., & Anderies, J. M. (2022). Harnessing the benefits of diversity to address socio-environmental governance challenges. *Plos one*, 17(8), e0263399.
- Freeman, J., Baggio, J. A., & Coyle, T. R. (2020). Social and general intelligence improves collective action in a common pool resource system. *Proceedings of the National Academy of Sciences*, 117(14), 7712-7718.
- Baggio, J. A., Freeman, J., Coyle, T. R., Nguyen, T. T., Hancock, D., Elpers, K. E., ... & Pillow, D. (2019). The importance of cognitive diversity for sustaining the commons. *Nature communications*, 10(1), 1-11
- Aminpour, P., Schwermer, H., & Gray, S. (2021). Do social identity and cognitive diversity correlate in environmental stakeholders? A novel approach to measuring cognitive distance within and

in environmental stakeholders: A novel approach to measuring cognitive distance within and between groups. Plos one, 16(11), e0244907

- Cronin, M. A., & Weingart, L. R. (2019). Conflict across representational gaps: Threats to and opportunities for improved communication. Proceedings of the National Academy of Sciences, 116(16), 7642-7649.

Tuesday Apr 11: Diversity, collective action, common pool resources and sustainability

Thursday Apr 13: Group 5: Discuss/present on diversity and collective action for sustainability

Week 14:

Tuesday Apr 18: Second Presentation - 11 randomly chosen students

Thursday Apr 20: Second Presentation - 11 randomly chosen students

Week 15:

Tuesday Apr 26: Final Essay Due

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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 \(https://www.ucf.edu/services/\)](https://www.ucf.edu/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 \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Academic Integrity

Students should familiarize themselves with UCF's [Rules of Conduct](https://scai.sdes.ucf.edu/student-rules-of-conduct/) (<https://scai.sdes.ucf.edu/student-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](https://academicintegrity.org/) [↗\(https://academicintegrity.org/\)](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)" [↗\(http://wpacouncil.org/node/9\)](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](https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf). <https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.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> (<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](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

EMERGENCY

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see the [AED Locations Page](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations) (<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> (<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

- 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](https://youtu.be/NIKYajEx4pk)  (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

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.

INR 4351

INTERNATIONAL ENVIRONMENTAL LAW

Prereqs: ENC1102 or POS2041 or CI. "Examination of global efforts to establish a Treaty Regime for environmental protection of Earth's biosphere when challenged by national sovereignty and economic and cultural diversity."

COURSE SYLLABUS

Dr. Robert Bledsoe

OFFICE: PH 102B

10:30-11:50 TR

HOURS: 9:00-10:00;1:30-3:00 TR

CB1-319

robert.bledsoe@ucf.edu

COURSE OUTLINE

1. **Course Objectives.** This one semester course on international environmental law is designed to:

- (1) introduce you to the nature and sources of international environmental law and how it relates to municipal law;
- (2) gain an understanding of the role of law and international organizations in aiding the protection of the global environment;
- (3) familiarize you with the legal principles which govern the various areas of environmental concern;
- (4) examine the common but differentiated rights and duties of the developed and developing states;
- (5) suggest how individuals fit into the environmental scheme of things;
- (6) examine how the international community enforces international environmental norms;
- (9) gain insight into how international environmental law has been instrumental in improving both the human and global environment.

While useful to students desiring to go on to law school or graduate 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 global environment 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 textbook for the course:

Pierre-Marie Dupuy and Jorge E. Vinuales,
International Environmental Law 2d ed. Cambridge University
Press. 2018.
ISBN 978-1-108-42360-1 (hardback) 978-1-108-43811-7 (paperback)

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. This is a very challenging textbook and is not meant to be a book end in your bookcase. You must constantly work on it or it will get away from you. Furthermore, I would suggest that you take this book with you to law school or graduate school if you want to further pursue the subject matter. It is an excellent reference source.

There is an attachment in Announcements that identifies numerous environmental web sites for future reference if you are going to do environmental research. And to help you distinguish useful versus non-useful web sites you might uncover, check out The Climate Literacy and Energy Awareness Network <https://cleanet.org> This resource reviewed thousands of online sites and references some 700 that are judged accurate and useful. Also helpful in sorting out resources, go to <http://abs.sagepub.com/content/57/6/699> and look over the Dunlap and Jacques "Climate Change Denial Books and Conservative Think Tanks" article.

A painless introduction to the science behind climate change that all of you should read is Michael Mann and Lee Kump, *Dire Predictions*. Prolific use of charts and graphs make this worth your time.

Briefing Cases. There is a briefing cases tutorial at <https://www.lib.jjay.cuny.edu/how-to/brief-a-case>. There is also a sample case brief attachment on our Announcements page in our webcourses page. You will have an opportunity to prepare a case brief on an environmental issue at some point during our course (see Announcements).

Book Report Project. You have the option of doing a book report on

a selected book to replace an exam grade (or missed exam). In addition to the books listed in the chapter bibliographies, I also recommend the following:

Rae Andre, *Lead for the Planet*.

Kate Aronoff et al., *A Planet to Win: Why We Need a Green New Deal*.

Mike Berners-Lee, *There is No Planet B: A Handbook for the Make or Break Years*.

Holly Jean Buck, *After Geoengineering: Climate, Tragedy, Repair, and Restoration*.

Holly Jean Buck, *Ending Fossil Fuels: Why Net Zero is Not Enough*.

Aviva Chomsky, *Is Science Enough? Forty Critical Questions About Climate Justice*.

Kate Ervine, *Carbon*.

Christiana Figueres and Tom Rivett-Carnac, *The Future We Choose: The Stubborn Optimist's Guide to the Climate Crisis*.

Charles Fishman, *The Big Thirst*.

Bill Gates, *How to Avoid a Climate Disaster*.

Al Gore, *An Inconvenient Truth*.

Paul Hawken, *Regeneration: Ending the Climate Crisis in One Generation*.

Tony Hiss, *Rescuing the Planet: Protecting Half the Land to Heal the Earth*.

Hope Jahren, *The Story of More: How We Got to Climate Change and Where We Go from Here*.

Tony Juniper, *What's Really Happening to Our Planet: The Facts Simply Explained*.

Andreas Karelas, *Climate Courage*.

Naomi Klein, *This Changes Everything*.

Elizabeth Kolbert, *Under a White Sky*.

David Miller, *Solved*.

Jeff Nesbit, *This is the Way the World Ends*.

William Nordhaus, *The Spirit of Green*.

Rachel Nuwer, *Poached: Inside the Dark World of Wildlife Trafficking*

E. Kirsten Peters, *The Whole Story of Climate: What Science Reveals About the Nature of Endless Change*.

Christy Peterson, *Earth Day and the Environmental Movement*.

Ann Pettifor, *The Case for a Green New Deal*.

David Remnick and Henry Finder (eds.), *The Fragile Earth: Writings from the New Yorker on Climate Change*.

Cass Sunstein, *Averting Catastrophe*.

Norman Vig et al., *Environmental Policy: New Directions for the Twenty-First Century*.

David Wallace-Wells, *The Uninhabitable Earth: Life After Global Warming*.

Paul Warde *et al.*, *The Environment: A History of the Idea*.
R.K. Wurzel *et al.*, *Climate Governance Across the Globe*.
Daniel Yergin, *The New Map: Energy, Climate, and the Clash of Nations*.

Or if you have a specific book that interests you that is not among the choices, check with me ahead of time to see if you can do it. If you are going to graduate school for environmental policy or law school for environmental law, then either the newly released IPCC climate report or the also newly released US gov't national climate assessment would be well-worth your time.

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

- a. Post in Assignments your book choice no later than the end of the day **Friday, January 27th** (but I will be happy to accept it any time before the deadline). Include in your book choice the following information: author(s), book title, publisher, publication date. **I will not accept your choice after this deadline. You will have chosen not to do the optional project.**
- b. Your final typed double-spaced footnoted report must include:
 - a. full bibliographic citation of the book being reviewed
 - b. background of the author(s)
 - c. major themes of the book
 - d. any biases of the book
 - e. author(s) conclusions
 - f. analysis of at least two scholarly book reviews on the book (including where you agree and disagree with the reviewers)
 - g. your personal impressions of the book**Note:** I suggest that the easiest way to format your project is simply follow this outline section by section, using sections as sub-Titles.

Be sure to footnote all material which is directly quoted or paraphrased. Failure to do so is taking the ideas of others and passing them off as your own. This is plagiarism and will result in an automatic grade of "F" for your book project. Any citation

system is acceptable (including your footnotes as an End Note). Your project must be typed (**Microsoft Word**) and should be approximately 4-5 pages in length but that is merely a suggested target - getting the job done is what is important. Length and word count are not important. There are two deadlines for submitting your book report: **April 14th** if you want to know whether to take the final or **April 21st** if you know you are taking the final. For those books checked out from a library, show respect for the book (no damage, no underlining, no notations, etc.). Since it is likely that more than one of you will select the same book and our Library has only a single copy, the sooner you make your decision the quicker you can use our Interlibrary Loan system to get your book of choice.

3. **Examinations.** There will be four examinations during the course. The exams will consist of short answer questions dealing with legal concepts, principles, points of law, hypothetical situations, themes, and case identification and briefing. Exams are 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 (except for the final) and meeting place:

- (1) **Thursday, January 26**
- (2) **Thursday, February 23**
- (3) **Tuesday, March 28**

(4) **Tuesday, May 2 (10:00-12:50)** is our Final Exam. It is not cumulative. It starts at 10:00am (not the normal class meeting time during the semester) and you do not have the option of taking it at any time during that 3 hours - it starts at 10:00am and as soon as the first member of our class has finished the exam and turned it in to me, anyone coming after that has missed the final exam.

Attendance at examinations is mandatory. There are no makeup examinations except for dire medical emergencies (documentation required). You have the exam dates to place on your Spring calendar in January. Weddings, reunions, trips with family or friends... are, therefore, no surprise and you simply plan ahead or say sorry. 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) and I will provide exam booklets, so no need to supply me with them this term (I am trying to get rid of my supply this term). 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 the full time when exams begin - e.g., watch out how much coffee you drink the night before and morning of exams).

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

Exams (4 x 25%) = 100 points
Book Report (25%) = 25 points

Each student must have **four (4)** grades to equal 100% of the course. Thus, you can take all four exams and opt out of the optional Book Report; do the Book Report and drop you lowest exam grade; or you can do the Book Report and skip an exam (including the final exam). Plan wisely. If you miss a test, you have dropped your lowest grade already. If you miss the deadline for selecting a book for your Book Report, you cannot decide to do it at a later date - you have opted out. You can always start the project and then quit at any point during the semester. In no case is it wise to miss the first examination. If you complete all steps in the case brief exercise, then 2 points will be added to your final course average before a letter grade is assigned.

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 course textbook) (videos on www.un.org/law/avl)

I. NATURE AND DEVELOPMENT Chptrs.1-2

Edith Weiss, "International Environmental Law"
Edith Weiss, "The Commons, Public Goods, and IL"
Jorge Vinuales, "Environmental Protection in Customary IL"

II. PRINCIPLES Chptr.3

Edith Weiss, "The Principle of Intergenerational Equity"

1972 Stockholm Declaration
www.un-documents.net/unchedec.htm

1992 Rio Declaration
<https://www.cbd.int/doc/ref/rio-declaration.shtml>

Dates:

Carbon Footprint Jan. 20

Book Report choice Jan. 27

---First midterm (Thursday, January 26th)---

III. MARITIME ENVIRONMENT AND WATERWAYS

Chptr.4

Nilufor Oral. "Climate Change and the Protection
Of the Ocean"

Lucuis Caflish, "The Contemporary Law of International
Watercourses" I&II

Stephen McCaffrey, "The UN Convention on the Law of
The Non-Navigational Use of International
Watercourses"

1982 Convention on the Law of the Sea

www.un.org/Depts/los/

1995 Fish Stocks Agreement

www.un.org/Depts/los/

1973 International Convention for the Prevention of
Pollution from Ships (supercedes the 1954 Convention for
the Prevention of Pollution of the Sea by Oil)

<https://www.ecolex.org/details/treaty/international-convention-for-the-prevention-of-pollution-from-ships>

1992 OSPAR Convention

<https://www.ospar.org/convention>

1909 US-Great Britain Treaty Relating to Boundary Waters

<http://www.internationalwaterlaw.org>

1997 Convention on the Law of the Non-Navigational Uses
of International Watercourses

<http://www.internationalwaterlaw.org>

IV. ATMOSPHERIC ENVIRONMENT

Chptr.5

Shinja Murase, "Protection of the Atmosphere and
Codification and Progressive Development of
International Law"

Jorge Vinuales, "The International Law of Climate
Change after the Paris Agreement"

1979 Convention on Long-Range Transboundary Air Pollution

www.unece.org/env/lrtap/welcome.html

1991 US-Canada Air Quality Agreement

<https://www.epa.gov/airmarkets/us-canada-air->

- [quality-agreement](#)
- 1985 Vienna Convention for the Protection of the Ozone Layer
<https://www.epa.gov/ozone-layer-protection/international-treaties-and-cooperation-about-protection-stratospheric-ozone>
- 1987 Montreal Protocol on Substances that Deplete the Ozone Layer
<http://ozone.unep.org/enl/handbook-montreal-substances-deplete-ozone-layer/2>
- 1992 United Nations Framework Convention on Climate Change
<https://unfccc.int>
- Kyoto Protocol
<http://unfccc.int/resource/docs/convkp/kpeng.pdf>
- 2015 Paris Agreement on Climate Change
https://unfccc.int/files/meetings/paris_nov_2015/applications/pdf/paris_agreement_english
- Intergovernmental Panel on Climate Change
<https://www.ipcc.ch/>

**---Second midterm (Thursday, February 23)---
 Spring Break (week of March 13th)**

Note: Withdrawal deadline is Friday, March 24th

V. ECOSYSTEMS AND BIODIVERSITY Chptr.6

- 1959 Antarctic Treaty
https://documents.ats.aq/keydocs/vol_1/vol1_2_AT_Antarctic_Treaty_e.pdf
- 1971 Convention for the Protection of Wetlands (RAMSAR)
<http://ramsar.org>
- 1972 World Heritage Convention
<http://whc.unesco.org>
- 1973 Convention on Illegal Trade in Endangered Species (CITES)
<https://cites.org>
- 1982 World Charter for Nature
www.un.org/documents/ga/res/37/a37r007.htm
- 1992 Convention on Biological Diversity
www.cbd.int
- 1992 Desertification Convention
<http://www2.unccd.int>
- 2022 Montreal Biodiversity Conference Report
<https://www.unep.org/un-biodiversity-conference-cop-15>

VI. HAZARDOUS SUBSTANCES/WASTES

Chptr.7

- 1989 Basel Convention
<http://www.basel.int>
- 1991 Bamako Convention
www.ntn/org.au/cchandbook/bamako/conv_sc6html
- 1995 Waigami Convention
<https://sprep.org/legal/waigami-convention>
- 1998 Rotterdam Convention on Prior Informed Consent for Certain Hazardous Chemicals and Pesticides in International Trade
<http://www.pic.int>
- 2001 Stockholm Persistent Organic Pollutants Convention
<http://chm.pops.int>

---Third midterm (Tuesday, March 28th)---

VII. ENFORCEMENT/DISPUTE SETTLEMENT

Chptrs.8-9

- Mohammad Bekhechi, "Selected Lessons Learned in Implementation and Compliance with International Legal Instruments related to Environmental Protection and Natural Resources Conservation"
- Draft Convention on State Responsibility
http://legal.un.org/ilc/texts/instruments/english/commentaries/9_6_2001.pdr
- 1963 Paris Convention on Third Party Liability in the Field of Nuclear Energy
https://www.oecd-nea.fr/law/nlparis_conv.html
- 1969 Convention on Civil Liability for Oil Pollution Damage
www.imo.org/
- 1992 London Convention on Civil Liability for Oil Pollution Damage
www.imo.org/
- 1992 London Convention on the Establishment of an International Fund for Compensation for Oil Pollution Damage
www.imo.org/

Dates: early Book Report submission April 14
Footprint Results April 18
Footprint Competition Awards April 20
Case Briefs April 20
regular Book Report submission April 21
---**Final exam (Tuesday, May 3 10:00am-12:50pm)**---

**WELCOME TO INTERNATIONAL ENVIRONMENTAL LAW AND MAY YOU HAVE
A SUCCESSFUL SPRING SEMESTER**

Some ground rules:

- (1) Classroom
 - no food, drinks (water is ok), smoking
 - use of laptops or tape recorders are 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
- (2) Communications
 - feel free to e-mail me:
 - on our web page or
 - office - robert.bledsoe@ucf.edu
 - see me during office hours or e-mail ahead of time 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. Be sure to hit the restroom before taking the exam because once it is handed out no one leaves the room until they have finished the exam and turned it in.
 - during the term, grades are handed back with exams but will also be posted on our web page. No grades will be given out by the office staff, so please do not call them. At the end of the course, if you wish materials returned to you, provide me ahead of time with a stamped, addressed mailer and I will do so at the end of the grading period.

NOTE: I am available to discuss information on law schools with a strong emphasis on international environmental law (or other areas

of law). In addition, the School of Politics, Security, and International Affairs has prepared a careers and internships guide for Political Science majors that is available to students on the School website or can be acquired in hard copy from the School's Main Office. Also available on the School website is a student pre-law handbook and webinars on writing your personal statement, law careers, financing your legal education information, etc.

Note: this syllabus is subject to change at the discretion of the Instructor

Optional Competition: For those of you interested in competing, take the <https://www.footprintnetwork.org/resources/footprint-calculator/> quiz, print out your # of earths page, and hand it in (or send as an attachment) the end of the second week of classes and start trying to reduce your # of earths over the course of the semester. The beginning of the last week of classes retake the quiz and hand in your results via email attachment by the end of the day on **April 18th**. Winners will be announced in class and awards handed out on **April 20th**. There will be (2) \$25 Bookstore gift cards: one for the student with the least # of earths and one for the student that reduced the most earths. Let the games begin!

INR 4603
INTERNATIONAL RELATIONS THEORY

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

COURSE SYLLABUS

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

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

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

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

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

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

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

Tuesday, January 31
Tuesday, February 28

Tuesday, March 28

Thursday, April 27 (10:00-12:50) is our Final Exam. It is not cumulative. It starts at 10:00am (not the normal class meeting time during the semester) and you do not have the option of taking it at any time during the 3 hours – it starts at 10:00am and as soon as the first member of our class has finished the exam and turned it in to me, anyone coming after that has missed the final exam.

Exam books will be provided by me until I run out. I'll let you know if you need to provide any toward the end of the semester. **Attendance at examinations is mandatory. There are no makeup examinations except for dire medical emergencies (documentation required).** Furthermore, there will be no early final, so plan your marriage, holiday vacation, etc. for after finals week. You have your exam dates, so put them on your semester calendar and work other commitments around these dates. All exams will be written in **pen** (not pencil). Once exams have started, no one may leave the classroom. Make sure you are ready to stay for 75 minutes without a break (or up to 3 hours in case of the final).

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

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

- a. E-mail me (or hand in a hard copy in class) your book choice no later than the end of the day **Friday, January 27th** (but I will be happy to accept it any time before the deadline). Include the following information: author(s), title, publisher, publication date. **I will not accept your choice after this deadline. You will have chosen not to do the optional project.** HINT: if the book you wish to read is not in our Library or is checked out, go to InterLibrary Loan as soon as you can to get it before the deadline so you can read it or at least review it to see if you want to devote time to reading it thoroughly.
- b. Your final typed and double-spaced footnoted report must include:
 - a. Full bibliographic citation of the book being reviewed
 - b. Background of the author(s)
 - c. Major themes of the book
 - d. Any biases of the book
 - e. Author(s) conclusions
 - f. Analysis of at least two scholarly book reviews on the book (including where you agree and disagree with the reviewers)
 - g. Your personal impression of the book.

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

Your project must be typed (**Microsoft Word**) and should be approximately 4-5 pages in length but that is merely a suggested target – getting the job done is what is important. Length and word count are not important. There are two deadlines for submitting your book report: **April 14th** if you want to know whether to take the final exam or **April 21th** if you know you are taking the final exam. For those books checked out from a library, show respect for the book (no damage, no underlining, no notations, etc.) Turn your book report through Assignments on our web page.

An additional optional project for 3 points extra credit is outline in Announcements and focuses on important women. This is purely optional and can be turned in through Assignments at any time during the semester.

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

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

You need **four (4)** grades to equal 100% of the course. Thus, you can take all 4 exams and opt out of the book report; do the book report and take all 4 exams, using the book report to replace a low grade on an exam; or do the book report to take the place of a missed exam; or do the first three exams and the book report and skip the final. Plan wisely. If you miss a test, you have already dropped your lowest grade. It is never wise to miss the first midterm. If you miss the deadlines for the book report, you have opted out of the optional project. The optional 3-point extra credit project will be added on to your final average.

Course Grade:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

< 60 = F

Note: no +/- grades

Assignments: These are Chapters in the course textbook.

Introduction; IR Theory

(1)

Realism (2)
Liberalism (3)

1st midterm exam (Tuesday, January 31st)

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

2nd midterm exam (Tuesday, February 28th)

Spring Break (week of March 13th)

Note: Withdrawal deadline is Friday, March 24th

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

3rd midterm exam (Tuesday, March 28th)

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

(for both of these Chapters there will be readings furnished)

Final Exam (Thursday, April 27th 10:00am-12:50pm)

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

Some Ground Rules

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

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

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

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

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

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

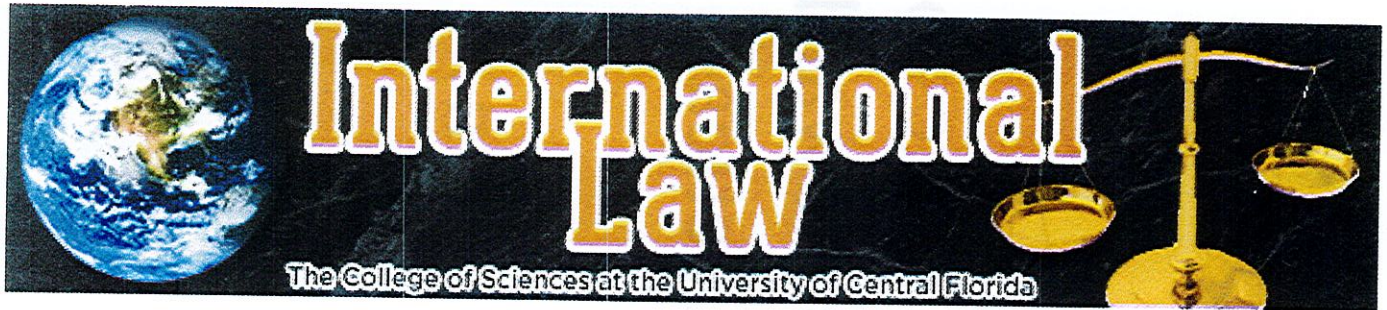
If you are late on exam day and a student has already turned in their exam and departed before you arrive, you are too late and I will not let you take the exam.

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

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

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

Syllabus



Syllabus

Spring 2023

Instructor Contact

| | |
|---------------------|---|
| Instructor | Robert Bledsoe |
| Office | Main campus: Phillips Hall 102 |
| Office Hours | 9:00-10:00; 1:30-3:00TR |
| 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 | Spring 2023 |
| Location | web-based |

Our GTA support is provided by

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 as soon as you wish and complete those ahead of time if you know you will be out of town on business, etc. Going to competitions, regionals, away sports events, etc. is no excuse for special consideration. The entire course is open at the beginning of the term and you know what your schedule looks like for the term. Do not put off Modules until the deadline - it will spell disaster for you!

If you wait until the last minute and the clock runs out, there are technical issues, or your computer crashes, that is not my problem. If you have missed a quiz, there are no 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/) (<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

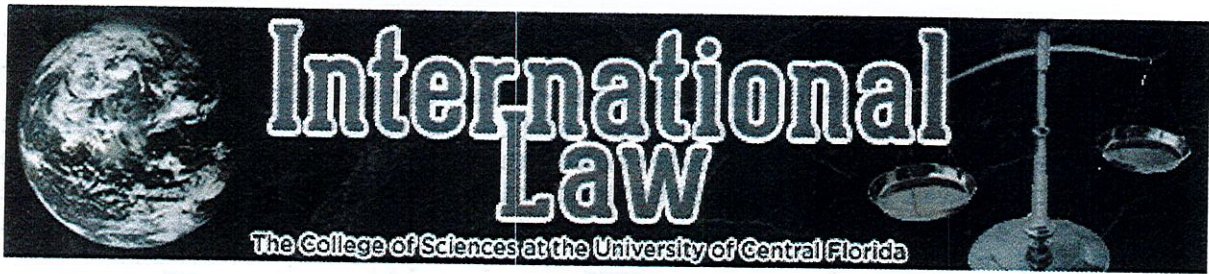
[Institute for International Law and Justice](http://www.iilj.org/) [_\(http://www.iilj.org/\)_](http://www.iilj.org/) at New York University

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

www.un.org/law/avl [_\(http://www.un.org/law/avl\)_](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 01/09/23) | <ul style="list-style-type: none"> Complete 2-part Assignment (Case Brief; Introduction) | 01/13/23 11:59pm |
| Weeks 2-3 | Module 1: The Nature and Development of International Law (opens 01/09/23) | <ul style="list-style-type: none"> Read Chapters 1, 2 Take Chapters 1 and 2 Quizzes Complete essay Assignment (Background) | 01/29/23 11:59pm |
| Weeks 4-5 | Module 2: Sources of International Law and Relationship to Municipal Law (opens 01/09/23) | <ul style="list-style-type: none"> Read Chapters 3, 6 Take Chapters 3 and 6 Quizzes Complete Case Brief Assignment (Sources) Complete Case Briefs Assignment (<i>Whitney v. Robertson</i>; <i>Tag v. Rogers</i>) | 02/12/23 11:59pm |
| Weeks 6-7 | Module 3: States and Their Rights and Duties (opens 01/09/23) | <ul style="list-style-type: none"> Read Chapters 7, 8 Take Chapters 7 and 8 Quizzes Complete essay Assignment (Kosovo) | 02/26/23 11:59pm |
| Weeks 8-9 | Module 4: Principles of Jurisdiction and State Responsibility (opens 01/09/23) | <ul style="list-style-type: none"> Read Chapters 10, 11 Take Chapters 10 and 11 Quizzes Complete essay Assignment (Hypothetical Scenario) | 03/12/23 11:59pm |

| | | | |
|----------------|--|--|---------------------|
| Weeks 10-11 | Module 5: Law of the Sea; Diplomacy (opens 01/09/23) | <ul style="list-style-type: none"> • Read Chapters 12, 14 • Take Chapters 12 and 14 Quizzes • Complete essay Assignment (Diplomacy) | 04/07/23 11:59pm |
| Weeks 12-14 | Module 6: Environment; Criminal Law (opens 01/09/23) | <ul style="list-style-type: none"> • Read Chapters 16, 18 and pp. 621-629 • Take Chapters 16 and 18 Quizzes • Complete essay Assignment (ICC) | 11/30/20 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.

CPO 6038

Political Development

Spring 2023

Credit: 3 hours

Instructor: Andrew Boutton

Office: 302 Howard Phillips Hall

Office Hours: R 2:00-4:00 PM

Email: andrew.boutton@ucf.edu

Time: T 6:00 - 8:50

Place: MSB 121

Overview:

This course will focus on the origins and development of states, societies, and political institutions. We will try to explain what makes some countries stable, prosperous, and democratic, while others remain violent, impoverished, or authoritarian (or all three). The geographic scope of this class will be global, but slightly unbalanced. Many of the examples will be drawn from Africa, the Middle East, and Latin America, although there will be plenty on Asian cases, plus historical state development in Europe and the United States. The topics covered in this class are relevant to many of the social sciences. Readings will come from multiple subfields of political science, but also from other disciplines, such as economics, history, anthropology, geography, and sociology. By the end of this class, students will have a good understanding of how states, institutions, and societies emerge and develop to curb violence and promote prosperity. You will also be able to think critically about why some paths and policies lead to function and others to dysfunction.

Finally, recurring theme throughout this course will be the gap between research and policy. 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) *physically* attend all class meetings (as this is a face-to-face class, there will be no ZOOM or remote accommodations); 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; and 5) complete a number of written assignments, discussed in greater detail below.

¹Blogs such as Political Violence at a Glance, the Monkey Cage, and several others are good ways to keep abreast of current developments in political science research. They also frequently discuss academic engagement with the policy world, and the contributors often have insightful things to say on the subject.

Grading

This class is worth 1,000 points, which you can earn by completing the assignments below. Your final grade will be derived from 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 Brooks’ observation is exactly right” or “Kalyvas is 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. 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. If necessary, the discussion co-leaders can and 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.

WRITTEN ASSIGNMENTS (5 @ 50 POINTS EACH = 250 POINTS)

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 5 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.

Final paper project

The final project will consist of three parts:

- Proposal (100 points)
- Presentation (50 points)
- Final paper (250 points)

Proposal (100 points)

The proposal will consist of two parts. The first part will be brief (no more than 500 words) and should describe, in broad strokes, your idea for the final project.

The second part will be an annotated bibliography that introduces and summarizes at least five (5) academic sources that pertain to the topic you've chosen for your paper. Each summary only needs to be 2-3 sentences long, and should both summarize the source material that you are using for the paper, and discuss why and how it is relevant for you.

Paper presentations (50 points)

The last 1-2 weeks of class will be entirely devoted to presentations in which each student will give a 10-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 an opportunity to get feedback and suggestions on the project from the entire class before submitting the final product to me. Since papers are due a week after the presentations, it is expected that students will make an effort to incorporate whatever comments they receive into the final draft.

Final paper (250 points)

The final paper should be a piece of original research that should be suitable for presentation to an academic audience. There are a couple of different routes you could take to accomplish this. Your first option is to prepare an original research paper on some topic related to political development or comparative politics more broadly (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 studies. The research papers 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 regressions.

The point of the final project is to encourage you to think about and develop ideas you wish to pursue in your research after the seminar, either as a dissertation or MA thesis/non-thesis paper. 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 feedback on your proposal and from the final presentation. We can 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 **February 28**. ****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****

The tentative due date for the proposal and final paper are **Tuesday, March 7**, and **Tuesday, April 25**, by **5:00 PM**, respectively, via Turnitin.

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 (part of) a book. In both cases, I will let you know in advance how to access the readings.

Course Schedule:

Week 1 (January 10): *Course intro*

Week 2 (January 17): *What are states & why do we have them?*

- Week 3 (January 24): *The earliest states*
- Week 4 (January 31): *War & state-making*
- Week 5 (February 7): *State-making without war*
- Week 6 (February 14): *Historical legacies, part I: Violence*
- Week 7 (February 21): *Historical legacies, part II: Slavery*
- Week 8 (February 28): *Historical legacies, part III: Colonialism*
- Week 9 (March 7): *Geography & natural resources, part I*
- Week 10 (March 14): *Spring Break*
- Week 11 (March 21): *Geography & natural resources, part II*
- Week 12 (March 28): *Military power & the role of the military*
- Week 13 (April 4): *Democracy & dictatorship, part I*
- Week 14 (April 11): *Democracy & dictatorship, part II*
- Week 15 (April 18): *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.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.



INR 4030H HONORS DIPLOMACY

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

COURSE SYLLABUS As of January 3, 2023

Instructor: Terry A. Breese
E-Mail: terry.breese@ucf.edu
Phone: 703-344-1625
Office Hours: Tue & Thu 3:00-4:00
Location: Faculty Center for Teaching (CB1-207)
Teaching Assistant: Timothy Kovacs

Term: Spring 2020
Class Meeting Days: Tue & Thu
Class Meeting Hours: 4:30-5:45
Class Location: BHC 128
Course Prerequisites: POS-2041
Burnett Honors College permission



I Course Overview

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

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

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

- We will then review the diplomacy of the Wars of the French Revolution and the Napoleonic Wars, after which the class will negotiate the post-Napoleonic settlement at the Congress of Vienna (1814-1815), representing one of the major or minor European powers. Afterwards, we will examine the “Concert of Europe,” its maintenance of the European peace 1815-1914, and its collapse into the Great War in 1914.
- Then, we will look at the effort to build a new system of international relations in the Paris Peace Conference of 1919 based on collective security and the League of Nations. Students will again take on roles as one of the negotiators at Paris and see first-hand the types of compromises required to reach agreement among many states.
- Third, we will consider why the Versailles system failed in the interwar years and look at wartime diplomacy among the United States, Great Britain and the USSR. Finally, we will consider the post-war world they created after 1945 that led to the Cold War.
- The final part of the course will look at the development and role of international organizations and examine the critical issue of humanitarian intervention in a sovereign state. Students will again take on roles in the 1994 Rwanda crisis and examine how the United Nations and the world’s nations, large and small, responded to that crisis.
- Interwoven with the study of diplomacy’s historical course, the class will look at the tools and landscape of contemporary diplomacy, with a particular focus of the foreign policy system of the United States. We will look at the roles played by foreign ministries and embassies and examine the longstanding conflict/cooperation between our State and Defense Departments. We will look at the evolution of the roles played by the White House and the National Security Staff in developing and implementing American foreign policy. We will also consider the evolving roles played by civil society, Congress, the media and businesses in American foreign policy.

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

Disclaimer

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

II Course Materials and Resources

1. Kissinger, Henry, *Diplomacy*, Simon & Schuster, New York, 1994.
2. McFall, Kelly, *The Needs of Others: Human Rights, International Organizations an Intervention in Rwanda, 1994*, UNC Press, 2022. (The previous Norton edition is identical in content)
3. Other readings on Webcourse
4. Slack: The Webcourse syllabus contains a link to set up a Slack account if you do not already have one. Slack’s privacy statement is here: <https://slack.com/trust/privacy/privacy-policy>

III Student Learning Outcomes

1. Understand and be able to explain the evolution of diplomacy and diplomatic practice in its historical context and in the contemporary international system.

2. Understand and be able to explain the historical events, trends and ideas that produced each of the simulations and the actions taken by the parties involved.
3. Understand and be able to explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.

IV Course Activities

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

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

Exams: There a single mid-term exam. It will be on-line and outside of class. There will not be a final exam.

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

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

Quizzes: There may be occasional quizzes on the readings and there will be short writing assignments. Quizzes and short writing assignments together count for 10% of the final grade. The first one will be due January 13 to comply with the University's financial assistance requirements.

Attendance/Participation

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

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

Late Assignments

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

Make-up Exams and Assignments

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

V Basis for Final Grade

| Assessment | Percent of Final Grade |
|---------------------------------------|------------------------|
| Midterm Exam | 20% |
| Congress of Vienna Negotiations | 25% |
| Paris 1919 Negotiations | 25% |
| Rwanda 1994 Simulation | 20% |
| Short Writing Assignments and Quizzes | 10% |
| Total | 100% |

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

VI University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

[Academic Integrity](#)

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

[Course Accessibility Statement](#)

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

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

[Campus Safety Statement](#)

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

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

[Deployed Active Duty Military Students](#)

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

[Copyright](#)

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

[Third-Party Software and FERPA](#)

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

VII Schedule

| Date | Topic | Required Reading (to be completed before the class) Assignment Reminders in bold |
|--------|--|--|
| Jan 10 | Class introduction What is Diplomacy? The Thirty Years War and the Westphalian System | Kissinger. <i>Diplomacy</i> , Chapter 1, 2, and 3 pages 17-77 Osiander, Andreas, "Sovereignty, International Relations and the Westphalian Myth," <i>International Organizations</i> Vol 55 No 2, Spring 2001, pages 251-287 (Webcourse) Thirty Years War Video (Webcourse) Assignment Due Jan 10: Thirty Years War Quiz Assignment Due Jan 10: Reacting Questionnaire |
| Jan 12 | War and Peace in 18th Century Europe: Louis XIV and Frederick II | Assignment Due Jan 13: Woodrow Wilson or Teddy Roosevelt? National and individual role papers for Vienna 1815 to be distributed in class. |
| Jan 17 | Napoleon's Wars and the Restoration of Order Introduction to Vienna 1814-1815 Delegation Time | Jarret, Mark. <i>The Congress of Vienna and its Legacy</i> , Chapters 1 and 2 (pages 3-68) (Webcourse) Kissinger. <i>Diplomacy</i> , Chapter 4 (pages 78-102) Congress of Vienna Gamebook National and Individual Briefing Papers. Assignment Due Jan 17: Congress Reading Quiz. |
| Jan 19 | Congress of Vienna Session 1 | Assignment Due Jan 18: Vienna Opening Statement (delegation heads) Assignment Due Jan 18: Briefing paper on your assigned issue (other delegation members) |
| Jan 24 | Congress of Vienna Session 2 | Assignment Due Jan 24: Letter Home (see your Role Sheet). |
| Jan 26 | Congress of Vienna Session 3 | Assignment Due Jan 26: Draft Final Act |
| Jan 31 | Congress of Vienna Session 4 | Assignment Due Jan 31 (after class): Negotiating Score Sheet (1 per delegation). |

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|--------|--|---|
| Feb 2 | Assessing the Vienna Settlement The Concert of Europe: The World of Classic Diplomacy | Kissinger. <i>Diplomacy</i> , Chapter 4 and 5 (pages 78-167) Assignment Due Feb 3: Commentary. |
| Feb 7 | Diplomatic Practice: Foreign Ministries, Embassies and Diplomatic Practice | Berridge, G.R., "The Foreign Ministry," in <i>Diplomacy: Theory and Practice 5th Edition</i> , Palgrave MacMillan, New York, 2015. Pages 5-21. (Webcourse) |
| Feb 9 | The Concert Fails and the Origins of the Great War | Kissinger. <i>Diplomacy</i> , Chapter 6, 7 and 8 (pages 137-217) Roles for Paris 1919 will be distributed in class |
| Feb 14 | Introduction to Paris 1919 Paris 1919 Session 1 Opening Statements | Kissinger. <i>Diplomacy</i> , Chapter 9 (pages 217-245) Paris 1919 Gamebook (Webcourse) National Brief and Individual Role Sheet. Documents in the Gamebook important to your role. Assignment Due Feb 13: Opening Statement (First Written Assignment for Heads of Delegation) Assignment Due Feb 14: Paris 1919 Reading Quiz |
| Feb 16 | Paris 1919 Session 2 Opening Statements Discussion of the League of Nations Charter | Assignment Due Feb 15: First Written Assignment (non-heads of delegation) |
| Feb 21 | Paris 1919 Session 3 Commissions | Assignment Due February 20: Second Written Assignment (all) |
| Feb 23 | Paris 1919 Session 4 Commissions | Assignment Due February 24: Draft Treaty (Council) |
| Feb 28 | Paris 1919 Session 5 Plenary Discussion of the Treaty German Response | Assignment Due Feb 27: Comments on the Draft Treaty (other delegations) |

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|------------|--|---|
| Mar 2 | Paris 1919 Session 6 Signing Ceremony and Post-Mortem | Kissinger. <i>Diplomacy</i> , Chapter 10, pages 218-265 Assignment Due Mar 1: Letter to Your Character |
| Mar 7 | Diplomacy and the Road to World War II | Kissinger. <i>Diplomacy</i> , Chapter 11, 12, 13 and 14 (pages 266-368) |
| Mar 9 | Alliance Diplomacy: The U.S., Britain and the USSR in World War II | Kissinger. <i>Diplomacy</i> , Chapter 15, and 16 (pages 369-422) Assignment Due Mar 10: First Mid-term (on-line outside class) |
| Mar 13 -17 | Spring Break | |
| Mar 21 | The Origins of the Cold War | Kissinger. <i>Diplomacy</i> , Chapter 17 and 18 (pages 423-521) |
| Mar 23 | American Foreign Policymaking: The National Security Council and the Role of the Presidency | Zetulik, Jack. American Foreign Policy (address to new Foreign Service Class) (Webcourse) Pope, "Demilitarizing American Foreign Policy," (Webcourse) DeYoung, Karen, "How the Obama White House runs foreign policy," <i>Washington Post</i> , August 4, 2015. (Webcourse) Haas, Richard, "Present at the Disruption: How Trump Unmade U.S. Foreign Policy," <i>Foreign Affairs</i> , Vol 99, No 5, sept/Oct 2020, pages 24-34. (Webcourse) |
| Mar 28 | Trade and Economic Diplomacy | Woolcock, Stephen, and Bayne, Nicholas. "Economic Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013, pages 385-401. (Webcourse) |
| Mar 30 | International Organizations | Karns, Margaret P. and Mingst, Karen A. "International Organizations and Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013, pages 142-159. (Webcourse) Mahbubani, Kishor. "Multilateral Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i> , Oxford University Press, Oxford, 2013, pages 248-262. (Webcourse) |

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|--------------------------|--|--|
| Apr 4 | <p>Humanitarianism and the Responsibility to Protect</p> <p>Introduction to Rwanda 1994</p> <p>Rwanda 1994 Role Sheets to be handed out</p> | <p>Weiss, Thomas G, "The Responsibility to Protect and Modern Diplomacy." In Cooper et al, <i>The Oxford Handbook of Modern Diplomacy</i>, Oxford University Press, Oxford, 2013, pages 763-778 (Webcourse)</p> <p>McFall, Kelly, <i>The Needs of Others</i>, pages 1-68</p> |
| Apr 6 | <p>Rwanda Session 1 – April 7, 1994</p> | <p>Individual Briefing Papers.</p> <p>Documents in <i>The Needs of Others</i> important to your role.</p> <p>Assignment Due April 4: Rwanda Reading Quiz</p> |
| Apr 11 | <p>Rwanda Session 2 – April 15, 1994</p> | <p>Assignment Due April 11: First Written Assignment</p> |
| Apr 13 | <p>Rwanda Session 3 – April 30, 1994</p> | |
| Apr 18 | <p>Rwanda Session 4– May 15, 1994</p> | <p>Assignment Due April 17: Second Written Assignment</p> |
| Apr 20 | <p>Rwanda Session 5– May 30, 1994</p> | <p>Assignment Due April 24: Self-Assessment Essay</p> |
| Apr 28 4:00 - 6:50 | <p>Last Class</p> <p>Rwanda Post-Mortem and Class Review</p> | |



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

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

COURSE SYLLABUS As of January 3, 2023

Instructor: Terry A. Breese
E-Mail: terry.breese@ucf.edu
Phone: 703-344-1625
Office Hours: Tue & Thu 3:00-4:00
Location: Faculty Center for Teaching (CB1-207)
Teaching Assistant: Tyler Roderick

Term: Spring 2023
Class Meeting Days: Tue & Thu
Class Meeting Hours: 1:30-2:45
Class Location: PSY 105
Course Prerequisites: None



I Course Overview

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

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

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

Reacting to the Past

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

Disclaimer

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

II Course Materials and Resources

Required Materials/Resources

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

Third-Party Accessibility and Privacy Statements

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

III Student Learning Outcomes

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

and use a space between paragraphs.

Interaction Guidelines

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

1. While using synchronous tools, such as chat and conferences, be located in a quiet, private environment. This will help you stay clear of disturbances.

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

IV Course Activities

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

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

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

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

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

Writing Assignments: This course includes several writing assignments relating to each of the modules. These will not be standard term papers. In the first two modules – either Nothing Less Than War or The Treaty of Versailles – the writing assignment is Op-Ed piece as a Congressman or Senator for the leading newspaper in your home state explaining your vote ahead of the debate Congress with your fellow students. Two other modules will require essays arguing your view on the topic question. In the other three modules, you will be writing a policy memorandum. For these there will be a specific template in the assignment that you must use. In every case, the papers will be less than 1,000 words.

The word limits are deliberate. You will have to analyze a lot of material, prioritize, and make judgments. The papers also require the study of the overall time period in question. You must understand the rich context of each

topic and the inherent sub-topics. The military has an acronym (of course): BLUF (Bottom Line Up Front). In the real world, brevity is vital. Policy-makers and business leaders are busy and don't have the time for a long paper. You must get to the point and be persuasive. When I worked at the State Department, memoranda to the Secretary were normally limited to three pages.

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

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

Quizzes: There will be regular quizzes on the readings and there will be short writing assignments. Quizzes and short writing assignments together count for 10% of the final grade. The first one will be due January 13 to comply with the University's financial assistance requirements.

Attendance/Participation

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

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

Late Assignments

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

Activity Submissions

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

Make-up Exams and Assignments

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

V Basis for Final Grade

| <u>Assessment</u> | <u>Percent of Final Grade</u> |
|---------------------------------|-------------------------------|
| Writing Assignments (four) | 25% |
| Yalta 1945 | 15% |
| Cuban Missile Crisis Micro-Game | 10% |
| Korea Simulation | 10% |
| Midterm Exam | 15% |
| Final Exam | 15% |
| Quizzes and shorter assignments | 10% |
| Total | 100% |

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

VI University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

[Academic Integrity](#)

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

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

[Course Accessibility Statement](#)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

[Campus Safety Statement](#)

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

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

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

[Deployed Active Duty Military Students](#)

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

[Copyright](#)

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

[Third-Party Software and FERPA](#)

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

VII Schedule

| Date | Topic | Required Reading (to be completed before the class) Assignment Reminder in bold |
|--------|--|---|
| Jan 10 | Class Introduction Lecture: A Forced March through American Foreign Policy to 1895 | Kissinger, "The Hinge" from <i>Diplomacy</i> . (Webcourse) <u>SKIM ONLY:</u> Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 1-3 (pages 1-71) |
| Jan 12 | The Emergence of the U.S. as a World Power Lecture: America's Emergence as a World Power | Assignment Due Jan 12: Emergence of the United States Reading Quiz Assignment Due Jan 13: Roosevelt or Wilson? |

| | | |
|--------|---|---|
| Jan 17 | <p>Nothing Less Than War: The U.S. Decision to Enter World War I</p> <p>Lecture: The Great War and the U.S. Political Debate</p> | <p>Assignment Due Jan 17 (Before Class): Nothing Less than War Reading Quiz</p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 4 (pages 72-96)</p> <p>Freure, Russell, "When Memory and Reality clash: The First World War and the Myth of American Neutrality," <i>Northern Mariner</i>, Vol. 22, No. 2, 2012, pages 141-163. (Webcourse)</p> <p>Puong, Fei Yeh, "The Role of the Zimmerman Telegram in Spurring America's Entry into the First World War," <i>American Intelligence Journal</i>, Vol 32, No. 1, pages 61-64. (Webcourse)</p> <p>Woodrow Wilson's war message to Congress (2 pages) (Webcourse)</p> |
| Jan 19 | <p>Class Debate: The House of Representatives' Debate on Declaring War</p> | <p>Assignment Due 2:00 PM Jan 18: Op-Ed on the Declaration of War (HFAC Members Only)</p> <p>Assignment Due 2:00 PM Jan 18: Statement on the Declaration of War (Other House Members)</p> |
| Jan 24 | <p>The Treaty of Versailles</p> <p>Lecture: The Paris Peace Conference 1919 and America's Debate</p> | <p>Assignment Due Jan 24 (Before Class): Treaty of Versailles Reading Quiz.</p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 5 (pages 97-121)</p> <p>Hewes, James E. Jr, "Henry Cabot Lodge and the League of Nations," <i>Proceedings of the American Philosophical Society</i>, Vol 114, No. 4, August 1970, pages 245-255. (Webcourse)</p> |
| Jan 26 | <p>Class Debate: The Senate Debate on Ratifying the Versailles Treaty</p> | <p>Assignment Due 2:00 PM January 25: Op-Ed on the Treaty of Versailles (SFRC Members Only)</p> <p>Assignment Due 2:00 PM January 25: Statement on the Treaty of Versailles (Other Senators).</p> |
| Jan 31 | <p>Class Debate: The Senate Debate on Ratifying the Versailles Treaty</p> | |
| Feb 2 | <p>Lecture: American Interwar Foreign Policy 1920-1941</p> | <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 6-7 (pages 122-171)</p> <p>Yalta 1945 Role Sheets to be distributed in Class.</p> |

| | | |
|--------|---|---|
| Feb 7 | <p>Yalta 1945 Introduction</p> <p>Lecture: Alliance Diplomacy: The U.S., Britain and the USSR in World War II</p> <p>Delegation Meeting</p> | <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 (pages 172-182 ONLY – Stop at Yalta)</p> <p>Proctor, John W. and Moser, John E., <i>Restoring the World, 1945</i>, University of North Carolina Press, Chapel Hill, NC, 2020, pages 1-42</p> <p>Your individual role sheet and national briefing.</p> |
| Feb 9 | <p>Yalta 1945 First Session</p> <p>Issues 1, 2 and 3*</p> <p>The three foreign ministers will set the order of issues.</p> | <p>Assignment Due: Individual Briefing Paper (due the day before your issue comes up for discussion).</p> <p>Assignment Due: Individual speeches (due the day before your issue comes up for discussion).</p> <p>Assignment Due Feb 9 (Before Class): Yalta 1945 Reading Quiz.</p> <p>Documents in <i>Restoring the World, 1945</i> important to your role.</p> |
| Feb 14 | <p>Yalta 1945 Second Session</p> <p>Issues 4, 5 and 6 *</p> | |
| Feb 16 | <p>Yalta 1945 Third Session</p> <p>Issues 7, 8 and 9*</p> | |
| Feb 21 | <p>Yalta 1945 Fourth Session</p> <p>Issues 10 and 11*</p> | <p>Assignment due by end of class: Yalta Final Statement</p> |
| Feb 23 | <p>Yalta 1945 Readout – What Really Happened</p> <p>Origins of the Cold War</p> <p>Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective</p> | <p>Assignment Due 2:00 PM Feb 22: Reflective Essay</p> <p>Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i>, (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 and 9 (pages 183-235 – Start with Yalta)</p> <p>Levering, et al, <i>Debating the Origins of the Cold War. The American Perspective</i> (pages 1-64)</p> <p>George F. Kennan, “Long Telegram,” Feb. 22, 1946 (page 69-75 of <i>Debating the Origins of the Cold War</i> and Webcourse) or</p> <p>X, “The Sources of Soviet Conduct,” <i>Foreign Affairs</i>, Volume 25, No. 4, July 1947, pages 566-582. (Webcourse). The latter is a bit longer but much more readable.</p> <p>Truman’s Speech to Congress March 12, 1947, (“Recommendation for Assistance to Greece and Turkey”). (pages 78-80 <i>Debating the Origins of the Cold War</i> and Webcourse)</p> |

| | | |
|-------------|---|---|
| Feb 28 | Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Soviet Perspective | Levering, et al, <i>Debating the Origins of the Cold War. The Russian Perspective</i> (pages 85-154) Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership dated September 25, 1946. (Webcourse) Also available at Wilson Center Archives http://digitalarchive.wilsoncenter.org/document/110808 |
| March 2 | Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War? | Assignment Due 2:00 PM Mar 1: Paper assessing responsibility for the Cold War. |
| March 7 | Lecture: The Cold War under Eisenhower and Kennedy Mid-Term Review | Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 10 (pages 233-260) Assignment Due Mar 7 (Before Class): Eisenhower Reading Quiz. Assignment Due: March 8 Mid-Term Exam (on line). |
| March 9 | Current Topic Discussion To Be Determined | |
| March 13–17 | Spring Break | |
| March 21 | The Missiles of October: The Cuban Missile Crisis Lecture: Different ways of looking at the Cuban Missile Crisis | Assignment Due 1:00 PM March 21: Cuban Missile Crisis Reading Quiz Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 261-270 ONLY) |
| March 23 | Cuban Missile Crisis Microgame | Game materials and your individual role sheets. Assignment Due 2:00 PM March 22: Advisor Brief |
| March 28 | Microgame Outbrief Lecture: The Cuban Missile Crisis: What Really Happened and What it Meant Lecture: From Détente to Reagan | Watch the PBS documentary on the crisis. It's 1.5 hours. Accessible on YouTube at: https://www.youtube.com/watch?v=dMYumVM1rZM Assignment Due Mar 27 2:00 PM: Character Debrief |

| | | |
|----------|---|--|
| March 30 | 1989 and the End of the Cold War Lecture: The Fall of Communism and American Policy | Assignment Due 1:00 PM March 30: End of the Cold War Reading Quiz Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 15-16 (pages 358-410) Leffler, Melvyn, "Reagan's Peace through Strength and Gorbachev's Reform through Peace," in Merrill, Dennis, and Patterson, Thomas G., <i>Major Problems in American Foreign Relations, Volume II: Since 1914</i> , pages 524-537. (Webcourse) |
| April 4 | Class Debate: Why Did the Cold War Suddenly End? | Assignment Due 2:00 PM April 3: Who Was Responsible for the Cold War's Sudden End? |
| April 6 | The United States and China Lecture: The U.S. and China 1949-1981 | Assignment Due 1:00 PM April 6: US-China Reading Quiz Combs, Gerald A., <i>The History of American Foreign Relations From 1895</i> , (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 13 (pages 309-333) Warner, Geoffrey, <i>Nixon, Kissinger and the rapprochement with China, 1969-1972</i> . <i>International Affairs</i> 83: 4, 2007 (Webcourse) Goh, Evelyn, "Nixon, Kissinger, and the "Soviet Card" in the U.S. Opening to China, 1971-1974," <i>Diplomatic History</i> , Vol. 29, No. #, June 2005, pages 475-502. (Webcourse) |
| April 11 | The U.S. and China: From Reagan to Biden Lecture: The U.S. and China 1981-Present | Westad, Odd Arne, <i>The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?</i> , <i>Foreign Affairs</i> , Vol 98, No. 5 (Sept/Oct 2019), pages 86-95. (Webcourse) Gerwitz, Julian, <i>China Thinks America is Losing</i> , <i>Foreign Affairs</i> Vol 99, No 6 (Nov/Dec 2020), Pages 62-72. (Webcourse) |
| April 13 | Class Debate: How should the U.S. deal with today's China? | Assignment Due 2:00 PM April 8: Policy Paper on US-China Relations |
| April 18 | The Korea Problem Lecture: The U.S. and North Korea | Assignment Due April 14: Model Diplomacy Reading Quiz (in the CFR site, not Webcourse) Grzelczyk, Virginie, "The Kim Dynasty and North-East Asian Security: Breaking the Cycle of Crisis?". <i>North Korean Review</i> , vol II, No. 2, Fall 2015, pp. 25-44. (Webcourse) Nathan, Andrew S., "Who is Kim Jong-un?", <i>The New York Review of Books</i> . August 18, 2016. (Webcourse) |
| April 20 | Model Diplomacy Simulation on Korea | Assignment Due April 19: North Korea Briefing Paper Assignment Due: Model Diplomacy Korea Simulation (in class) |
| May 2 | Final Exam | |

POS2041 American National Government

Section 602

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

Table of Contents

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Course Information

- Term: Spring 2023
- Course Number & Section: POS2041-602
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: Mondays & Wednesdays
- Class Meeting Time: 1:30 PM - 2:45 PM
- Class Location: VAB 0217 ([Get Directions](#)).
- Course Modality: Face to Face (P)

This course has received the following distinctions:



Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Digital Contact: **Please use the Webcourses@UCF messaging to contact me.** I aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: <https://cdl.ucf.edu/support/webcourses/guides/conversations/>
- Office Hours (all times are EDT - Orlando time). Regular office hours will be held through Zoom and the link is provided below. For these office hours, you do not need an appointment. Just "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.

| Day | Time | Zoom Info |
|-----------------------|---|-----------|
| Monday | 9:00 AM - 12:00 PM | |
| Wednesday | 9:00 AM - 12:00 PM | |
| By appointment | Contact me to arrange a meeting time | |

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. 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 one of UCF's priority policy areas: the issue of human trafficking. To that effect, for the final project we will be partnering with another class at UCF in the Criminal Justice program: CCJ4694: Human Trafficking. The objective of this is to apply what you learned in the course, to develop professional skills, and to make connections with students who are already further along in their UCF careers. The project is designed to introduce you to the career readiness competencies (competencies that employers are requiring all graduates to demonstrate), skills needed to demonstrate these competencies, and prepare you to 'translate' your past and current experiences into your employment search tools.

These competencies/skills are*:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses,

navigation of career opportunities, and networking to build relationships within and without one's organization.

- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

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

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

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

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

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

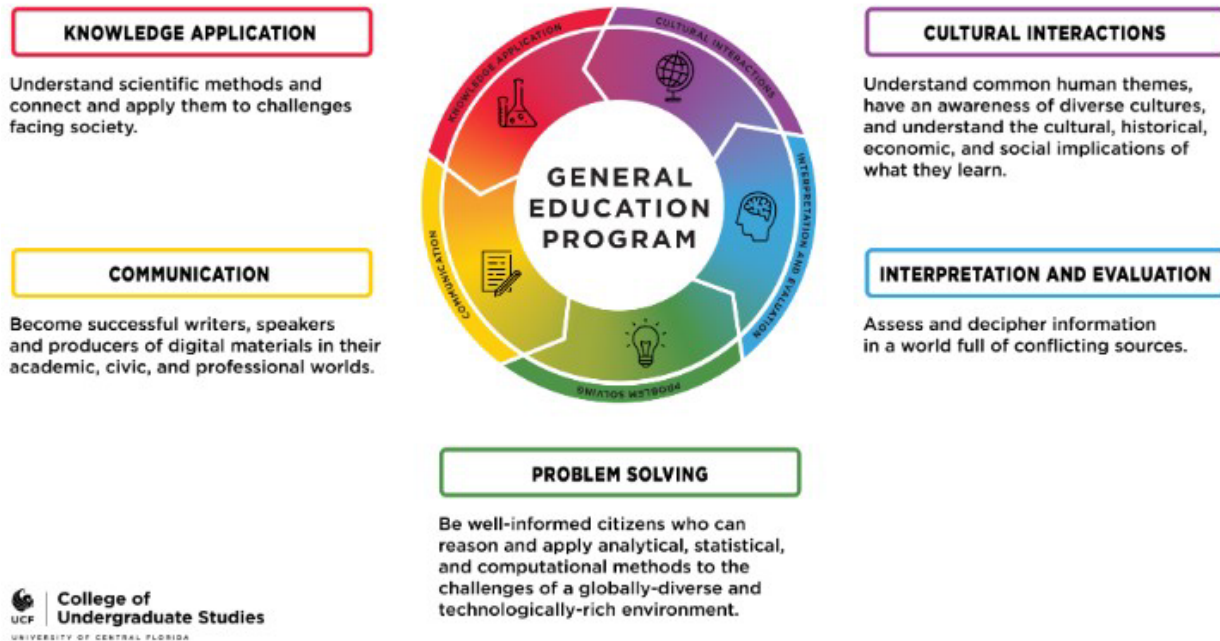
The purposes of the UCF General Education Program (GEP) are

- to introduce students to a broad range of human knowledge and intellectual pursuits
- to equip students with the analytic and expressive skills required to engage in those pursuits

- to develop their ability to think critically
- to prepare them for life-long learning.

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

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



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

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

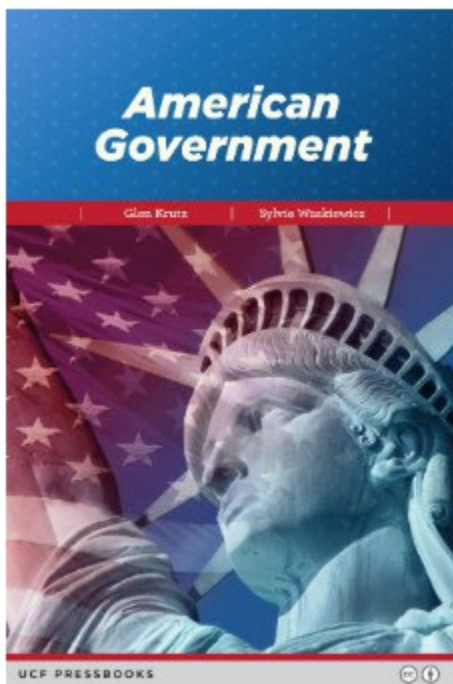
Modality

This class will be held in person (P Modality). Please make sure you are on time. Give yourself extra time the first day to familiarize yourself with the classroom location.

Course Materials and Resources

Required Textbook

The textbook for this class is:



OpenStax and Lumen Learning: *American Government* (2e), <https://pressbooks.online.ucf.edu/pos2041ac/> Print: American Government from OpenStax, Print ISBN 1947172654, Digital ISBN 1947172662, <https://openstax.org/details/books/american-government-2e>

Good news: your textbook for this class is available for free online! Your book is available in web view and PDF for free. You can use whichever format you wish. 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 needed to complete assignments:

- 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 is designed as an introduction to and preparation for higher-level courses by developing skills such as oral presentation, writing, test-taking and teamwork skills.

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 academic activity indicated in the Week 1 Module 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.

Professional Points

Professional 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 professional 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 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 professional 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 exams. 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. There are 11 graded modules and only the 10 with the highest scores will count.

Please keep in mind that if you miss 5 or more classes *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).

Collaborative Project 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 be provided in the respective modules).

- **Wednesday, January 18, 12:00 PM - 1:30 PM**
- **Wednesday, February 8, 12:00 PM - 1:30 PM**

There will also be an *optional* check-in meeting on Zoom on **March 22 (12:00 PM - 1:30 PM)**. This meeting is designed to answer questions or provide help and guidance if you need it. If you and your team are doing fine, you do not need to attend the meeting.

Examinations

There will be four examinations in this course - three midterms and a final exam. The final examination will be cumulative. Although there will be 4 exams, only the highest 3 will count. Thus, if you are satisfied with your grade in the first 3 exams, you do not need to take the final exam. 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.

Please note:

- 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 that 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 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 |
|--|------------|
| Professional Points | 2.5 |
| Modules (11 graded modules - only the 10 highest will count) | 40 |
| Final Project | 12.5 |
| Examinations (4 - only the highest 3 count) | 45 |

| 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.

Spring 2023 Schedule

| Date | Topic | Assignments/Notes |
|-----------------|--|--|
| Week 1: Jan. 9 | Introduction: American Government and Civic Engagement | Week 1 Module Friday: Drop/Swap Deadline on myUCF |
| Week 2: Jan. 16 | The Constitution and its Origins | Week 2 Module Martin Luther King Jr. Day: No classes (Monday, January 16) |
| Week 3: Jan. 23 | American Federalism | Week 3 Module |
| Week 4: Jan. 30 | Civil Liberties | Week 4 Module First Exam: Monday, Jan. 30 |

| | | |
|-----------------------------|---------------------------------------|--|
| Week 5: Feb. 6 | Civil Liberties | Week 5 Module |
| Week 6: Feb. 13 | Civil Rights | Week 6 Module |
| Week 7: Feb. 20 | Civil Rights | Week 7 Module |
| Week 8: Feb. 27 | Voting, Campaigns & Elections | Week 8 Module Second Exam: Monday, Feb. 27 |
| Week 9: Mar.6 | Political Parties and Interest Groups | Week 9 Module |
| Week 10: Mar.13 | SPRING BREAK | Week 10 Module |
| Week 11: Mar.20 | The Congress | Week 11 Module Withdrawal Deadline: Friday, March 24, 2023, 11:59 PM |
| Week 12: Mar.27 | The Presidency & the Bureaucracy | Week 12 Module |
| Week 13: April 3 | The Courts | Week 13 Module |
| Week 14: April 10 | Project Week | Week 14 Module Third Exam: Mon. April 10 |
| Week 15: April 17 | Review Week | Week 15 Module Friday: Last Day of Class |
| Weeks 16-17: April 24-May 2 | Final Exam Week | Week 16 Module Last Day of Class: Monday, April 24, 2023 Study Day: Tuesday, April 25, 2023 Final Exam: Monday, May 1, 2023, 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

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,s 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.

Covid-19 Policy

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.

Notifications in Case of Changes in Class 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.

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.

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.

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POS2041 American National Government

Section 601

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

Table of Contents

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 - [Course Description](#)
 - [Course Materials and Resources](#)
 - [Student Learning Outcomes](#)
 - [Course Activities](#)
 - [Grading Information](#)
 - [Course Schedule](#)
 - [Policy Statements](#)
-

Course Information

- Term: Spring 2023
- Course Number & Section: POS2041-601
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: Mondays & Wednesdays
- Class Meeting Time: 12:00 PM - 1:15 PM
- Class Location: VAB 0217 ([Get Directions](#)).
- Course Modality: Face to Face (P)

This course has received the following distinctions:



Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Digital Contact: **Please use the Webcourses@UCF messaging to contact me.** I aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: <https://cdl.ucf.edu/support/webcourses/guides/conversations/>
- Office Hours (all times are EDT - Orlando time). Regular office hours will be held through Zoom and the link is provided below. For these office hours, you do not need an appointment. Just "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.

| Day | Time | Zoom Info |
|-----------------------|---|-----------|
| Monday | 9:00 AM - 12:00 PM | |
| Wednesday | 9:00 AM - 12:00 PM | |
| By appointment | Contact me to arrange a meeting time | |

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. 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 one of UCF's priority policy areas: the issue of human trafficking. To that effect, for the final project we will be partnering with another class at UCF in the Criminal Justice program: CCJ4694: Human Trafficking. The objective of this is to apply what you learned in the course, to develop professional skills, and to make connections with students who are already further along in their UCF careers. The project is designed to introduce you to the career readiness competencies (competencies that employers are requiring all graduates to demonstrate), skills needed to demonstrate these competencies, and prepare you to 'translate' your past and current experiences into your employment search tools.

These competencies/skills are*:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses,

navigation of career opportunities, and networking to build relationships within and without one's organization.

- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

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

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

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

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

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

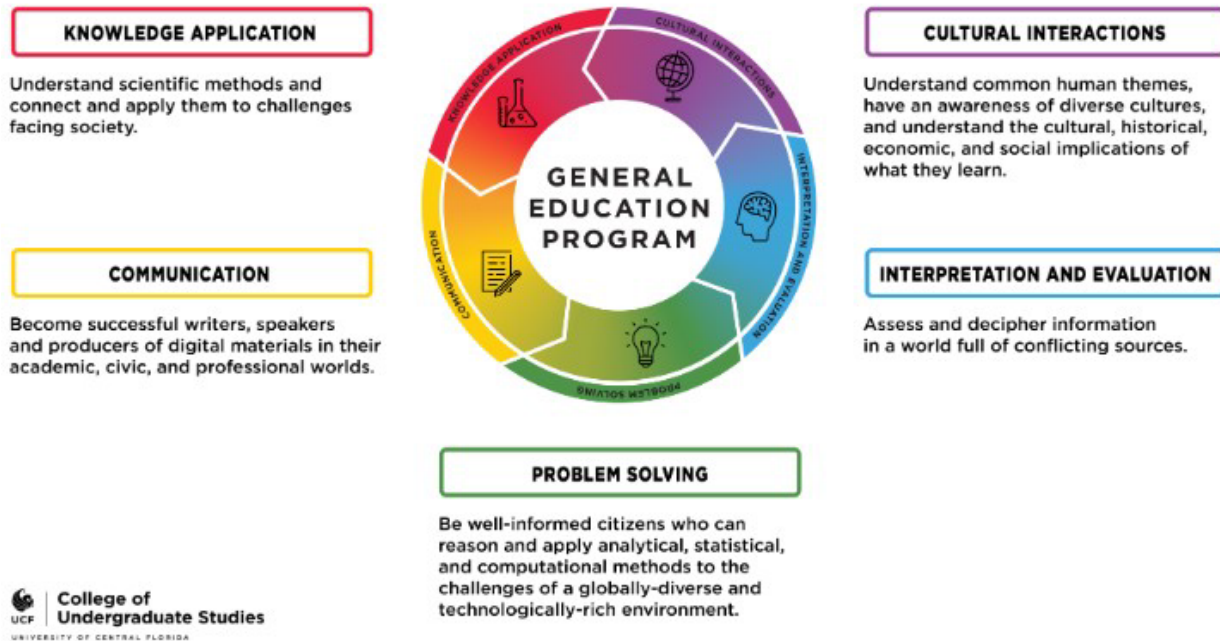
The purposes of the UCF General Education Program (GEP) are

- to introduce students to a broad range of human knowledge and intellectual pursuits
- to equip students with the analytic and expressive skills required to engage in those pursuits

- to develop their ability to think critically
- to prepare them for life-long learning.

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

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



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

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

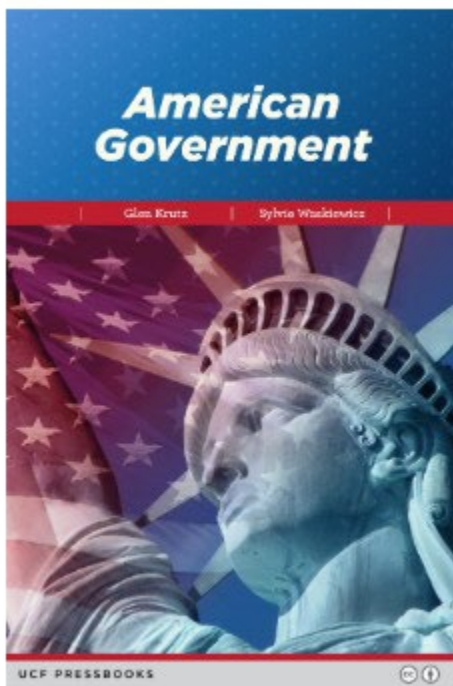
Modality

This class will be held in person (P Modality). Please make sure you are on time. Give yourself extra time the first day to familiarize yourself with the classroom location.

Course Materials and Resources

Required Textbook

The textbook for this class is:



OpenStax and Lumen Learning: *American Government* (2e), <https://pressbooks.online.ucf.edu/pos2041ac/> Print: American Government from OpenStax, Print ISBN 1947172654, Digital ISBN 1947172662, <https://openstax.org/details/books/american-government-2e>

Good news: your textbook for this class is available for free online! Your book is available in web view and PDF for free. You can use whichever format you wish. 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 needed to complete assignments:

- 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 is designed as an introduction to and preparation for higher-level courses by developing skills such as oral presentation, writing, test-taking and teamwork skills.

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 academic activity indicated in the Week 1 Module 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.

Professional Points

Professional 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 professional 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 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 professional 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 exams. 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. There are 11 graded modules and only the 10 with the highest scores will count.

Please keep in mind that if you miss 5 or more classes *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).

Collaborative Project 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 be provided in the respective modules).

- **Wednesday, January 18, 12:00 PM - 1:30 PM**
- **Wednesday, February 8, 12:00 PM - 1:30 PM**

There will also be an *optional* check-in meeting on Zoom on **March 22 (12:00 PM - 1:30 PM)**. This meeting is designed to answer questions or provide help and guidance if you need it. If you and your team are doing fine, you do not need to attend the meeting.

Examinations

There will be four examinations in this course - three midterms and a final exam. The final examination will be cumulative. Although there will be 4 exams, only the highest 3 will count. Thus, if you are satisfied with your grade in the first 3 exams, you do not need to take the final exam. 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.

Please note:

- 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 that 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 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 |
|--|------------|
| Professional Points | 2.5 |
| Modules (11 graded modules - only the 10 highest will count) | 40 |
| Final Project | 12.5 |
| Examinations (4 - only the highest 3 count) | 45 |

| 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.

Spring 2023 Schedule

| Date | Topic | Assignments/Notes |
|-----------------|--|--|
| Week 1: Jan. 9 | Introduction: American Government and Civic Engagement | Week 1 Module Friday: Drop/Swap Deadline on myUCF |
| Week 2: Jan. 16 | The Constitution and its Origins | Week 2 Module Martin Luther King Jr. Day: No classes (Monday, January 16) |
| Week 3: Jan. 23 | American Federalism | Week 3 Module |
| Week 4: Jan. 30 | Civil Liberties | Week 4 Module First Exam: Monday, Jan. 30 |

| | | |
|-----------------------------|---------------------------------------|--|
| Week 5: Feb. 6 | Civil Liberties | Week 5 Module |
| Week 6: Feb. 13 | Civil Rights | Week 6 Module |
| Week 7: Feb. 20 | Civil Rights | Week 7 Module |
| Week 8: Feb. 27 | Voting, Campaigns & Elections | Week 8 Module Second Exam: Monday, Feb. 27 |
| Week 9: Mar.6 | Political Parties and Interest Groups | Week 9 Module |
| Week 10: Mar.13 | SPRING BREAK | Week 10 Module |
| Week 11: Mar.20 | The Congress | Week 11 Module Withdrawal Deadline: Friday, March 24, 2023, 11:59 PM |
| Week 12: Mar.27 | The Presidency & the Bureaucracy | Week 12 Module |
| Week 13: April 3 | The Courts | Week 13 Module |
| Week 14: April 10 | Project Week | Week 14 Module Third Exam: Mon. April 10 |
| Week 15: April 17 | Review Week | Week 15 Module Friday: Last Day of Class |
| Weeks 16-17: April 24-May 2 | Final Exam Week | Week 16 Module Last Day of Class: Monday, April 24, 2023 Study Day: Tuesday, April 25, 2023 Final Exam: Wednesday, April 26, 2023, 10:00 AM – 11:15 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

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,s 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.

Covid-19 Policy

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.

Notifications in Case of Changes in Class 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.

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>.

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Campus Safety Statement

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

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

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.

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Third-Party Software and FERPA

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

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.

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INR4008 0W60 Global Perspectives

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

Table of Contents

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 - [Course Description](#)
 - [Course Materials and Resources](#)
 - [Student Learning Outcomes](#)
 - [Course Activities](#)
 - [Grading Information](#)
 - [Course Schedule](#)
 - [Policy Statements](#)
-

Instructor Information

- Instructor: Dr. Annabelle Conroy
- Office Location: HPH 302
- Digital Contact: **Please use the Webcourses@UCF messaging to contact me.** I aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: <https://cdl.ucf.edu/support/webcourses/guides/conversations/>
- Office Hours (all times are EDT - Orlando time). Regular office hours will be held through Zoom and the link is provided below. For these office hours, you do not need an appointment. Just "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.

Course Information

- Term: Spring 2023

- Course Number & Section: INR4008 0W60
- Course Name: Global Perspectives
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: N/A
- Course Modality: W (entirely online)

Enrollment Requirements

Course Prerequisites (if applicable): ENC 1102 or C.I.

Course Co-requisites (if applicable): N/A

Other Enrollment Requirements (if applicable): WWW access, browser, and email required

Course Description

Description from Undergraduate Catalog: The historical and contemporary contexts of globalization.

Course Purpose

The purpose of this course is to provide students with the tools and skills to understand globalization from different theoretical perspectives. The course will trace the various waves of globalization, the processes that lead to certain outcomes (equality/inequality, economic development, greater/less state sovereignty), and its relationship with democracy, social justice, and global governance.

This course will be taught from a transdisciplinary and comparative perspective. Thus, we will examine topics related to globalization 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 term our class will be working on several collaborative projects. The objective of this is to apply what you learned in the course, to develop subject matter competency and professional skills, and to make connections with students in other career paths. The projects are 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.nacweb.org/career-readiness/competencies/career-readiness-defined/>

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

Course Materials and Resources

Required Materials/Resources

- No textbook purchase is required. All materials will be freely accessible online. Check each module for the links to the reading materials.

Third-Party Accessibility and Privacy Statements

Yellowdig Tool

In this class, we will be using Yellowdig, an online discussion tool that is being piloted at UCF. More information on Yellowdig's accessibility features can be found on their [website](#). More information can be found below in the Course Activities section.

Student Learning Outcomes

After taking this course, students will be able to:

- Identify the various waves of globalization, the factors that led to them, and their consequences.
- Identify and evaluate the different perspectives on globalization
- Apply empirical and theoretical evidence to evaluate various case studies
- Identify and examine the ethical dilemmas confronted by policymakers as they attempt to address issues inherent in the process of globalization.

Course Activities

Academic Engagement 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. Failure to do so may result in a delay in the disbursement of your financial aid.

Please see the Week 1 Module for instructions on what to do for this assignment.

Weekly Modules

Modules list and describe the topic(s) and the assignments for each week. Modules will open on Tuesday of each week at 9:00 AM (except for the first week of class, when the first module will open on Monday). Each module will have a series of reading, writing, and assessment assignments. 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. Do not worry if you have to miss a module due to illness. There are 12 graded modules and only the highest 11 will count.

Weekly Discussions: Yellowdig Tool

It's my pleasure to welcome you to Yellowdig, our online class discussion platform. This is a new tool that we are piloting at UCF and is an alternative to the regular Webcourses discussion tool. Unlike typical **Canvas** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for **15%** of your course grade.

The points you earn in Yellowdig are passed to the **Canvas** grade book for your discussion credit. To learn more about how points work, see [this help article](#) along with the Show details link inside Yellowdig.

To earn the **20,000** points required for an "A" in Yellowdig by the end of the course, you will need to reach **1000** points per week on average. Keep in mind that the last day to earn points is April 24. This Community has a point buffer of **35%**, meaning you can earn up to **1350** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 10000 points in one week!

At **11:59 PM every Monday**, the weekly maximum points will reset, and you will again have until the following Monday to get up to the weekly maximum. If you are having a fun discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next **Monday at 11:59 PM**.

A few additional recommendations:

- Watch Yellowdig's [student orientation videos](#).
- Peruse the [Features and Functionality](#) section of Yellowdig's Knowledge Base.
- Check out Yellowdig's [FAQ page](#).
- If you have any technical questions or are having trouble, send Yellowdig a support ticket [here](#).

More information will be contained in each module.

Also, since Yellowdig is still in the pilot stages, we welcome your input regarding its usefulness and ease of use compared to the regular Canvas discussions.

Final Project

The final project assignment requires you to work with a team of 4-5 to examine and evaluate a topic within the globalization debate. Throughout the course you should identify a question/topic/issue that you want to explore further. The final project deliverable has several components: website, video summary, podcast, and resource file. Instructions for the project can be found in the Final Collaborative Project module.

Activity Submissions

All assignments should be submitted online through Webcourses. Instructions for each assignment will be included in the Getting Started page of each week's module. Please check this page as soon as the module opens to organize your schedule for that week.

Attendance/Participation

This course will be delivered in an entirely virtual format. However, please keep in mind that participation in the class is required by completing the designated assignments for each week. You should allocate at least 5-7 hours each week to this class. Depending on the module, some weeks might require more, so make sure you apportion your time accordingly. In addition, there are some collaborative assignments so you should make sure that you can collaborate with your peers for those activities.

Make-up Exams and Assignments

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

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

| Assignment | Percentage of Grade |
|------------------------------|----------------------------|
| Academic Engagement Activity | 1% |
| Yellowdig | 15% |
| Modules | 55% |
| Project | 20% |
| Final Exam | 10% |
| Total | 101% |

| 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 |

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

Course Schedule

Spring 2023 Schedule

| Date | Topic | Assignments/Notes |
|-----------------|---|--|
| Week 1: Jan. 9 | Orientation / Introduction | Week 1 Module Friday: Drop/Swap Deadline on myUCF |
| Week 2: Jan. 16 | History of Globalization | Week 2 Module Martin Luther King Jr. Day: No classes (Monday, January 16) |
| Week 3: Jan. 23 | The Economics of Globalization | Week 3 Module |
| Week 4: Jan. 30 | The Consequences of Globalization: Poverty & Inequality | Week 4 Module |

| | | |
|----------------------------|--|--|
| Week 5: Feb. 6 | The Consequences of Globalization: State Sovereignty | Week 5 Module |
| Week 6: Feb. 13 | Globalization, Environment, and Sustainability | Week 6 Module |
| Week 7: Feb. 20 | Cross-border Migration | Week 7 Module |
| Week 8: Feb. 27 | Globalization and Gender | Week 8 Module |
| Week 9: Mar.6 | Global Governance and Institutions | Week 9 Module |
| Week 10: Mar.13 | SPRING BREAK | Week 10 Module |
| Week 11: Mar.20 | Asia | Week 11 Module Withdrawal Deadline: Friday, March 24, 2023, 11:59 PM |
| Week 12: Mar.27 | Africa | Week 12 Module |
| Week 13: April 3 | Latin America | Week 13 Module |
| Week 14: April 10 | Europe/United States | Week 14 Module |
| Week 15: April 17 | Project Showcase | Week 15 Module Friday: Last Day of Class |

| | | |
|-----------------------------|-----------------|--|
| Weeks 16-17: April 24-May 2 | Final Exam Week | Week 16 Module Last Day of Class: Monday, April 24, 2023 Study Day: Tuesday, April 25, 2023 Final Exam: Wednesday April 26 - Monday, May 1 |
|-----------------------------|-----------------|--|

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

In-Class Recording Statement (Optional - Delete if the course is fully

online)

[Academic Integrity](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)

INR 7707.0001: Advanced Qualitative Methods

Instructor: Thomas M. Dolan, thomas.dolan@ucf.edu

Class Meetings: Monday, 1:00-3:50 PM, HPH 305G

Office Hours: Office Hours: Howard Philips Hall 314, Mondays, Tuesdays 10:00-11:30 or by appointment

Credit: 3 Hours

Advanced Qualitative Methods is designed to enable PhD level students to use qualitative/case study methods effectively in their research. To this end it addresses the inferential logic of case studies, concept and measurement design, case selection, methods of data collection, and the presentation of qualitative data. Through this course, students will become better at critiquing others' qualitative research and more able to conduct high-quality qualitative research of their own.

Design of the Course

Course readings are focused on understanding the theoretical and practical issues involved in designing inferentially effective case studies. Accordingly, students should read and consider all assigned texts prior to coming to class, and be prepared to discuss them. Out-of-class assignments are designed to help students to gain experience with the process of doing qualitative research and the resources available to them.

Assignments

Academic Activity Quiz

All students will complete the academic activity quiz by 15 January.

4 Mini-research designs, 5% each, total 20%

Each student will submit 4 mini-research designs. Each design should be not more than 1 page (single spaced, if needed) and make use of a bullet format. Each design should follow the template on webcourses, with a statement of the question, the motivation for the paper, a theoretical intuition, a hypothesis, and a description of the methodology to be used. All designs must use a qualitative or case-based methodology relevant to the course.

2 Article Reviews (up to 2 pages double-spaced 5% each) + 1 Book Reviews (up to 3 pages double-spaced, 5%), total 15%

Students will review and evaluate 2 qualitative or case-based articles and 2 qualitative or case-based books with a focus on the qualitative or case-based methodology. Articles and books must be approved in advance. Articles must be from top journals (APSR, IS, IO, ISQ, Security Studies, etc.) or top academic publishers (Princeton, Cornell, Oxford, Cambridge). Over the course of the 3 reviews, at least 1 must be focused substantially on archival research, 1 must be substantially focused on fieldwork/interviews, and 1 must use an interpretivist or ethnographic methodology.

Article Presentation—5%

Students will identify an article recently published in a top journal that uses qualitative methods. The article must be approved in advance. Students will send the article out to the class at least 1 week before they present it. The presentation will focus on issues attendant to the qualitative method in the article: case selection, methodology, evidence, and presentation of evidence. It should also include some evaluation of the work.

Complete the Archives Assignment 5%

Complete the tasks outlined in the assignment on webcourses and the last page of this syllabus.

CITI training, 2%

All students will complete UCF's CITI training (Human Subjects Protection – Group 2: Social/Behavioral Research). Credit is given when instructor is provided with documentation.

Overall Participation—10%

Includes informed and thoughtful participation in course seminars and completion of ungraded tasks

Term Paper (Proposal, 3%; Presentation, 5%; Paper, 25%) total: 33 %

Each student will complete a term paper of up to 25 pages (double-spaced, Times New Roman 12 point font) that tests a hypothesis using qualitative methods. The paper will identify a research question, review relevant literature, articulate a theory and hypothesis, and then present qualitative evidence. Evidence should include at least one of the following: archival materials (with secondary historical sources; note that this can use interpretivist methods), interview-based “fieldwork” evidence, or a quantitative analysis using data for a single case gathered from exclusively archival sources (no general data sets).

Essay Exam—10%

Students will complete an essay exam, both to assess knowledge from the course and aid their preparations for the program exam in qualitative methods.

Policies:

COVID Policies

All students will strictly adhere to all university COVID policies. Consistent with university policy, all students are expected to wear masks at all times in the classroom. Likewise and consistent with university guidance, students who are feeling ill or have reason to believe that they may have COVID should not come to class. As appropriate remote options will be made available.

Grading

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.

Grades in my PhD courses can be interpreted in the following way:

| | |
|------------------------|--|
| A 93 or better | High-quality professional work; ready to do work that could be published in the best journals |
| A- 90-92.99 | Professional work; ready to do work that could be published in journals, but further development is necessary before the author is ready to publish in the best journals |
| B+ 88-89.99 | Near professional quality work; further development needed before ready to produce journal publishable work |
| B 83-86.99 | Quality is acceptable; considerable development is needed before the author will be ready to produce journal publishable work |
| B- 80-82.99 | Quality is marginally acceptable |
| C 70-79.99 | Quality is problematic |
| D 60-69.99 | Quality is not acceptable for graduate work |
| F 59.99 or below | Fail |

Late Papers

Assignments are to be turned in by class time on the day they are due. They should be in hard copy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.

Academic Integrity

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.

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.

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 via webcourses), and if possible, will be mentioned in class meetings. Changes become effective immediately. If changes create hardships for students, they should immediately contact the professor.

Cancellation of Class

In the event that the instructor needs to cancel class, an e-mail will be sent to all by webcourses. In cases of late cancellation, notice may also be posted on the door.

Course Texts

Students should secure the books listed below. Other readings are available via the library website or the webcourses page.

Gary King et al., *Designing Social Inquiry*

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*.

John Gerring, *Case Study Research*.

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*

Course Schedule

9 January: Introduction and Research Questions

Cassandra Emmons and Andrew Moravcsik, Graduate Qualitative Methods Training in Political Science. *PS: Political Science and Politics*, 2019.

23 January: Causation, Models, and Theories

MRD 1 Due

Kenneth Clark and David Primo, Modernizing Political Science: A Model-Based Approach. *Perspectives on Politics*, 2007

James Mahoney et al., 2009. "The Logic of Historical Explanation in the Social Sciences," *Comparative Political Studies*.

Gary King et al., *Designing Social Inquiry*, Chapter 3 (Causality and Causal Inference)

Derek Beach and Rasmus Pedersen, Selection (Ch 2-3) from *Causal Case Study Methods*.

Stefano Guzzini, A Reconstruction of Constructivism in International Relations, *European Journal of International Relations*, 2000

Ludvig Norman, Rethinking Causal Explanation in Interpretive Studies, *European Journal of International Relations*, 2021

Recommended

Symposium on Critical Junctures and Historical Legacies, *Qualitative and Multimethod Research*, 2017

Elizabeth Stanley and James Sawyer, The Equifinality of War Termination, *Journal of Conflict Resolution*, 2009.

Imre Lakatos, "Falsification and the Methodology of Scientific Research Programs," in *Criticism and the Growth of Knowledge*.

Eric Grynawski, Contrasts, Counterfactuals, and Causes. *European Journal of International Relations*, 2012

Clifford Geertz, Thick Description: Toward an Interpretive Theory of Culture

John Searle, *The Construction of Social Reality*, Free Press 1997

Ingo Rohlfing and Christina Zuber, Check Your Truth Conditions! Clarifying the Relationship between Theories of Causation and Social Science Methods for Causal Inference, *Sociological Methods & Research*, 2019

30 January: Concepts and Measures

First Article Review Due

Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95, no. 3: 529-546.

Gary Goetz, *Social Science Concepts*, Ch. 2-3

Colin Elman, 2005, "Explanatory Typologies in Qualitative Studies of International Politics," *International Organization*.

Giovanni Sartori, "Comparing and Mis-comparing," 1991, *Journal of Theoretical Politics*.

Paul Pierson, "Big, Slow Moving, and...Invisible," from *Comparative Historical Analysis in the Social Sciences*.

Beach and Pedersen, *Causal Case Study Methods*, Ch. 4-5

6 February: Case Studies, Case Selection, and the Comparative Method

MRD 2 Due

John Gerring, *Case Study Research*, 2007 Ch 1-6.

Aaron Rapport, "Hard Thinking about Hard and Easy Cases in Security Studies," *Security Studies*, 2015 (24:3)

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*, Ch 6 and 7

Recommended:

Symposium on Veil of Ignorance Process Tracing, *Qualitative and Multi-Method Research* Fall, 2020

Symposium on Rethinking Comparison, *Qualitative and Multi-Method Research*, 2018

Symposium: Case Selection, Case Studies, and Causal Inference, Fall 2008, *Qualitative and Multi-method Research*.

Evan Liberman, Nested Analysis as a Mixed-Method Strategy for Comparative Research, *American Political Science Review* 2005

Robin Wagner-Pacifici, *What is an Event?* Chicago: University of Chicago Press, 2017.

Dietrich Rueschemeyer, Can one of a Few Cases Yield Theoretical Gains? Ch. 9 in *Comparative Historical Analysis in the Social Sciences*.

13 February: Process Tracing

Book Review Due

Andrew Bennett and Jeffrey Checkel, *Process Tracing*, ch. 1, 2, 5, 6, 10

Derek Beach, It's All About Mechanisms: What Process-Tracing Case Studies Should be Tracing, *New Political Economy*, 2016.

Andrew Bennett, Andrew Charman, and Tasha Fairfield, Understanding Bayesianism: Fundamentals for Process Tracers, *Political Analysis*, 2022

Ezequiel Gonzalez-Ocantos and Jody LaPorte, Process Tracing and the Problem of Missing Data, *Sociological Methods and Research*, 2019

Sherry Zaks, Relationships Among Rivals: A Framework for Analyzing Contending Hypotheses in Process Tracing, *Political Analysis*, 2017.

Jack Levy, "Counterfactuals, Causal Inference, and Historical Analysis," *Security Studies*, 2015 (24:3)

Recommended:

Process Tracing: A Symposium, *Security Studies*, 2015 (24:2)

Peter Lorentzen, et al. Qualitative Investigation of Theoretical Models: The Value of Process Tracing, *Journal of Theoretical Politics*, 2017.

Derek Beach and Rasmus Pedersen, *Process Tracing Methods*, University of Michigan Press 2013.

Symposium on Counterfactual Analysis in Security Studies, *Security Studies*, 2015 (24:3)

Philip E. Tetlock and Geoffrey Parker, 2006, "Counterfactual Thought Experiments: Why We Can't Live without Them and How We Must Learn to Live with Them." in *Unmaking the West*, University of Michigan Press

Tasha Fairfield and Andrew Charman, A Dialogue with the Data; The Bayesian Foundation of Iterative Research in Qualitative Social Science, *Perspectives on Politics*, 2019

Derek Beach and Rasmus Pedersen, Selecting Appropriate Cases When Tracing Causal Mechanisms, *Sociological Methods & Research*, 2018

Ingo Rohlfing and Carsten Schneider, Improving Research on Necessary Conditions, *Political Research Quarterly*, 2013

Macartan Humphreys and Alan Jacobs, Mixing Methods: A Bayesian Approach, *American Political Science Review*, 2015.

Sherry Zaks, Updating Bayesian(s): A Critical Evaluation of Bayesian Process Tracing, *Political Analysis*, 2021.

20 February: KKV and the Quantitative Template

3rd MRD due

Gary King et al., *Designing Social Inquiry*, Princeton University Press 1994.

Derek Beach and Rasmus Pedersen, *Causal Case Study Methods*, ch. 6

27 February: Money || Archival Pragmatics

Archival Assignment Due

Marc Trachtenberg, 2006. *The Craft of International History*, Chapters 4-5.

*Prior to class, students will create a Pivot Profile

*Prior to class, students will identify at least two separate external funding sources appropriate to their research interests.

6 March: Archives and History

2nd Article Review due; Term Paper Proposal Due

Christopher Darnton, "The Provenance Problem," *American Political Science Review* 2021

Christopher Darnton, "Archives and Inference," *International Security* 2017.

Ian Lutsick, History, Historiography, and Political Science, *American Political Science Review*, 1996.

Ciaran Trace, "What is Recorded is Never Simply What Happened," *Archival Science* 2002.

Verne Harris, The Archival Sliver, *Archival Science* 2002.

Recommended

Ben Fincham, Jonathan Scourfield and Susanne Langer, 2008. "The Impact of Working With Disturbing Secondary Data: Reading Suicide Files in a Corner's Office." *Qualitative Health Research*.

James Robins, Can Historians Be Traumatized by History? *New Republic*, 2021.

Emmanuel Chevet. 2011. "Gendarmerie et Maquis Sous L'Occupation en France (1943-44): Force est Faiblesse." *Guerres Mondiales et Conflits Contemporains*. 242: 121-39.

Ann Laura Stoler, Colonial Archives and the Arts of Governance, *Archival Science* 2002

Matthew Hull, Documents and Bureaucracy, *Annual Review of Anthropology*, 2012.

Tamy Guberek and Margaret Hedstrom, On or Off the Record? Detecting Patterns of Silence about Death in Guatemala's National Police Archive, *Archival Science* 2017.

20 March: Quantitative Analysis of Archival Data

4th MRD Due

Liaia Balcells, Cristopher Sullivan. New Findings from Conflict Archives, *Journal of Peace Research* 2018.

Alexander Lee, Who Becomes a Terrorist? *World Politics*, 2011

Hassner, Ron. The Cost of Torture: Evidence from the Spanish Inquisition. *Security Studies*, 1-36

McLaughlin, Theodore and Alvaro La Parra-Perez. 2019. Disloyalty and Logics of Fratricide in Civil War, *Comparative Political Studies*, 5:7, 1028-58.

Sullivan, Christopher. 2016. Political Repression and the Destruction of Dissident Organizations, *World Politics*, 68:4, 645-676.

Thomas M. Dolan, The Importance of Historiography in Quantitative Research using Archival Data [Working Paper]

27 March: Interpretivism

Vincent Pouliot, "Practice Tracing," in Bennett and Checkel, *Process Tracing*, ch 9.

Lisa Weeden, 2010, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science*

Teun van Dijk, 1993, "Principles of Critical Discourse Analysis," *Discourse and Society*.

Selection from Ted Hopf, 2002, *Social Construction of International Politics*

Selection from Lisa Weeden, 2008, *Peripheral Visions: Publics, Power, and Performance*.

Sebastian Schmidt, Foreign Military Presence and the Changing Practice of Sovereignty, *American Political Science Review*, 2014.

Recommended:

Erica Simmons and Nicholas Smith, The Case for Comparative Ethnography, *Comparative Politics*, 2019.

Symposium: Interpretivism, 2003, *Qualitative Methods*

Jan Kubik, 2009 "Ethnographic Innovations in the Study of Post-Communism," *Qualitative and Multi-method Research*.

3 April: Field work (including the Ethics thereof)

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 1-6

UCF Requirements for fieldwork abroad (travel, IRB)

Recommended:

Brian Rathbun, 2008, "Interviewing and Qualitative Field Methods," *Oxford Handbook of Political Methodology*.

"Symposium: Fieldwork in Political Science" April 2014, *PS: Political Science and Politics*

Layna Mosley, 2013, *Interview Research in Political Science*, Cornell University Press.

Elisabeth Wood, 2009, "Field Research," *Oxford Handbook of Comparative Politics*.
"Symposium: Interview Methods in Political Science." 2002. *PS: Political Science and Politics* 35, no. 4: 663-688.

Anastasia Shesterinina Ethics, Empathy, and Fear in Research on Violent Conflict *Journal of Peace Research*, 2018.

Ezgi Irgil et al., Field Research: A Guide, *International Studies Review*, 2021.

10 April More on Fieldwork

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 7-11

Miroslav Shapovalov, *Between Fighting and Serving*, UCF Dissertation 2021, Chapter 4.

Recommended:

Symposium on "When Locals Say You're Wrong: Member Checking and Political Science, *Qualitative and Multi-Method Research*, 2020

17 April: After You Get Home: Writing and Presenting Qualitative Research

Marc Tractenberg, *Craft of International History*, Ch. 7.

Selection from Kathy Charmaz, *Constructing Grounded Theory*

Selection (ch 5) from Alexander George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*

Alan Jacobs et al. The Qualitative Transparency Deliberations: Insights and Implications, *Perspectives on Politics*, 2021.

24 April: Presentations /// Term Papers Due

1 May: Essay Exam Question Due

Archive Tasks Assignment

Identify a subject that you are interested in for which archival records (may) exist. You will pursue this subject through a variety of sources. Provide a written introduction to each task that provides a rationale for how you addressed the task and

Task 1: Explore the Guide to Federal Records. <http://www.archives.gov/research/guide-fed-records/> With the greatest precision possible, identify where you would look for those records. Identify the relevant Record Group (including decimal points if they exist) and show evidence that the kind of record you would pursue exists. Identify the location of those records and any potential issues with their availability.

Task 2: Identify an archive besides the US National Archives that may have relevant information (note that Presidential Libraries, with one exception,¹ are part of the USNARA system, so they don't count). Try to determine the kind of record you would use and where it is located in the archive. Again, identify any potential issues with availability.

Task 3: Microfilm. Identify a document relevant to your subject that has been microfilmed. Find it, print it out, and bring it with you to class. If necessary, use inter-library loan to procure it.

Task 4: Print Records. Locate a document relevant to your topic in a printed collection of documents. These could be corporate in nature (*Foreign Relations of the United States, Documents on British Foreign Policy, British Documents on Foreign Affairs-- Reports and Papers from the Foreign Office Confidential Print; Documents Diplomatiques Francais, Documents on German Foreign Policy 1918-1945; Akten zur Auswärtigen Politik der Bundesrepublik Deutschland; Documents on Canadian External Relations; etc.*) or they could be collections of individuals' papers (e.g., *Papers of George Catlett Marshall*). Photocopy it, and bring it in. Provide a rationale for this document's relevance and explain any issues attendant to using it in research. Address the strengths and limitations of the document collection you used.

Task 5: Digital Records. Locate a document from a digitized, online record collection (subscription—e.g., National Security Archive—or otherwise). Address the characteristics of the record collection.

Task 6: Newspapers. Locate a contemporaneous newspaper article about your subject, and bring it in. Address why you selected it and any issues that could be associated with using it in research.

Task 7: Prepare a Freedom of Information Act (FOIA) Request for a document or documents that could further your research. See <http://www.foia.gov/>. The FOIA application could be directed towards organizations beside the US Federal Government; if so, please use the appropriate process. [Only make the FOIA request if you have will actually use the information in a research project.] Establish that the information you are seeking is not already available in the public domain.

Task 8: Document that you have set up a PIVOT profile.

Task 9: Identify two potential sources of external funding that could be used to support your research

¹ You'll never guess, so I'll just tell you: Rutherford B. Hayes.

POS4284-23Spring 0W60

[Jump to Today](#)

 [Edit](#)

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

- **Research Training:** *Ralph Brunche Summer Institute* at Duke Univ., [apply by Jan. 23](#) (for Summer 2023 program)
- **Summer Program:** *Research Experiences for Undergraduates* at Vanderbilt Univ., [apply by Feb. 6](#) (for Summer 2023 program)
- **UCF Academic Services:** Tutors and Learning Assistants needed, help UCF student-athletes, [more info](#).
- **Law School Workshop:** I SAC Online Law School Forum Feb 2 2-6pm [register by Feb 1](#)



HURRICANE IAN UPDATE - AUTOMATIC EXTENSION ON ASSIGNMENTS DUE WHILE CLASSES CANCELLED

Resources to help you with this class: [Frequently Asked Questions](#), [If You Have Tech Problems](#), and [Assignment Instructions](#).

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 10am - 1pm 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: Judicial Process and Politics
- Course ID & Section: POS4284-23Spring 0W60
- Credit Hours: 3
- Semester/Year: Spring 2023
- Web Only Course

Course Description

Judicial Process and Politics examines the role of the judiciary in American society. Please read this syllabus carefully. This is an online only course. The course material is organized into a series of modules. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus).

In this course, we will primarily be concerned with the *process* of law, rather than the product of legal processes. The law is not simply a collection of outcomes, policies, decisions and decrees. Law is also a method for transforming contentious issues into enforced solutions. But this process is far from simple or mechanical. Abstract rules and general principles provide some guidance in this transformation of contentiousness, but social norms, broader public understanding, and strategies of legal interpretation also play a role in this process.

One of the main goals of this class is for students to gain realistic perspectives on the judiciary and legal system in the United States. Chances are, much of what you think about judges, courts, and lawyers comes from what you've

seen on television and in the movies. It's important for students to feel what it's really like to be inside a courtroom and hear what it's like to go to law and practice law for a living. These activities will help displace the images you have in mind and help you see why the course material is relevant and important.

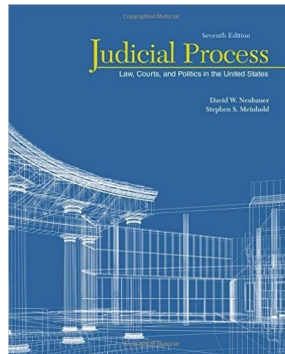
Course prerequisites: ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor.

Course Objectives

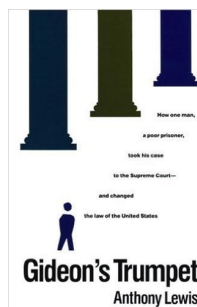
- Understand terminology and concepts related to judicial process and politics
- Understand basic history and organizational principles of U.S. court system
- Evaluate the role of the courts in democratic society
- Compare the popular perception of the legal system to the realities of American courtrooms
- Evaluate the fairness of the judicial system for racial minorities and the poor
- Develop in-depth understanding of a particular judicial process through direct observation and critical analysis

Required Texts and Supplemental Readings

- **REQUIRED:** Neubauer, David, and Stephen Meinhold. 2016. *Judicial Process: Law, Courts, and Politics in the United States, Seventh Edition*. Boston, MA: Wadsworth, Cengage Learning (hereafter "Neubauer & Meinhold"). ISBN-13: 978-1305506527, ISBN-10: 1305506529. [See on Amazon \(https://www.amazon.com/Judicial-Process-Courts-Politics-United/dp/1305506529/ref=sr_1_1?ie=UTF8&qid=1470240246\)](https://www.amazon.com/Judicial-Process-Courts-Politics-United/dp/1305506529/ref=sr_1_1?ie=UTF8&qid=1470240246)



- **REQUIRED:** Lewis, Anthony. 1989. *Gideon's Trumpet*. New York: Vintage Books. ISBN-13: 978-0679723127. ISBN-10: 0679723129 [Originally published in 1964]. [See on Amazon \(http://www.amazon.com/Gideons-Trumpet-Anthony-Lewis/dp/0679723129/ref=la_B000APOQU0_1_1?s=books&ie=UTF8&qid=1437530734&sr=1-1\)](http://www.amazon.com/Gideons-Trumpet-Anthony-Lewis/dp/0679723129/ref=la_B000APOQU0_1_1?s=books&ie=UTF8&qid=1437530734&sr=1-1).



- **BOOK BUYING ISSUES?** Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs \(https://finaid.ucf.edu/receiving/funds-for-books/\)](https://finaid.ucf.edu/receiving/funds-for-books/).
- **SUPPLEMENTAL READINGS.** Additional readings will be announced and/or distributed online. In particular, these readings will focus on rulings from the most recent Supreme Court term(s), and articles regarding the various uses of federal and state judicial power.

- **RECOMMENDED:** Read your local newspaper's coverage of trials in your area. It's not only interesting to see how these cases are reported, news reports can alert you to great opportunities to observe courtroom proceedings in your area.

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

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 due 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 \(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/) for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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 \(http://uwc.cah.ucf.edu/\)](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 \(http://uwc.cah.ucf.edu/schedule-a-consultation/\)](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 \(https://sas.sdes.ucf.edu/\)](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 \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) and/or contact the [Office of Diversity Initiatives \(https://diversity.ucf.edu/\)](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 |
|------------------|--|----------------|
| |  Read Gideon's Trumpet, pp. 3-11. (https://webcourses.ucf.edu/calendar?event_id=2721390&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 1-15 (https://webcourses.ucf.edu/calendar?event_id=2721395&include_contexts=course_1419259) | 12am |
| Mon Jan 9, 2023 |  UCF Classes Begin! (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721361&include_contexts=course_1419259) | 12am |
| |  Syllabus Quiz (Not Weighted, Please Complete ASAP) (https://webcourses.ucf.edu/courses/1419259/assignments/7765378) | due by 11:59pm |
| Fri Jan 13, 2023 |  Drop/Swap/Add Deadline (Spring 2023) (https://webcourses.ucf.edu) | 12am |

| Date | Details | Due |
|------------------|---|----------------|
| | /calendar?event_id=2721368&include_contexts=course_1419259) | |
| |  Evidence of Academic Engagement Quiz (Not Weighted, Please Complete ASAP) https://webcourses.ucf.edu/courses/1419259/assignments/7765388 | due by 5pm |
| Sun Jan 15, 2023 |  Law, Courts & Politics Module 01 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765380 | due by 11:59pm |
| |  Law, Courts, and Politics Hangman https://webcourses.ucf.edu/courses/1419259/assignments/7765410 | due by 11:59pm |
| |  Read Gideon's Trumpet, pp. 12-30. https://webcourses.ucf.edu/calendar?event_id=2721376&include_contexts=course_1419259 | 12am |
| Mon Jan 16, 2023 |  Read Neubauer & Meinhold, pp. 16-45 https://webcourses.ucf.edu/calendar?event_id=2721393&include_contexts=course_1419259 | 12am |
| |  Reminder: Small Group Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2721386&include_contexts=course_1419259) | 12am |
| |  Law and Legal Systems Module 02 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765391 | due by 11:59pm |
| Sun Jan 22, 2023 |  Law and Legal Systems Vocab Word Search (https://webcourses.ucf.edu/courses/1419259/assignments/7765409) | due by 11:59pm |
| |  Read Gideon's Trumpet, pp. 31-46. https://webcourses.ucf.edu/calendar?event_id=2721394&include_contexts=course_1419259 | 12am |
| Mon Jan 23, 2023 |  Read Neubauer & Meinhold, pp. 46-79 https://webcourses.ucf.edu/calendar?event_id=2721367&include_contexts=course_1419259 | 12am |
| |  Federal Courts Crossword https://webcourses.ucf.edu/courses/1419259/assignments/7765406 | due by 11:59pm |
| Sun Jan 29, 2023 |  Federal Courts Module 03 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765377 | due by 11:59pm |
| Mon Jan 30, 2023 |  Read Gideon's Trumpet, pp. 47-58. https://webcourses.ucf.edu | 12am |

| Date | Details | Due |
|------------------|--|----------------|
| | /calendar?event_id=2721383&include_contexts=course_1419259) | |
| |  Read Neubauer & Meinhold, pp. 80-112 https://webcourses.ucf.edu/calendar?event_id=2721384&include_contexts=course_1419259) | 12am |
| |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721391&include_contexts=course_1419259) | 12am |
| Sun Feb 5, 2023 |  State Courts Jeopardy Game https://webcourses.ucf.edu/courses/1419259/assignments/7765413) | due by 11:59pm |
| |  State Courts Module 04 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765383) | due by 11:59pm |
| Mon Feb 6, 2023 |  Read Gideon's Trumpet, pp. 59-81. https://webcourses.ucf.edu/calendar?event_id=2721381&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 113-148 https://webcourses.ucf.edu/calendar?event_id=2721377&include_contexts=course_1419259) | 12am |
| Sun Feb 12, 2023 |  Lawyers and Legal Representation Crossword Puzzle https://webcourses.ucf.edu/courses/1419259/assignments/7765411) | due by 11:59pm |
| |  Lawyers and Legal Representation Module 05 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765386) | due by 11:59pm |
| Mon Feb 13, 2023 |  Read Gideon's Trumpet, pp. 82-99. https://webcourses.ucf.edu/calendar?event_id=2721388&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 149-185 https://webcourses.ucf.edu/calendar?event_id=2721392&include_contexts=course_1419259) | 12am |
| |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721372&include_contexts=course_1419259) | 12am |
| Sun Feb 19, 2023 |  Judges Hangman Game https://webcourses.ucf.edu/courses/1419259/assignments/7765408) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Mon Feb 20, 2023 |  Judges Module 06 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765379 | due by 11:59pm |
| |  Read Gideon's Trumpet, pp. 100-106 https://webcourses.ucf.edu/calendar?event_id=2721404&include_contexts=course_1419259 | 12am |
| |  Read Neubauer & Meinhold, pp. 186-211 https://webcourses.ucf.edu/calendar?event_id=2721405&include_contexts=course_1419259 | 12am |
| Sun Feb 26, 2023 |  Mobilizing the Law Jeopardy Game https://webcourses.ucf.edu/courses/1419259/assignments/7765412 | due by 11:59pm |
| |  Mobilizing the Law Module 07 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765382 | due by 11:59pm |
| Mon Feb 27, 2023 |  Read Gideon's Trumpet, pp. 107-122. https://webcourses.ucf.edu/calendar?event_id=2721387&include_contexts=course_1419259 | 12am |
| |  Read Neubauer & Meinhold, pp. 212-241 https://webcourses.ucf.edu/calendar?event_id=2721382&include_contexts=course_1419259 | 12am |
| |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721396&include_contexts=course_1419259 | 12am |
| Sun Mar 5, 2023 |  Criminal Justice: Preliminary Stages Module 08 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765381 | due by 11:59pm |
| |  Criminal Justice: Preliminary Stages Sequencer https://webcourses.ucf.edu/courses/1419259/assignments/7765404 | due by 11:59pm |
| Mon Mar 6, 2023 |  Read Gideon's Trumpet, pp. 123-145. https://webcourses.ucf.edu/calendar?event_id=2721389&include_contexts=course_1419259 | 12am |
| |  Read Neubauer & Meinhold, pp. 242-280 https://webcourses.ucf.edu/calendar?event_id=2721363&include_contexts=course_1419259 | 12am |
| Sun Mar 12, 2023 |  Criminal Justice Word Search https://webcourses.ucf.edu/courses/1419259/assignments/7765405 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Mon Mar 13, 2023 |  Criminal Justice: Bargaining and Sentencing Module 09 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765390 | due by 11:59pm |
| Mon Mar 13, 2023 |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721375&include_contexts=course_1419259 | 12am |
| Mon Mar 13, 2023 |  UCF Spring Break Starts (Spring 2023) https://webcourses.ucf.edu/calendar?event_id=2721407&include_contexts=course_1419259 | 12am |
| Sun Mar 19, 2023 |  UCF Spring Break Ends (Spring 2023) https://webcourses.ucf.edu/calendar?event_id=2721408&include_contexts=course_1419259 | 12am |
| Mon Mar 20, 2023 |  Read Gideon's Trumpet, pp. 146-168. https://webcourses.ucf.edu/calendar?event_id=2721364&include_contexts=course_1419259 | 12am |
| Mon Mar 20, 2023 |  Read Neubauer & Meinhold, pp. 281-314 https://webcourses.ucf.edu/calendar?event_id=2721365&include_contexts=course_1419259 | 12am |
| Fri Mar 24, 2023 |  UCF Withdrawal Deadline (Spring 2023) https://webcourses.ucf.edu/calendar?event_id=2721362&include_contexts=course_1419259 | 12am |
| Sun Mar 26, 2023 |  Civil Litigation: Disputing Pyramid Sequencer https://webcourses.ucf.edu/courses/1419259/assignments/7765403 | due by 11:59pm |
| Sun Mar 26, 2023 |  Civil Litigation: How Cases Begin Module 10 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765392 | due by 11:59pm |
| Mon Mar 27, 2023 |  Read Gideon's Trumpet, pp. 169-190. https://webcourses.ucf.edu/calendar?event_id=2721378&include_contexts=course_1419259 | 12am |
| Mon Mar 27, 2023 |  Read Neubauer & Meinhold, pp. 315-342 https://webcourses.ucf.edu/calendar?event_id=2721397&include_contexts=course_1419259 | 12am |
| Sun Apr 2, 2023 |  Civil Litigation Crossword Puzzle https://webcourses.ucf.edu/courses/1419259/assignments/7765402 | due by 11:59pm |
| Sun Apr 2, 2023 |  Civil Litigation: How Cases End Module 11 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765402 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | /1419259/assignments/7765376) | |
| Mon Apr 3, 2023 |  Read Gideon's Trumpet, pp. 191-201. https://webcourses.ucf.edu/calendar?event_id=2721399&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 343-373 https://webcourses.ucf.edu/calendar?event_id=2721370&include_contexts=course_1419259) | 12am |
| |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721401&include_contexts=course_1419259) | 12am |
| Sun Apr 9, 2023 |  Trials and Juries Module 12 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765387) | due by 11:59pm |
| |  Trials and Juries Sequencer https://webcourses.ucf.edu/courses/1419259/assignments/7765415) | due by 11:59pm |
| Mon Apr 10, 2023 |  Read Gideon's Trumpet, pp. 202-217. https://webcourses.ucf.edu/calendar?event_id=2721374&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 374-405 https://webcourses.ucf.edu/calendar?event_id=2721371&include_contexts=course_1419259) | 12am |
| Sun Apr 16, 2023 |  The Appellate Process Hangman Game https://webcourses.ucf.edu/courses/1419259/assignments/7765414) | due by 11:59pm |
| |  The Appellate Process Module 13 Quiz https://webcourses.ucf.edu/courses/1419259/assignments/7765393) | due by 11:59pm |
| Mon Apr 17, 2023 |  Read Gideon's Trumpet, pp. 218-233. https://webcourses.ucf.edu/calendar?event_id=2721366&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 406-435 https://webcourses.ucf.edu/calendar?event_id=2721373&include_contexts=course_1419259) | 12am |
| |  Reminder: Small Group Discussion Replies Due https://webcourses.ucf.edu/calendar?event_id=2721379&include_contexts=course_1419259) | 12am |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Apr 23, 2023 |  U.S. Supreme Court Agenda Setting Crossword Puzzle (https://webcourses.ucf.edu/courses/1419259/assignments/7765416) | due by 11:59pm |
| |  U.S. Supreme Court Agenda Setting Module 14 Quiz (https://webcourses.ucf.edu/courses/1419259/assignments/7765385) | due by 11:59pm |
| |  Small Group Discussions (https://webcourses.ucf.edu/courses/1419259/assignments/7879402) | due by 11:59pm |
| Mon Apr 24, 2023 |  Start studying for POS 4284 Final Exam! (https://webcourses.ucf.edu/calendar?event_id=2721398&include_contexts=course_1419259) | 12am |
| Sun Apr 30, 2023 |  POS 4284 Final Exam (Spring 2023) (https://webcourses.ucf.edu/courses/1419259/assignments/7765389) | due by 11:59pm |
| Mon May 1, 2023 |  Read Gideon's Trumpet, pp. 234-250. (https://webcourses.ucf.edu/calendar?event_id=2721402&include_contexts=course_1419259) | 12am |
| |  Read Neubauer & Meinhold, pp. 436-473 (https://webcourses.ucf.edu/calendar?event_id=2721369&include_contexts=course_1419259) | 12am |
| Wed May 3, 2023 |  Identify Warren Court Justices (May Require Web Research) (https://webcourses.ucf.edu/courses/1419259/assignments/7765407) | due by 11:59pm |
| |  U.S. Supreme Court Justices and Their Decisions Module Quiz (https://webcourses.ucf.edu/courses/1419259/assignments/7765384) | due by 11:59pm |
| Thu May 4, 2023 |  Reminder: Bonus Discussion Replies Due (https://webcourses.ucf.edu/calendar?event_id=2721380&include_contexts=course_1419259) | 12am |
| Fri May 5, 2023 |  Grades Due to UCF by noon (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721400&include_contexts=course_1419259) | 12pm to 11pm |

Recent Announcements

POS2041-23Spring 0W62

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

- **Research Training:** *Ralph Brunche Summer Institute* at Duke Univ., [apply by Jan. 23](#) (for Summer 2023 program)
- **Summer Program:** *Research Experiences for Undergraduates* at Vanderbilt Univ., [apply by Feb. 6](#) (for Summer 2023 program)
- **UCF Academic Services:** Tutors and Learning Assistants needed, help UCF student-athletes, [more info.](#)
- **Law School Workshop:** ISAC Online Law School Forum, Feb. 2, 2-6pm, [register by Feb. 1](#)



POS 2401: American National Government

Barry C. Edwards, JD, Ph.D.
UCF School of Politics, Security & Int'l Affairs

WELCOME TO POS 2401: INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT

Some resources to help you succeed in this class: [Assignment Instructions \(https://webcourses.ucf.edu/courses/1419260/modules/2419141?wrap=1\)](https://webcourses.ucf.edu/courses/1419260/modules/2419141?wrap=1), [Answers to FAQ: Grades and Grading \(https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-grades-and-grading?wrap=1\)](https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-grades-and-grading?wrap=1), [Answers to FAQ: Textbook and Course Material \(https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-textbook-and-course-material?wrap=1\)](https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-textbook-and-course-material?wrap=1), [Answers to FAQ: Technology Issues \(https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-technology-issues?wrap=1\)](https://webcourses.ucf.edu/courses/1419260/pages/answers-to-faq-technology-issues?wrap=1), and [Tips for Success \(https://webcourses.ucf.edu/courses/1419260/pages/tips-for-success\)](https://webcourses.ucf.edu/courses/1419260/pages/tips-for-success). These links may not open until you're completed the prerequisite modules.

There are no extra credit assignments in this class. If you end up just short of a higher grade, I'm sorry. I know that's frustrating. I'm not going to add points to anyone's grades as a favor. That wouldn't be fair to everyone and you had a lot of opportunities to earn points during the term. If we made a grading mistake, let me know and I will correct it, but please don't grovel or beg for a better grade.

Contact Information

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me \(https://webcourses.ucf.edu/courses/1419260/pages/about-me\)](https://webcourses.ucf.edu/courses/1419260/pages/about-me))
- Office: Howard Phillips Hall 102 ([Where's This? \(http://map.ucf.edu/locations/14/howard-phillips-hall-hph/\)](http://map.ucf.edu/locations/14/howard-phillips-hall-hph/))
- Office Hours: Tuesdays 10am - 1pm and Fridays 10am-1pm. Call 321-394-8868 during these times to speak with me. Other times may be available by appointment.
- E-mail: barry.edwards@ucf.edu

Course Information

- Name: American National Government
- Course ID & Section: POS 2401-23Spring 0W62
- Credit Hours: 3
- Semester/Year: Spring 2023
- Web only class

<mailto:barry.edwards@ucf.edu>

Course Description

This course aims to introduce students to the foundations and organization of American government. We will explore the origins, development, and functions of the executive, legislative, and judicial branches of government. Whenever possible, we will use historical or current political issues and events to better explain the functions of government.

Students can use this webcourse to keep track of assignment due dates, access online study material, submit assignments, read course-related announcements, and keep track of their grades. Please read the syllabus carefully; you will need to pass a syllabus quiz to unlock course material.

University Catalog description: A study of the dynamics of American national government, including its structure, organization, powers, and procedures.

Course Objectives

In this course, students have the opportunity to:

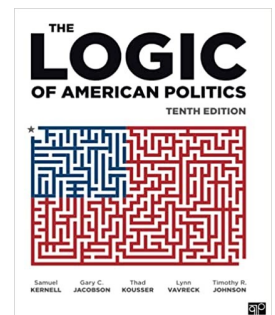
- Study the origins and workings of American government.
- Analyze American government, considering democratic ideals.
- Develop a working knowledge of current events in American politics.
- Learn the course material by working individually and with others.
- Improve critical thinking and communication skills by considering various political perspectives, reflecting on the development of personal views, and communicating those views effectively.

Required Textbook and Supplemental Readings

REQUIRED: Samuel Kernell, Gary Jacobson, Thad Kousser, Lynn Vavreck, and Timothy Johnson. *The Logic of American Politics, 10th Edition* (Thousand Oaks, CA: CQ Press, An Imprint of Sage Publications, Inc., 2021). ISBN-13: 978-1071815977, ISBN-10: 1071815970.

[See Amazon page](https://www.amazon.com/Logic-American-Politics-Samuel-Kernell/dp/1071815970/ref=sr_1_1?crd=2YWH3V3C211F) https://www.amazon.com/Logic-American-Politics-Samuel-Kernell/dp/1071815970/ref=sr_1_1?crd=2YWH3V3C211F.

- **BOOK BUYING ISSUES?** Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs](https://finaid.ucf.edu/receiving/funds-for-books/) (<https://finaid.ucf.edu/receiving/funds-for-books/>).



Course Requirements

Your final grade is based on the components listed below. You can find detailed instructions for all assignments in an [Assignment Instructions Module](https://webcourses.ucf.edu/courses/1419260/modules/2419141) (<https://webcourses.ucf.edu/courses/1419260/modules/2419141>) (accessible after you complete the Start Here Module). Assignment point values are based on approximately 300 total points in the course.

1. **Module Quizzes (40%)** - Each numbered module contains a short quiz designed to assess your understanding of the module.

2. **Small Group Discussions (25%)** - Odd-numbered modules contain small group discussions that gives you the opportunity to discuss course material with other students in the class.
3. **Review Exercises (15%)** - Even-numbered modules contain review exercises. These review exercises are learning activities you complete and submit online.
4. **Final Exam (20%)** - After you complete all numbered modules, you take a comprehensive final exam.

More information on each of these assignment groups is contained in the Assignment Instructions module.

Course Policies

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 \(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies\)](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.

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 opportunities in this class. See [UCF Policy 4.401. \(http://policies.ucf.edu/\)](http://policies.ucf.edu/) and [UCF Regulation 5.020 \(https://regulations.ucf.edu/chapter5.asp\)](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 | < 94% | to 93% |
| A- | < 93% | to 90% |
| B+ | < 90% | to 87% |
| B | < 87% | to 83% |
| B- | < 83% | to 80% |

| | | |
|----|-------|--------|
| C+ | < 80% | to 77% |
| C | < 77% | to 73% |
| C- | < 73% | to 70% |
| D+ | < 70% | to 67% |
| D | < 67% | to 63% |
| D- | < 63% | to 60% |
| F | < 60% | to 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

You are welcome to discuss course material with other students, but you are responsible for your own work. This means you can study for a module quiz or the final exam with another student, but you cannot share answers with each other or take the quiz together to help each other during the quiz or exam. You can discuss lab assignments with other students but you cannot copy another student's work and submit it as your own or give a copy of your assignment to another student to show them how to complete the assignment.

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 \(https://osrr.sdes.ucf.edu/\)](https://osrr.sdes.ucf.edu/) for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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 \(http://uwc.cah.ucf.edu/\)](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 \(http://uwc.cah.ucf.edu/schedule-a-consultation/\)](http://uwc.cah.ucf.edu/schedule-a-consultation/) with a writing tutor. You can get the help you need to complete writing assignments at times convenient to you! This service is free to you.

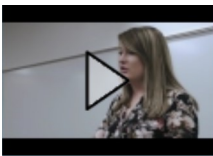
Disability Statement

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 \(https://sas.sdes.ucf.edu/\)](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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator).
- To 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk)  <https://youtu.be/NIKYajEx4pk>



<https://youtu.be/NIKYajEx4pk>

>).

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 \(https://webcourses.ucf.edu/courses/1419260/modules/2419140\)](https://webcourses.ucf.edu/courses/1419260/modules/2419140)

Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| |  Start Module 01 (https://webcourses.ucf.edu/calendar?event_id=2769803&include_contexts=course_1419260) | 12am |
| Mon Jan 9, 2023 |  UCF Classes Start (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721356&include_contexts=course_1419260) | 12am |
| |  Syllabus Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765350) | due by 11:59pm |
| Fri Jan 13, 2023 |  Drop/Swap/Add Deadline (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721357&include_contexts=course_1419260) | 12am |

| Date | Details | Due |
|------------------|---|----------------|
| |  Evidence of Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765348) | due by 11:59pm |
| Sun Jan 15, 2023 |  Module 01 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765355) | due by 11:59pm |
| Mon Jan 16, 2023 |  Start Module 02 (https://webcourses.ucf.edu/calendar?event_id=2769804&include_contexts=course_1419260) | 12am |
| |  Module 02 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765341) | due by 11:59pm |
| Sun Jan 22, 2023 |  Module 02: This or That? Constitution or Articles of Confederation (https://webcourses.ucf.edu/courses/1419260/assignments/7765367) | due by 11:59pm |
| Mon Jan 23, 2023 |  Start Module 03 (https://webcourses.ucf.edu/calendar?event_id=2769805&include_contexts=course_1419260) | 12am |
| Sun Jan 29, 2023 |  Module 03 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765357) | due by 11:59pm |
| Mon Jan 30, 2023 |  Start Module 04 (https://webcourses.ucf.edu/calendar?event_id=2769806&include_contexts=course_1419260) | 12am |
| |  Module 04 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765354) | due by 11:59pm |
| Sun Feb 5, 2023 |  Module 04: Sequencer: Civil Rights History (https://webcourses.ucf.edu/courses/1419260/assignments/7765368) | due by 11:59pm |
| Mon Feb 6, 2023 |  Start Module 05 (https://webcourses.ucf.edu/calendar?event_id=2769807&include_contexts=course_1419260) | 12am |
| Sun Feb 12, 2023 |  Module 05 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765344) | due by 11:59pm |
| Mon Feb 13, 2023 |  Start Module 06 (https://webcourses.ucf.edu/calendar?event_id=2769808&include_contexts=course_1419260) | 12am |
| |  Module 06 Assignment: House or Senate Sort-It-Out (https://webcourses.ucf.edu/courses/1419260/assignments/7765369) | due by 11:59pm |
| Sun Feb 19, 2023 |  Module 06 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765349) | due by 11:59pm |
| Mon Feb 20, 2023 |  Start Module 07 (https://webcourses.ucf.edu/calendar?event_id=2769809&include_contexts=course_1419260) | 12am |

| Date | Details | Due |
|------------------|---|----------------|
| | include_contexts=course_1419260 | |
| Sun Feb 26, 2023 |  Module 07 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765346) | due by 11:59pm |
| Mon Feb 27, 2023 |  Start Module 08 (https://webcourses.ucf.edu/calendar?event_id=2769810&include_contexts=course_1419260) | 12am |
| Sun Mar 5, 2023 |  Module 08 Assignment: Bureaucracy Crossword Puzzle (https://webcourses.ucf.edu/courses/1419260/assignments/7765370) | due by 11:59pm |
| |  Module 08 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765347) | due by 11:59pm |
| Mon Mar 6, 2023 |  Start Module 09 (https://webcourses.ucf.edu/calendar?event_id=2769811&include_contexts=course_1419260) | 12am |
| Sun Mar 12, 2023 |  Module 09 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765356) | due by 11:59pm |
| Mon Mar 13, 2023 |  UCF Spring Break Starts (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721358&include_contexts=course_1419260) | 12am |
| Sun Mar 19, 2023 |  UCF Spring Break Ends (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721359&include_contexts=course_1419260) | 12am |
| Mon Mar 20, 2023 |  Start Module 10 (https://webcourses.ucf.edu/calendar?event_id=2769812&include_contexts=course_1419260) | 12am |
| Fri Mar 24, 2023 |  UCF Withdrawal Deadline (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721406&include_contexts=course_1419260) | 12am |
| Sun Mar 26, 2023 |  Module 10 Assignment: Public Opinion Word Search (https://webcourses.ucf.edu/courses/1419260/assignments/7765371) | due by 11:59pm |
| |  Module 10 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765352) | due by 11:59pm |
| Mon Mar 27, 2023 |  Start Module 11 (https://webcourses.ucf.edu/calendar?event_id=2769813&include_contexts=course_1419260) | 12am |
| Sun Apr 2, 2023 |  Module 11 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765353) | due by 11:59pm |
| Mon Apr 3, 2023 |  Start Module 12 (https://webcourses.ucf.edu/calendar?event_id=2769814&include_contexts=course_1419260) | 12am |

| Date | Details | Due |
|------------------|--|----------------|
| | include_contexts=course_1419260 | |
| Sun Apr 9, 2023 |  Module 12 Assignment: Political Parties Timeline (https://webcourses.ucf.edu/courses/1419260/assignments/7765372) | due by 11:59pm |
| |  Module 12 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765358) | due by 11:59pm |
| Mon Apr 10, 2023 |  Start Module 13 (https://webcourses.ucf.edu/calendar?event_id=2769815&include_contexts=course_1419260) | 12am |
| Sun Apr 16, 2023 |  Module 13 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765345) | due by 11:59pm |
| Mon Apr 17, 2023 |  Start Module 14 (https://webcourses.ucf.edu/calendar?event_id=2769816&include_contexts=course_1419260) | 12am |
| |  Module 14 Assignment: Media and Politics Crossword Puzzle (https://webcourses.ucf.edu/courses/1419260/assignments/7765373) | due by 11:59pm |
| Sun Apr 23, 2023 |  Module 14 Quiz (https://webcourses.ucf.edu/courses/1419260/assignments/7765342) | due by 11:59pm |
| |  YellowDig Online Discussions (https://webcourses.ucf.edu/courses/1419260/assignments/7876873) | due by 11:59pm |
| Mon Apr 24, 2023 |  Start Studying for Final Exam (https://webcourses.ucf.edu/calendar?event_id=2769817&include_contexts=course_1419260) | 12am |
| Sun Apr 30, 2023 |  POS 2041 Final Exam (Spring 2023) (https://webcourses.ucf.edu/courses/1419260/assignments/7765351) | due by 11:59pm |
| Fri May 5, 2023 |  UCF Grades Due (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721360&include_contexts=course_1419260) | 12pm |

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

- Research Training: *Ralph Brunche Summer Institute* at Duke Univ., [apply by Jan. 23](#) (for Summer 2023 program)
- Summer Program: *Research Experiences for Undergraduates* at Vanderbilt Univ., [apply by Feb. 6](#) (for Summer 2023 program)
- UCF Academic Services: Tutors and Learning Assistants needed, help UCF student-athletes, [more info](#).
- Law School Workshop: I SAC Online Law School Forum Feb 2 2-6pm [register by Feb 1](#)



Constitutional Law II: Civil Rights & Civil Liberties

Department of Political Science, College of Sciences at the University of Central Florida

WELCOME TO POS 4604 - PLEASE READ

Some resources to help you navigate this class: [Assignment Instructions \(https://webcourses.ucf.edu/courses/1419391/modules/2419195\)](https://webcourses.ucf.edu/courses/1419391/modules/2419195), [Answers to FAQ \(https://webcourses.ucf.edu/courses/1419391/pages/frequently-asked-questions\)](https://webcourses.ucf.edu/courses/1419391/pages/frequently-asked-questions), [Tips for Success \(https://webcourses.ucf.edu/courses/1419391/pages/tips-for-success\)](https://webcourses.ucf.edu/courses/1419391/pages/tips-for-success), and [Syllabus \(https://webcourses.ucf.edu/courses/1419391/assignments/syllabus\)](https://webcourses.ucf.edu/courses/1419391/assignments/syllabus). If you have a question that isn't answered: [Post Questions about Syllabus, Grading, Calendar, etc. in our Online Class Discussion \(https://webcourses.ucf.edu/courses/1419391/external_tools/361286?display=borderless\)](#)

Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me \(https://webcourses.ucf.edu/courses/1419391/pages/about-me\)](#))
- Office: Howard Phillips Hall 102C ([Where's This? \(http://map.ucf.edu/locations/14/howard-phillips-hall-hph/\)](#))
- Office Hours: Tuesdays 10-1pm, Fridays 10am-1pm.
Call 321-394-8868 during these times and ask to speak to me.
- E-mail: barry.edwards@ucf.edu
(<mailto:barry.edwards@ucf.edu>)

Course Information

- Course Name: American Constitutional Law II: Civil Rights & Civil Liberties
- Course ID & Section: POS 4604-23Spring 0W60
- Credit Hours: 3
- Semester/Year: Spring 2023
- Web Only Course

Course Description

American Constitutional Law II: Civil Rights and Civil Liberties examines the protections afforded individuals by the Bill of Rights of the U.S. Constitution. This is an online only course. The course material is organized into numbered modules to be completed sequentially. Students can complete some assignments at their own pace, but

should participate in regular small group discussion at roughly the same time as other students in the class.
University Course Catalog Description: Development of civil liberties and civil rights in the American federal system.

Please read this syllabus carefully. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus) The Start Here module includes a Syllabus Quiz and you must score 5/5 on it to unlock numbered modules.

Course Prerequisites

ENC 1102 (Freshman Composition II), POS 2041 (American National Government), or consent of the instructor. I encourage you to take POS 4284 (Judicial Process and Politics) prior to taking this class.

Course Objectives

The objective of this course is to introduce you to the important role that the United States Constitution has in orienting American politics and governance. With this end in mind, we will explore the Constitution, its various interpretations, and the role of the judiciary in constitutional application, examples of the influence it has had on the function of government, and the case law that has emanated from its interpretation. The objectives of this class include the following:

- Understand key constitution terms and concepts
- Understand historically significant Supreme Court decisions
- Analyze historical trends in Supreme Court composition and decision making
- Evaluate and apply constitutional precedents
- Apply legal reasoning to complex hypothetical problems
- Engage in discussion and deliberation of constitutional issues
- Improve writing and critical thinking skills
- Build collaboration skills and practice professional work habits

Required Texts and Materials

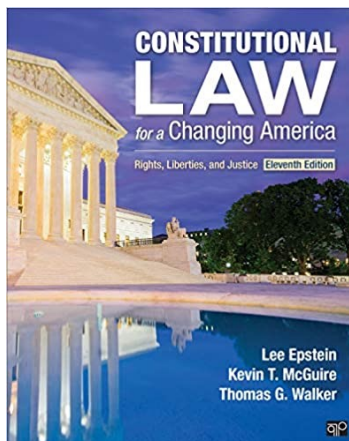
Lee Epstein, Kevin McGuire and Thomas G. Walker. *Constitutional Law for a Changing America: Rights, Liberties, and Justice, Eleventh Edition*. (Thousand Oaks, CA: CQ Press, an Imprint of Sage Publications, Inc. 2019).

ISBN-13: 978-1544391250, ISBN-10: 1544391250. **Make sure you buy the right textbook (see image below) not

similarly titled textbooks for other classes by the same authors.** [See on Amazon](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).) [https://www.amazon.com](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).)

[/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).)

[refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire\).](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).)



Additional readings will be announced and/or distributed in class. In particular, these readings will focus on rulings

from the most recent Supreme Court term(s) and emerging issues in constitutional law.

BOOK BUYING ISSUES? Don't wait until the second or third week of class to get the books required for this class. If the timing of financial aid is an issue, take advantage of [UCF's Textbook Purchase Programs \(https://finaid.ucf.edu/receiving/funds-for-books/\)](https://finaid.ucf.edu/receiving/funds-for-books/).

Course Requirements

Your final grade is based on the components listed below. Assignment point values based on 1,400 total points in course.

1. **Module Quizzes** (45%) – Each of the 14 numbered modules contains a quiz. Each module quiz is worth 45 points. Your lowest module quiz score will be dropped.
2. **Final Exam** (15%) – The Final Examination is cumulative and will require students to apply their understanding of the subject matter in a comprehensive manner. Students can expect a mix of multiple choice and true-false questions on the Final Exam. The final exam is worth 210 points.
3. **Module Review Exercises** (15%) – Each numbered module contains one review exercises, such as crossword puzzles, matching games, etc. Each review exercise is worth 15 points. Your lowest module review exercise score will be dropped.
4. **Small Group Discussions** (25%) – Each numbered module includes a small group discussion of a constitutional problem or issue.

Course Policies

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 \(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies\)](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. 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. See [UCF Policy 4.401. \(http://policies.ucf.edu/\)](http://policies.ucf.edu/) and [UCF Regulation 5.020 \(https://regulations.ucf.edu/chapter5.asp\)](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.

Lateness deductions may be waived if student submits assignments late to due unforeseeable, adverse circumstances, including medical and personal emergencies. If you example, you cannot complete an assignment due Sunday night because you were in a serious car accident and hospitalized, you can complete the assignment later and won't be penalized for doing so. COVID illness would be another example of an unforeseeable, adverse circumstance. Documentation may be required, but is not always necessary.

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 for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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 \(http://uwc.cah.ucf.edu/\)](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 \(http://uwc.cah.ucf.edu/schedule-a-consultation/\)](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 \(https://sas.sdes.ucf.edu/\)](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 \(https://my.ucf.edu\)](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 \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) and/or contact the [Office of Diversity Initiatives \(https://diversity.ucf.edu/\)](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 \(https://webcourses.ucf.edu/courses/1419391/modules/2419194\)](https://webcourses.ucf.edu/courses/1419391/modules/2419194)

Course Summary:

| Date | Details | Due |
|-----------------|---|----------------|
| |  Start Module/Week 01 (https://webcourses.ucf.edu/calendar?event_id=2721454&include_contexts=course_1419391) | 12am |
| |  UCF Classes Start (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721460&include_contexts=course_1419391) | 12am |
| Mon Jan 9, 2023 |  Quiz: SOL in the Court System (Does not affect your grade, please take ASAP) (https://webcourses.ucf.edu/courses/1419391/assignments/7765486) | due by 11:59pm |
| |  Syllabus Quiz (Does not affect your grade, please take ASAP) (https://webcourses.ucf.edu/courses/1419391/assignments/7765493) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Wed Jan 11, 2023 |  Review Exercise: Supreme Court Crossword Puzzle (https://webcourses.ucf.edu/courses/1419391/assignments/7765543) | due by 11:59pm |
| Fri Jan 13, 2023 |  Drop, Swap, Add Deadline (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721455&include_contexts=course_1419391) | 12am |
| Fri Jan 13, 2023 |  Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2721479&include_contexts=course_1419391) | 12am |
| Sat Jan 14, 2023 |  Evidence of Academic Engagement Quiz (Does not affect your grade, please take ASAP) (https://webcourses.ucf.edu/courses/1419391/assignments/7765496) | due by 11:59pm |
| Sat Jan 14, 2023 |  Practice Quiz: Introduction to U.S. Constitution and U.S. Supreme Court (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765497) | due by 11:59pm |
| Sun Jan 15, 2023 |  Module 1 Quiz: Introduction to U.S. Constitution and U.S. Supreme Court (https://webcourses.ucf.edu/courses/1419391/assignments/7765488) | due by 11:59pm |
| Mon Jan 16, 2023 |  Start Module/Week 02 (https://webcourses.ucf.edu/calendar?event_id=2721463&include_contexts=course_1419391) | 12am |
| Wed Jan 18, 2023 |  Review Exercise: Judicial Review and Incorporation Doctrine Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765541) | due by 11:59pm |
| Fri Jan 20, 2023 |  Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2721447&include_contexts=course_1419391) | 12am |
| Sat Jan 21, 2023 |  Practice Quiz: Judicial Review and the Incorporation Doctrine (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765513) | due by 11:59pm |
| Sun Jan 22, 2023 |  Module 2 Quiz: Judicial Review and the Incorporation Doctrine (https://webcourses.ucf.edu/courses/1419391/assignments/7765505) | due by 11:59pm |
| Mon Jan 23, 2023 |  Start Module/Week 03 (https://webcourses.ucf.edu/calendar?event_id=2721464&include_contexts=course_1419391) | 12am |









| Date | Details | Due |
|------------------|--|----------------|
| Wed Jan 25, 2023 |  Review Exercise: Free Exercise Cases https://webcourses.ucf.edu/courses/1419391/assignments/7765538 | due by 11:59pm |
| Fri Jan 27, 2023 |  Reminder: Replies Due in Small Group Discussions https://webcourses.ucf.edu/calendar?event_id=2721477&include_contexts=course_1419391 | 12am |
| Sat Jan 28, 2023 |  Practice Quiz: Free Exercise of Religion (Optional, does not affect grade) https://webcourses.ucf.edu/courses/1419391/assignments/7765491 | due by 11:59pm |
| Sun Jan 29, 2023 |  Module 3 Quiz: Free Exercise of Religion https://webcourses.ucf.edu/courses/1419391/assignments/7765509 | due by 11:59pm |
| Mon Jan 30, 2023 |  Start Module/Week 04 https://webcourses.ucf.edu/calendar?event_id=2721465&include_contexts=course_1419391 | 12am |
| Wed Feb 1, 2023 |  Review Exercise: Establishment Clause Cases https://webcourses.ucf.edu/courses/1419391/assignments/7765535 | due by 11:59pm |
| Fri Feb 3, 2023 |  Reminder: Replies Due in Small Group Discussions https://webcourses.ucf.edu/calendar?event_id=2721462&include_contexts=course_1419391 | 12am |
| Sat Feb 4, 2023 |  Practice Quiz: The Establishment Clause (Optional, does not affect grade) https://webcourses.ucf.edu/courses/1419391/assignments/7765514 | due by 11:59pm |
| Sun Feb 5, 2023 |  Module 4 Quiz: The Establishment Clause https://webcourses.ucf.edu/courses/1419391/assignments/7765512 | due by 11:59pm |
| Mon Feb 6, 2023 |  Start Module/Week 05 https://webcourses.ucf.edu/calendar?event_id=2721457&include_contexts=course_1419391 | 12am |
| Wed Feb 8, 2023 |  Review Exercise: Development of Free Speech Standards Cases https://webcourses.ucf.edu/courses/1419391/assignments/7765534 | due by 11:59pm |
| Fri Feb 10, 2023 |  Reminder: Replies Due in Small Group Discussions https://webcourses.ucf.edu/calendar?event_id=2721481&include_contexts=course_1419391 | 12am |
| Sat Feb 11, 2023 |  Practice Quiz: Freedom of Expression: Development of Standards (Optional, does not affect grade) https://webcourses.ucf.edu | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | /courses/1419391/assignments/7765492 | |
| Sun Feb 12, 2023 |  Module 5 Quiz: Freedom of Expression: Development of Standards https://webcourses.ucf.edu/courses/1419391/assignments/7765498 | due by 11:59pm |
| Mon Feb 13, 2023 |  Start Module/Week 06 https://webcourses.ucf.edu/calendar?event_id=2721475&include_contexts=course_1419391 | 12am |
| Wed Feb 15, 2023 |  Review Exercise: Free Speech Content and Context Cases https://webcourses.ucf.edu/courses/1419391/assignments/7765539 | due by 11:59pm |
| Fri Feb 17, 2023 |  Reminder: Replies Due in Small Group Discussion https://webcourses.ucf.edu/calendar?event_id=2721478&include_contexts=course_1419391 | 12am |
| Sat Feb 18, 2023 |  Practice Quiz: Freedom of Expression: Content and Contexts (Optional, does not affect grade) https://webcourses.ucf.edu/courses/1419391/assignments/7765489 | due by 11:59pm |
| Sun Feb 19, 2023 |  Module 6 Quiz: Freedom of Expression: Content and Contexts https://webcourses.ucf.edu/courses/1419391/assignments/7765501 | due by 11:59pm |
| Mon Feb 20, 2023 |  Start Module/Week 07 https://webcourses.ucf.edu/calendar?event_id=2721476&include_contexts=course_1419391 | 12am |
| Wed Feb 22, 2023 |  Review Exercise: Boundaries of Free Speech Cases https://webcourses.ucf.edu/courses/1419391/assignments/7765531 | due by 11:59pm |
| Fri Feb 24, 2023 |  Reminder: Replies Due in Small Group Discussion https://webcourses.ucf.edu/calendar?event_id=2721480&include_contexts=course_1419391 | 12am |
| Sat Feb 25, 2023 |  Practice Quiz: The Boundaries of Free Expression (Optional, does not affect grade) https://webcourses.ucf.edu/courses/1419391/assignments/7765482 | due by 11:59pm |
| Sun Feb 26, 2023 |  Module 7 Quiz: The Boundaries of Free Expression https://webcourses.ucf.edu/courses/1419391/assignments/7765510 | due by 11:59pm |
| Mon Feb 27, 2023 |  Start Module/Week 08 https://webcourses.ucf.edu/calendar?event_id=2721474&include_contexts=course_1419391 | 12am |

| Date | Details | Due |
|------------------|---|----------------|
| Wed Mar 1, 2023 |  Review Exercise: Freedom of Press and New Media Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765537) | due by 11:59pm |
| Fri Mar 3, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721461&include_contexts=course_1419391) | 12am |
| Sat Mar 4, 2023 |  Practice Quiz: Freedom of the Press and New Media Regulations (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765508) | due by 11:59pm |
| Sun Mar 5, 2023 |  Module 8 Quiz: Freedom of the Press and New Media Regulations (https://webcourses.ucf.edu/courses/1419391/assignments/7765506) | due by 11:59pm |
| Mon Mar 6, 2023 |  Start Module/Week 09 (https://webcourses.ucf.edu/calendar?event_id=2721471&include_contexts=course_1419391) | 12am |
| Wed Mar 8, 2023 |  Review Exercise: Right to Privacy Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765542) | due by 11:59pm |
| Fri Mar 10, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721472&include_contexts=course_1419391) | 12am |
| Sat Mar 11, 2023 |  Practice Quiz: The Right to Privacy (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765495) | due by 11:59pm |
| Sun Mar 12, 2023 |  Module 9 Quiz: The Right to Privacy (https://webcourses.ucf.edu/courses/1419391/assignments/7765500) | due by 11:59pm |
| Mon Mar 13, 2023 |  UCF Spring Break Week Starts (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721446&include_contexts=course_1419391) | 12am |
| Sun Mar 19, 2023 |  UCF Spring Break Week Ends (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721482&include_contexts=course_1419391) | 12am |
| Mon Mar 20, 2023 |  Start Module/Week 10 (https://webcourses.ucf.edu/calendar?event_id=2721470&include_contexts=course_1419391) | 12am |
| Wed Mar 22, 2023 |  Review Exercise: Investigations and Evidence Cases (https://webcourses.ucf.edu) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | /courses/1419391/assignments/7765540 | |
| Fri Mar 24, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721453&include_contexts=course_1419391) | 12am |
| |  Withdrawal Deadline (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721459&include_contexts=course_1419391) | 12am |
| Sat Mar 25, 2023 |  Practice Quiz: Rights of the Accused: Investigations and Evidence (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765511) | due by 11:59pm |
| Sun Mar 26, 2023 |  Module 10 Quiz: Rights of the Accused: Investigations and Evidence (https://webcourses.ucf.edu/courses/1419391/assignments/7765485) | due by 11:59pm |
| Mon Mar 27, 2023 |  Start Module/Week 11 (https://webcourses.ucf.edu/calendar?event_id=2721452&include_contexts=course_1419391) | 12am |
| Wed Mar 29, 2023 |  Review Exercise: Attorneys, Trials, and Punishments Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765530) | due by 11:59pm |
| Fri Mar 31, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721469&include_contexts=course_1419391) | 12am |
| Sat Apr 1, 2023 |  Practice Quiz: Rights of the Accused: Attorneys, Trials, and Punishments (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765481) | due by 11:59pm |
| Sun Apr 2, 2023 |  Module 11 Quiz: Rights of the Accused: Attorneys, Trials, and Punishments (https://webcourses.ucf.edu/courses/1419391/assignments/7765487) | due by 11:59pm |
| Mon Apr 3, 2023 |  Start Module/Week 12 (https://webcourses.ucf.edu/calendar?event_id=2721451&include_contexts=course_1419391) | 12am |
| Wed Apr 5, 2023 |  Review Exercise: Foundations of Equal Protection Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765536) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Fri Apr 7, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721468&include_contexts=course_1419391) | 12am |
| Sat Apr 8, 2023 |  Practice Quiz: Foundations of Equal Protection (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765483) | due by 11:59pm |
| Sun Apr 9, 2023 |  Module 12 Quiz: Foundations of Equal Protection (https://webcourses.ucf.edu/courses/1419391/assignments/7765503) | due by 11:59pm |
| Mon Apr 10, 2023 |  Start Module/Week 13 (https://webcourses.ucf.edu/calendar?event_id=2721449&include_contexts=course_1419391) | 12am |
| Wed Apr 12, 2023 |  Review Exercise: Development of Equal Protection Standards Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765533) | due by 11:59pm |
| Fri Apr 14, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721450&include_contexts=course_1419391) | 12am |
| Sat Apr 15, 2023 |  Practice Quiz: Development of Equal Protection Standards (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765484) | due by 11:59pm |
| Sun Apr 16, 2023 |  Module 13 Quiz: Development of Equal Protection Standards (https://webcourses.ucf.edu/courses/1419391/assignments/7765507) | due by 11:59pm |
| Mon Apr 17, 2023 |  Start Module/Week 14 (https://webcourses.ucf.edu/calendar?event_id=2721458&include_contexts=course_1419391) | 12am |
| Wed Apr 19, 2023 |  Review Exercise: Contemporary Equal Protection Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765532) | due by 11:59pm |
| Fri Apr 21, 2023 |  Reminder: Replies Due in Small Group Discussion (https://webcourses.ucf.edu/calendar?event_id=2721467&include_contexts=course_1419391) | 12am |
| Sat Apr 22, 2023 |  Practice Quiz: Contemporary Equal Protection Issues (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765499) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Apr 23, 2023 |  Module 14 Quiz: Contemporary Equal Protection Issues (https://webcourses.ucf.edu/courses/1419391/assignments/7765504) | due by 11:59pm |
| Mon Apr 24, 2023 |  Start Studying for Final Exam (https://webcourses.ucf.edu/calendar?event_id=2721448&include_contexts=course_1419391) | 12am |
| Tue Apr 25, 2023 |  YellowDig Discussion (Gradebook Entry) (https://webcourses.ucf.edu/courses/1419391/assignments/7810975) | due by 11:59pm |
| Sun Apr 30, 2023 |  POS 4604 Final Exam (Spring 2023) (https://webcourses.ucf.edu/courses/1419391/assignments/7765502) | due by 11:59pm |
| Tue May 2, 2023 |  Review Exercise: Voting Rights and Representation Cases (https://webcourses.ucf.edu/courses/1419391/assignments/7765544) | due by 11:59pm |
| Wed May 3, 2023 |  Bonus Class Discussion: Regulating Political Campaigns (https://webcourses.ucf.edu/courses/1419391/assignments/7765529) | due by 11:59pm |
| Wed May 3, 2023 |  Practice Quiz: Voting Rights and Representation (Optional, does not affect grade) (https://webcourses.ucf.edu/courses/1419391/assignments/7765494) | due by 11:59pm |
| Thu May 4, 2023 |  Bonus Module Quiz: Voting Rights and Representation (https://webcourses.ucf.edu/courses/1419391/assignments/7765490) | due by 11:59pm |
| Fri May 5, 2023 |  Grades Due to UCF by noon (Spring 2023) (https://webcourses.ucf.edu/calendar?event_id=2721466&include_contexts=course_1419391) | 12am |



INR 4407: The Intelligence Community

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: | Spring 2023 |
| Office: | None | Class Meeting Days: | Online |
| Phone: | None | Class Meeting Hours: | Online |
| E-Mail: | sandor.fabian@ucf.edu | Class Location: | Online |
| Office Hours: | by appointment only | | |

Description: This course will be focused on the different facets of the US Intelligence Community (IC). This will include a close examination of the definition of intelligence, the history and development of US intelligence, the elements of the intelligence cycle, the members of the US IC, the most important intelligence products, and different elements of the intelligence agenda.

Objectives:

The goal for this semester is to gain a deeper understanding of the US IC, address the nature of intelligence and the various elements involved in it, including the intelligence cycle itself, by examining the different sources of intelligence and the importance of each.

1. Understand the challenges associated with the definition of intelligence.
2. Examine the origins and development of US intelligence.
3. Understand the different elements of the intelligence process/cycle.
4. Identify the different organizations of the US IC and their role.
5. Review the key intelligence products.
6. Understand the nation-state and transnational intelligence agenda
7. Review the oversight and accountability considerations associated with US IC.

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.

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 |
|--------------------------|------------------------|
| Graded Discussions | 30% (300 points) |
| Quiz#1 | 20% (200 points) |
| Quiz#2 | 20% (200 points) |
| Quiz#3 | 20% (200 points) |
| Individual Presentations | 10% (100 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 |

Graded weekly discussions will be worth 30 points per week. Discussion grade rubric is posted under Module#1 in Webcourses.

All Quizzes will be multiple choice and true/false questions (20 questions each) based on the assigned readings/videos/website contents. I will post a list of potential quiz questions one week before the quiz is due.

Individual presentation will be a narrated power point presentation of a topic chosen by the individual student. Presentation requirements are listed under Module#1 in Webcourses.

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. Discussion posts and Quizzes cannot be submitted late. Individual presentation turned in late will be assessed a penalty: a full letter grade per day late. Additionally, it 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: This is an online course. Participation in graded discussions and completion of class assignments are required to pass this course. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

POS4407 Schedule:

| Date | READINGS | Topic |
|------------------------------------|--|--|
| Week#1 9-15 Jan | Read the Syllabus, review Webcourse page and get familiar with course requirements | Introduction to the course |
| Week#2 16-22 Jan | Lowenthal, Chapter#1 Richelson Chapter#1 Michael Warner, "Wanted: A Definition of Intelligence," <u>Studies in Intelligence</u> , volume 46, 2002, pp. 15-23. | Defining Intelligence |
| Week#3 23-29 Jan | Lowenthal, Chapter#2 and #4 INTEL - How the IC Works (intelligence.gov) The Intelligence Cycle - Intelligence Studies - LibGuides at Naval War College | Development of US Intelligence The Intelligence Process/Cycle |
| Week#4 30 Jan – 5 Feb | Lowenthal, Chapter#3 Richelson Chapter#2 The Evolution of the Intelligence Community - CHDS/Ed America's intelligence community, explained - YouTube INTEL - How the IC Works (intelligence.gov) | The US Intelligence Community Basics |
| Week#5 6-12 Feb | Quiz#1 | Quiz#1 |
| Week#6 13-19 Feb | INTEL - What is the PDB? (intelligence.gov) ATA-2022-Unclassified-Report.pdf (odni.gov) NIE Climate Change and National Security.pdf (dni.gov) INTEL - The NIS @ a Glance (intelligence.gov) Office of the Director of National Intelligence - Global Trends (dni.gov) | Key Intelligence Products |
| Week#7 20-26 Feb | Richelson Chapter#3 and #4 We Are DIA - YouTube DIA's Ashley Details Challenges and Shifts in Defense Intelligence - YouTube | Defense Department Intelligence |

| | | |
|-------------------------------------|--|--|
| Week#8 27 Feb – 5 Mar | Richelson Chapter#5 What is the FBI? - YouTube DHS Intelligence - YouTube | Civilian Departmental Intelligence Organizations |
| Week#9 6-12 Mar | Quiz#2 | Quiz#2 |
| Week#10 13-19 Mar | Spring Break | Spring Break |
| Week#9 20-26 Mar | Richelson Chapter#6 20160211 Unified Command Plan (UCP) - YouTube | Unified Command Intelligence Organizations |
| Week#10 27 Mar – 2 Apr | Lowenthal, Chapter#11 and #12 | The Intelligence Agenda: Nation-states and Transnational issues |
| Week#11 3-9 Apr | Lowenthal, Chapter#10 Richelson, Chapter#17 INTEL - How the IC Works (intelligence.gov) | Oversight and Accountability |
| Week#12 10-16 Apr | Quiz#3 | Quiz#3 |
| Week#11 16-23 Apr | Lowenthal, Chapter#14 Richelson, Chapter#20 Intelligence Reform: Challenging the Conventional Wisdom Part 1 - YouTube Intelligence Reform: Challenging the Conventional Wisdom Part 2 - YouTube | Intelligence Reform and Issues |

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

COVID-19 POLICY:

Although it is an online class, it is important to be familiar with 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>>).

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
STRATEGIC WEAPONS AND ARMS CONTROL
INR 4115
COURSE SYLLABUS
Spring 2023
Dr. Bruce Farcau

I. Textbooks (Required)

Freedman, Lawrence, *The Evolution of Nuclear Strategy*, 3rd Edition, New York: Palgrave-Macmillan, 2003, ISBN 0-333-97239-3

Allison, Graham and Zeliko, Phillip, *The Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd Edition, 1999, ISBN 0-321-013497-2.

Glynn, Patrick: *Closing Pandora's Box: Arms Races, Arms Control, and the History of the Cold War*. New York: Basic Books, 1992, ISBN: 046501187x.

SUGGESTED FURTHER READING FOR EXTRA CREDIT PROJECT

Allison, Graham, *Nuclear Terrorism: The Ultimate Preventable Catastrophe*

Barry, John M., *The Great Influenza*

Boot, Max, *War Made New*

Carr, Caleb, *The Lessons of Terror*

Dobbs, Michael, *One Minute to Midnight*.

Douglass, Joseph D., *America the Vulnerable: The Threat of Chemical/Biological Warfare*,
Lexington: Lexington Books, 1987.

Friedman, George, *The Future of War*

Friedman, Norman, *The Fifty Year War*

Garthoff, Raymond, *Detente and Confrontation, The Great Transition*

Halberstam, David, *War in a Time of Peace*

Hoffman, David E., *The Dead Hand: The Untold Story of the Cold War Arms Race and Its Dangerous Legacy*.

Isaacson, Walter, *The Wise Men*

Kahn, Herman, *On Thermonuclear War, Thinking about the Unthinkable*

Kaplan, Fred, *The Wizards of Armageddon*

Kennedy, Paul, *The Rise and Fall of the Great Powers*

Kepel, Gilles, *Jihad: The Trail of Political Islam*

Kissinger, Henry, *Years of Upheaval, Years of Renewal, Does America Need a Foreign Policy?*

Kolkowicz, Roman, *The Soviet Calculus of Nuclear War*, Lexington: Lexington Books,
1984. Laqueur, Walter, *The New Terrorism*

Mangold, Tom and Goldberg, Jeff, *Plague Wars: The Terrifying Reality of Biological Warfare*.

Paret, Peter, ed., *Makers of Modern Strategy: From Machiavelli to the Nuclear Age*, Princeton:
Princeton University Press, 1986.

Powaski, Ronald E., *March to Armageddon and Return to Armageddon*.
Pry, Peter Vincent. *War Scare: Russia and America on the Nuclear Brink*.
Nixon, Richard, *Six Crises, The Real War*
Quester, George H., *The Future of Nuclear Deterrence*, Lexington: Lexington Books, 1986.
Rhodes, Richard, *The Making of the Atomic Bomb*, New York: Simon & Schuster, 1988.
Schelling, Thomas, *Arms and Influence*
Schell, Jonathan, *The Fate of the Earth/The Abolition*.
Schlosser, Eric, *Command and Control*.
Swedin, Eric. *When Angels Wept*
Tucker, Jonathan, *Toxic Terror*
Van Creveld, Martin, *Air Power and Maneuver in Warfare*

II. Office hours are TBD at this point or by appointment. Students with individual questions can also plan to come to class prior to the posted time or make separate arrangements for a meeting. The instructor can also be reached at bruce.farcou@ucf.edu.

III. Course Description

INR 4115

STRATEGIC WEAPONS AND ARMS CONTROL

Theory, concepts, and practice of diplomacy in the development and deployment of and limitations on strategic weapons with a special focus on the nuclear age. Class will meet in NSC 110 MWF from 1030-1120 from 9 January through 2 May 2023.

IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Tests will be posted via Webcourses and submitted there within the listed due date. Exams will consist of a number of essay questions and the student will have an opportunity to choose which questions to answer. Tests will be based on the texts and explanations of that material provided in lecture.

B. A term paper of a *minimum* of 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font with page numbers) besides bibliography, and any illustrations, and footnotes. The paper should focus on a subject related to the course material, for example: the SALT talks, the Reykjavik conference, the “Star Wars” Program, etc. Since we cover the Cuban Missile Crisis and the decision to drop the bomb on Hiroshima in great detail in class, it is recommended that these NOT be chosen as a term paper topic. **The topic should be approved by the instructor no later than February 25th.** The paper should draw on *at least* five sources, but not including the course text or general encyclopedias. As a rule of thumb, internet sources that do not provide an author’s name are not acceptable, and sources should not consist solely of journal articles. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before April 7th. Late papers will be accepted by April 14th, but will suffer a 10-point penalty. **Papers will be accepted up to April 21st , but for a 25-point penalty. Papers will NOT be accepted after that date. Please**

note that the term paper assignment will be “open” in webcourses from the start of the semester and until April 15th, but it is actually due on April 1st.

C. Students will have the opportunity to earn up to 10 extra credit points (i.e., added to a test score) by submitting one 4-page, typed report on any of the books on the list provided. Students are welcome to offer additional titles of other books related to the course subject for approval as well. This will be due by the end of class on April 21st. No late papers will be accepted.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade (i.e., 25% each). The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F
60-69 = D
70-79 = C
80-89 = B
90 above = A

V. Competencies

Students will learn to analyze information about international relations and relate it to current events under discussion. They will be able to argue and explain their conclusions about such events. Students will learn to recognize tactics of persuasion used by diplomats and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about international events and when exercising their rights and responsibilities as citizens.

SCHEDULE

(Subject to Change – Note that no specific dates for tests are given)

| WEEK | TOPIC | TEXT - CHAPTER |
|------|---|---------------------------------|
| 1 | Background to Arms Control Efforts in History | Glynn, 1 and 2 |
| 2 | Theory of Strategic Warfare | Freedman, 1 |
| 3 | The Arrival of the Bomb | Freedman, 2-3 Glynn, 3 |
| 4 | Bipolarity and Limited War | Freedman, 7-8 Glynn, 4 and 5 |
| 5 | Sputnik and Theories of Deterrence | Freedman 9-11 |

FIRST TEST

| | | |
|----|--------------------------|-------------------------|
| 6 | The Cuban Missile Crisis | Allison, all Glynn 6 |
| 7 | The Cuban Missile Crisis | Allison, all |
| 8 | Balance of Terror | Freedman, 12 |
| 9 | SPRING BREAK | |
| 10 | Flexible Response | Glynn, 7 |

SECOND TEST

| | | |
|----|--|-----------------------------|
| 11 | Other Players Europe, China | Freedman 19-21 |
| 12 | Early Arms Control Efforts | Freedman, 13-14 Glynn 8 |
| 13 | Mutually Assured Destruction | Freedman, 15-17 Glynn 9 |
| 14 | The End of MAD-ness Reagan: the End of the Cold War | Freedman, 22-25 Glynn 10 |
| 15 | The Post Cold War World | Freedman, 26-28 |
| 16 | The Poor Man's Bomb Terrorism and WMDs | Lecture |

THIRD TEST (Finals week – check ucf.edu schedule)

STUDENT RESPONSIBILITIES:

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 and to be aware of upcoming test dates, etc.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class, primarily because the instructor doesn't have a break for lunch and would get hungry. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course. Please don't think that changing occasional words in a stolen paper will avoid detection.

1. may elect to include only those items that are relevant to the types of assignments in their courses)

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.
- 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>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> 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.

UNIVERSITY OF CENTRAL FLORIDA
U.S. GOVERNMENT
POS 2041(004)
COURSE SYLLABUS
Spring 2023
Dr. Bruce Farcau

I. Textbook (Required)

We the People, Benjamin Ginsburg, 13th Essential Edition. While this text is recommended, the instructor is flexible as to which edition or even which text book you use. Check with the instructor as an older edition would be acceptable and much cheaper.

II. Office hours: TBD, 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 MW from 1500-1615 in VAB 113 from 9 January through 2 May 2023.

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

IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Each exam will consist of an essay test of two questions with answers of around 500 words each that will be posted via webcourses. The student will have some option as to which essay questions to answer (for example: Select two questions out of four provided.) Student responses are not meant to be research papers, so citation is not required. Answers should be in students' own words demonstrating an understanding of the concepts. Students will have several days to submit their responses via webcourses or as email attachments if necessary. Tests will be based on the text and explanations of that material provided in lecture.

B. A term paper of AT LEAST 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font) besides any illustrations, bibliography, and footnotes. The paper will be on any subject related to American government and politics, but the topic should be cleared with the instructor no later than February 25th. There should be an analysis of the pros and cons of the issue (if appropriate) making use of sources on both sides and a discussion of the results of the legislation or decision. The paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before April 7th and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before April 15th for a 10-point penalty. Late papers will still be accepted by April 21st, 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 one 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by April 14th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade.

The grade scale will be::

59 below = F
60-69 = D
70-79 = C
80-89 = B
90 above = A

E. A portion of each class will be devoted to an open discussion of current events (related to US Government and Politics) during which students are welcome to raise questions or comments (in a civil and respectful environment.)

V. Competencies

Students will learn to analyze information about the American political system and relate it to current events under discussion. They will be able to argue and explain their conclusions about political events. Students will learn to recognize tactics of persuasion used by politicians and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about political events and when exercising their rights and responsibilities as citizens.

SCHEDULE

(Subject to Change – Note that specific dates for tests are not given)

| WEEK | TOPIC | TEXT CHAPTER |
|------|----------------------|--------------|
| 1 | Logical Thinking | N/A |
| 2 | Theory of Government | 1 |
| 3 | The Constitution | 2 |
| 4 | Federalism | 3 |
| 5 | Civil Liberties | 4 |
| 6 | Civil Rights | 5 |
| | FIRST TEST | |
| 7 | Congress | 6 |
| 8 | Presidency | 7 |
| 9 | SPRING BREAK | |
| 10 | Bureaucracy | 8 |
| 11 | The Judiciary | 9 |
| | SECOND TEST | |
| 12 | Public Opinion | 10 |

| | | |
|----|----------------------------|----|
| | Media | 13 |
| 13 | Interest Groups | 14 |
| 14 | Political Parties | 11 |
| | Election Campaigns | 12 |
| 15 | Political Economy | 15 |
| | Welfare | |
| 16 | Foreign and Defense Policy | 16 |

THIRD TEST (Finals week, Monday, 9 December 1000-1230)

STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class. It is the responsibility of the student to obtain lecture notes from another student in case of need.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

FURTHER READING FOR EXTRA CREDIT PROJECT

Anonymous, *Primary Colors* (novel)

Bork, Robert H., *The Tempting of America: The Political Seduction of the Law*

Caro, Robert A., *The Path to Power: The Years of Lyndon Johnson*

Ceaser, James W., *The Perfect Tie: The True Story of the 2000 Presidential Election*

Coulter, Ann, *Treason, High Crimes and Misdemeanors*

Crichton, Michael, *State of Fear* (novel)

Evans, M. Stanton, *Blacklisted by History*

Goldberg, Bernard, *Bias*

Granger, Bill, *Lords of the Last Machine: The Story of Politics in Chicago*

Greenstein, Fred I., *The Presidential Difference: Leadership Style from FDR to Clinton*

Halberstam, David, *The Best and the Brightest*

Hayek, Frederick, *The Road to Serfdom*
Kissinger, Henry, *Does America Need a Foreign Policy?*
Kurtz, Howard, *Spin Cycle: Inside the Clinton Propaganda Machine*
Levin, Mark, *Men in Black*
Moore, Michael, *Stupid White Men*
McCullough, David, *Truman*
John Stuart Mill, *On Liberty*
Olson, Barbara, *The Final Days*
O'Rourke, P. J. , *Parliament of Whores, Eat the Rich*
Ravitch, Diane, *Left Back*
Riker, William H., *The Art of Political Manipulation*
Saffire, William, *Scandalmonger* (novel)
Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*
Schlessinger, Arthur, *The Thousand Days*
Shlaes, Amity, *The Forgotten Man*
Smith, Hedrick, *The Power Game*
Sowell, Thomas, *A Conflict of Visions*
Tocqueville, Alexis de, *Democracy in America* (either volume)
Woodward, Robert, *All the President's Men, Plan of Attack, The Choice, The Brethren*

1. Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)

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 - d. Falsifying or misrepresenting the student's own academic work.
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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:

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6. Deployed Active Duty Military Students

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UNIVERSITY OF CENTRAL FLORIDA
DIPLOMACY
INR 4030
COURSE SYLLABUS
Spring 2023
Dr. Bruce Farcau

I. Textbooks

Kissinger, Henry, *Diplomacy*, New York: Simon and Schuster, 1994 (required.)
Kagan, Donald, *On the Origins of War* (highly recommended)

FURTHER READING FOR EXTRA CREDIT PROJECT

Aron, Raymond, *Peace and War*.
Aitken, Jonathan, *Nixon: A Life*
Bishop, Jim, *FDR's Last Year*
Bobitt, Phillip, *The Shield of Achilles: Wa., Peace and the Course of History, Terror and Consent*
Brown, Archie, *The Rise and Fall of Communism*
Carr, Caleb, *The Lessons of Terror*
Chang, Jung, *Mao*
De Gaulle, Charles, *The Complete War Memoirs of Charles De Gaulle*
Dos Passos, John, *Mr. Wilson's War*
Evans, M. Stanton, *Blacklisted by History*
Ferguson, Niall, *The Pity of War*.
Fleming, Thomas, *The New Dealers' War*
Friedman, George, *The Future of War*
Friedman, Norman, *The Fifty Year War*
Friedman, Thomas, *From Beirut to Jerusalem*
Fursenko and Naftali, *Khrushchev's Cold War*
Garthoff, Raymond, *Detente and Confrontation*
Glenny, Misha, *Balkans*
Halberstam, David, *The Best and the Brightest, War in a Time of Peace*
Isaacson, Walter, *The Wise Men*
Kagan, Robert, *The Return of History*
Kennedy, Paul, *The Rise and Fall of the Great Powers*
Kepel, Gilles, *Jihad: The Trail of Political Islam*
Kissinger, Henry, *A World Restored, White House Years, Years of Upheaval, Years of Renewal, Does America Need a Foreign Policy?, World Order*.
Laqueur, Walter, *The New Terrorism*
McCullough, David, *Truman*
McDougall, Walter, *Promised Land, Crusader State: The American Encounter with the World*

Since 1776.

Mearsheimer, John, *The Tragedy of Great Power Politics*

Meredith, Martin, *The Fate of Africa*

Meyer, G. J., *A World Undone, A World Remade.*

Montefiore, Simon Sebag, *Stalin: The Court of the Red Tsar*

Moyar, Mark, *Triumph Forsaken*

Nixon, Richard, *Six Crises, The Real War, No More Vietnams*

Nolan, Cathan, *The Allure of Battle*

Podhoretz, Norman, *World War IV*

Van Creveld, Martin, *The Rise and Decline of the State*

Woodward, Robert, *Plan of Attack, Obama's Wars*

II. Office hours are TBD at this point. Students with individual questions can also plan to come to class prior to the posted time or make separate arrangements for a meeting. The instructor can also be reached at bruce.farcou@ucf.edu. Class will meet MWF from 0930-1020 pm in CB1 319 from 9 January through 2 May 2023.

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 February 28th 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 7 April and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before April 14th for a 10-point penalty. Late papers will still be accepted by April 21, 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 one 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by April 15th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F
60-69 = D
70-79 = C
80-89 = B
90 above = A

V. Competencies

Students will learn to analyze information about international relations and relate it to current events under discussion. They will be able to argue and explain their conclusions about such events. Students will learn to recognize tactics of persuasion used by diplomats and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about international events and when exercising their rights and responsibilities as citizens.

SCHEDULE

(Subject to Change – Note that no specific dates for tests are given)

| WEEK | TOPIC | TEXT - CHAPTER |
|------|--|----------------------|
| 1 | Basic IR Terms | N/A |
| 2 | The American Philosophy of Foreign Affairs | <i>Diplomacy</i> , 2 |
| 3 | The Rise of the Nation-State | <i>Diplomacy</i> , 3 |

| | | |
|-------------|--|---|
| | Richelieu and Napoleon | |
| 4 | The Balance of Power Metternich and the Concert of Vienna | <i>Diplomacy</i> , 4-5 |
| 5 | The Weakening of the Balance Napoleon III and Bismarck | <i>Diplomacy</i> 6 |
| 6 | The Roots of World War I | <i>Diplomacy</i> , 7-8 Kagan, Ch 2 |
| FIRST TEST | | |
| 7 | Collective Security - Versailles Wilson and the Idealists | <i>Diplomacy</i> , 9-10 |
| 8 | The Fall of Versailles and the League of Nations | <i>Diplomacy</i> , 11-12 Kagan, Ch 4 |
| 9 | SPRING BREAK | |
| 10 | Chamberlain and Hitler | <i>Diplomacy</i> 13 |
| 11 | World War II Roosevelt, Churchill and Stalin | <i>Diplomacy</i> , 14,15 |
| 12 | Origins of the Cold War | <i>Diplomacy</i> , 16-17 |
| SECOND TEST | | |
| 13 | Containment Truman, Eisenhower, Kennedy and Khrushchev | <i>Diplomacy</i> , 18-19 Kagan, Ch 5 |
| 14 | Vietnam Kennedy – Nixon - Brezhnev | <i>Diplomacy</i> , 25-27 |
| 15 | Détente Nixon – Carter | <i>Diplomacy</i> , 28-29 |
| 16 | Reagan and Gorbachev The New World Order End of the Cold War | <i>Diplomacy</i> , 30, 31 <i>Diplomacy</i> , 1 |

THIRD TEST (Finals week – check ucf.edu schedule)

STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class, but attendance will not count as part of the grade. It is the responsibility of the student to obtain lecture notes from another student in case of need.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

E. Graded papers will be returned to the student. Students should retain their copies until after receiving their final course grade.

1. **Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)**

Students should familiarize themselves with UCF's Rules of Conduct at

<<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<https://academicintegrity.org/>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

2. Course Accessibility Statement (this language was provided by Student Accessibility Services)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

3. Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- 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>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> 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

POT 4632-OW60 Religion and Politics

Three Credit Hours

Online



Dr. Terri Susan Fine
Spring 2023

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, 10:00am-12:00pm and by appointment (Notice of changes will be occur at least 48 hours in advance) Lou Frey Institute, 12443 Research Parkway, Bldg. 400, Suite 406, UCF Research Park Send a message using the "Inbox" function in advance to confirm availability |

| | |
|-----------------|---|
| | <p>Appointments: ZOOM Meeting Room: https://ucf.zoom.us/j/9745059425 F2F: Lou Frey Institute, 12443 Research Parkway, Bldg. 400, Suite 406 Howard Phillips Hall 302K</p> <p>Appointments are readily available as the need arises.</p> |
| Course mail | <p>Available through the “Inbox” function on the course home page (CANVAS menu, on left) Do not use “Discussions” to send messages as discussions are not private.</p> <p>Be advised that the UCF Golden Rule, particularly Section 3a (Disruptive Conduct) and 4b (Harmful Behavior), apply to e-mail, course messages, and course discussions. Be mindful of your language and tone as you communicate with one another and with the professor. Please notify me if you believe that your student rights are being violated, including disruptive conduct and harmful behavior through course communication.</p> |
| Personal e-mail | <p>terri.fine@ucf.edu</p> <p>Note: E-mail to this personal account is to be used for emergencies only (e.g., if you lack CANVAS access);</p> <p>All regular communication must go through the course “Inbox” (message) function. Non-emergency e-mail submitted to my personal account will not receive a response.</p> |
| Course page | <p>https://webcourses.ucf.edu/courses/1395524</p> |

Course Description

This course will look at religion and politics in the United States from three interrelated perspectives:

- a) What are the theoretical religious foundations for the founding of the United States? What does it mean to be a democracy devoted to religious freedom when those founders are members of the same religious group and the founding of the country was based on religious motivations including escaping religious persecution?
- b) What are the core religion-based public policies in effect or under consideration in the United States? How does the policy making and implementation process work in the U.S. to bring about religion-based policy? What constitute the core intra-state and inter-state conflicts surrounding these religion-based public policies or policy proposals?
- c) How does religion motivate and impact political behavior in the United States? How does religion impact who has political power? How does religion motivate power-seeking behavior in the United States?

Why look at the United States?

The United States was founded by homogeneous religious groups seeking refuge from religious persecution. The U.S. claims to be a democracy while at the same time it is clear that one religious orientation dominates its political system. Religion is also a prime motivator and influence on political behavior and, as a result, how the political system functions, including party structures, electoral outcomes, campaign strategies, voter mobilization and other grassroots efforts, are all affected by religious commitments.

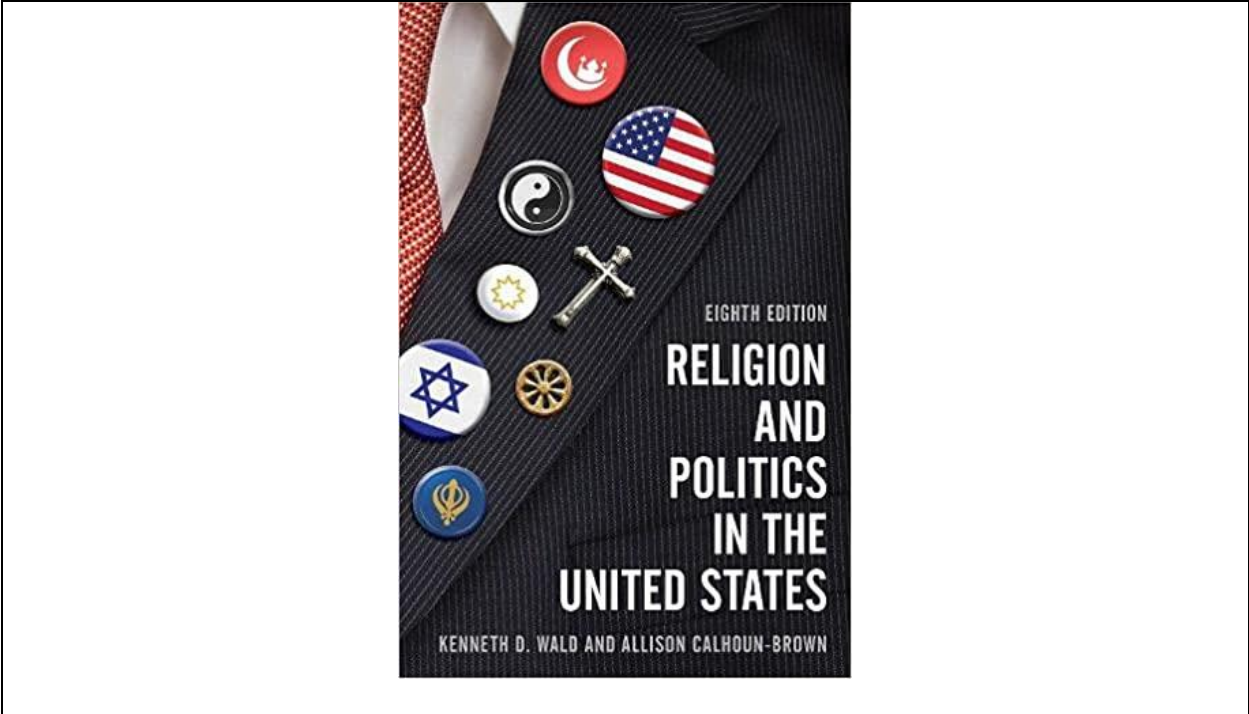
Course Goals: The primary goals of this course are to understand the relationship between religion and politics in democratic theocracies from four core perspectives: theoretical orientations, mass-level participation, elite behavior, and public policy. The course will focus on these factors in the United States.

Course Objectives: At the end of this course, you will be able to develop approaches to analyzing the relationship between religion and politics in representative democracies and to critique the role that religion plays in mass-level participation, elite behavior and public policy. You will also be able to evaluate how religion and politics affects and is affected by political and electoral institutions.

Assigned Readings

Course Text: Religion and Politics in the United States (8th edition) by Kenneth Wald and Allison Calhoun-Brown. Rowman & Littlefield Publishers, Inc. ISBN-13: 978-1538105139.

Note: It is critically important to purchase the 8th edition, and not an earlier edition. This text is available on Kindle and Chegg.



Additional Readings and U.S. Supreme Court Opinions: Assigned within the analyses and discussions, as warranted.

Students will complete several assignments to fulfill course requirements. These assignments include analyses, interactive discussions, and chapter quizzes.

| Assignment Type | Course Objectives Met | Accessing and Submitting Assignments |
|---|--|---|
| Analyses (5) 350 points each | Analyze the relationship between religion and politics in democratic theocracies Critique the role that religion plays in mass-level participation, elite behavior and public policy Evaluate how religion and politics affects and is affected by political and electoral institutions. | Instructions: Analysis Module Submissions: Assignments Link |
| Chapter Quizzes (11) 100 points each | Understand how religion and politics affects and is affected by political and electoral institutions. | Quizzes: Quizzes Link |

| | | |
|--|---|--|
| <p>Note: The course orientation quiz score is not factored into the final grade.</p> <p>Each 15-minute timed quiz includes 10 multiple choice questions with four options each. Two attempts allowed; the higher of the two scores counts toward your final grade.</p> | | |
| <p>Interactive Discussions (5) 100 points each</p> | <p>Analyze the relationship between religion and politics in democratic theocracies Critique the role that religion plays in mass-level participation, elite behavior, and public policy Evaluate how religion and politics affects and is affected by political and electoral institutions</p> | <p>Instructions: Discussions Module Submissions: Discussions Link</p> |
| <p>Short Activity (1) Optional Extra Credit 100 points</p> | <p>Analyze the relationship between religious freedom and employment discrimination.</p> | <p>Instructions: Short Activity Module Submission: Assignment Link</p> |

Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows. Note that the required number of points required allows missed work. For example, an A- requires earning 89% of available points.

| Letter Grade | Accumulated Points | Percentage of Earned Points |
|--------------|--------------------|-----------------------------|
| A | 3160-3360 | 94-100% |
| A- | 2990-3149 | 89-93% |
| B+ | 2890-2979 | 86-88% |
| B | 2755-2879 | 82-85% |
| B- | 2655-2749 | 79-81% |
| C+ | 2555-2644 | 76-78% |
| C | 2420-2544 | 72-75% |
| C- | 2320-2414 | 69-71% |
| D+ | 2220-2314 | 66-68% |
| D | 2085-2214 | 62-65% |
| D- | 1980-2079 | 59-62% |

| | | |
|---|----------------|---------------|
| F | 1979 and lower | 58% and lower |
|---|----------------|---------------|

Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

| Grade | Grade Points | Grade | Grade Points |
|-------|--------------|-------|--------------|
| A | 4.0 | C | 2.0 |
| A- | 3.75 | C- | 1.75 |
| B+ | 3.25 | D+ | 1.25 |
| B | 3.0 | D | 1.00 |
| B- | 2.75 | D- | .75 |
| C+ | 2.25 | F | 0 |

POT 4632 Religion and Politics Spring 2023 Schedule

Please contact me if you have any concerns about the reading load, tips on getting the most from the course materials, or the course in general. Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

All assignments (quizzes, analyses, discussions) are due at 11:59pm on Fridays except finals week.

Assignments are due on the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining the emergency that prevented submitting the assignment on time. The instructor must be notified within 48 hours before or after the missed assignment (unless doing so is impossible and the reason is documented) to be eligible to submit that assignment late. Granting extensions on assignments is solely at the discretion of the instructor.

| Assignment | Due Date |
|---|-----------------------------|
| Course Orientation Quiz Quiz: Wald and Calhoun-Brown Chapter 1 Interactive Discussion: Class Introductions (NOTE: The Introduction Module score will not be included in the determination of final grades. Failure to complete the Course Orientation quiz places students at risk for course withdrawal) | Friday, January 13, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 2 Interactive Discussion: Thomas Jefferson | Friday, January 20, 11:59pm |

| | |
|--|---|
| | Note: UCF is closed Monday, January 16 to observe Martin Luther King, Jr. Birthday |
| Analysis: Religious Philanthropy | Friday, January 27, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 3 Interactive Discussion: Pledge of Allegiance | Friday, February 3, 11:59pm |
| Analysis: Locke v. Davey | Friday, February 10, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 4 Interactive Discussion: Free Exercise Clause | Friday, February 17, 11:59pm |
| Analysis: Religious Freedom in International Context | Friday, February 24, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 5 Quiz: Wald and Calhoun-Brown Chapter 6 | Friday, March 3, 11:59pm |
| Analysis: Interest Groups | Friday, March 10, 11:59pm |
| SPRING BREAK-NO ASSIGNMENT | Friday March 17 |
| Quiz: Wald and Calhoun-Brown Chapter 7 | Friday, March 24, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 8 Interactive Discussion: Evangelical Protestants | Friday, March 31, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 9 | Friday, April 7, 11:59pm |
| Quiz: Wald and Calhoun-Brown Chapter 10 Quiz: Wald and Calhoun-Brown Chapter 11 | Friday, April 14, 11:59pm |
| Analysis: Public Opinion Short Activity (100 points OPTIONAL extra credit-100 points): Federal Guidance and Religious Freedom Equal Employment Opportunity Commission COVID-19 Religious Exemptions | Friday, April 21, 11:59pm |
| Interactive Discussion: Latino Views, Religious Beliefs, and Political Activism Note: There is no final exam in this course | WEDNESDAY, April 26, 12 NOON NOTE THE DAY AND TIME |

University Policies and Student Code of Conduct

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.

University of Central Florida
Political Theory
School of Politics, Security, and International Affairs School of Politics, Security, and
International Affairs (ucf.edu)
Spring 2023
Contemporary Political Theory
POT 4066 Section 0001
Monday and Wednesday 3-4:15 pm
CB1-0307

Instructor: Dr. Lynne Gleiber
E-Mail: lynne.gleiber@ucf.edu
Office hours: By appointment
I will respond to emails within 48 hours on workdays.

Purpose and Course Description

This course is designed to provide an overview of several major works in contemporary political philosophy. In addition to examining the works themselves we will delve into themes embedded in the works such as the relationship between public and private matters and political underpinnings that are relevant to current systems of government. We will also examine the theories of the self or human nature put forth in the works.

Course Objectives

Students who successfully complete the course will have obtained:

- Knowledge of several major works in political philosophy
- Knowledge of the relevance of these works in government and civil society
- A variety of conceptions of the relationship between the person and the state.

Expectations for Student Performance

Course Requirements: Work assignments must be completed on time

Required reading: All readings are available in webcourses free of charge.

Examinations and Grading: Your grade will be based on three exams and graded activities connected to the module pages. Two exams will be given during the semester and a final exam will be given at the end of the semester on the dates listed in the course plan. Students will use their textbooks to complete all assignments.

In the interest of fairness to all students, extra credit work will not be given. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

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.

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:

| | |
|------------|-----|
| Exam 1 | 25% |
| Exam 2 | 25% |
| Exam 4 | 25% |
| Final Exam | 25% |

The table shows the range for each letter grade and uses a plus/minus system.

Letter Grade and points

| | | | |
|----|----------|----|-------|
| A | 100 % | to | 94.0% |
| A- | < 94.0 % | to | 90.0% |
| B+ | < 90.0 % | to | 87.0% |
| B | < 87.0 % | to | 84.0% |
| B- | < 84.0 % | to | 80.0% |
| C+ | < 80.0 % | to | 77.0% |
| C | < 77.0 % | to | 74.0% |
| C- | < 74.0 % | to | 70.0% |
| D+ | < 70.0 % | to | 67.0% |
| D | < 67.0 % | to | 64.0% |
| D- | < 64.0 % | to | 61.0% |
| F | < 61.0 % | to | 0.0% |

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>

Special Needs

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 me for the course. 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](#).

Required statement from the University regarding COVID-19: University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality: Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF 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.

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 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.

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: Consideration of the Self within Society | | |
|---|---------|--|
| 9-Jan | Week 1 | Charles Taylor, <i>Sources of the Self: The making of modern identity</i> (excerpt) |
| 18-Jan | Week 2 | Amy Gutmann, <i>Democratic Education</i> (excerpt) |
| 23-Jan | Week 3 | Viktor E. Frankl, <i>Man's Search for Meaning</i> (excerpt) |
| 30-Jan | Week 4 | Robert Dahl, <i>Democracy and its Critics</i> (excerpt) / Exam 1 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| Module 2: Democracy Matters | | |
| 6-Feb | Week 5 | Jurgen Habermas, <i>Three Normative Models of Democracy</i> (Monday) / Virginia Held, <i>Non-contractual Society: A Feminist View</i> (Wednesday) |
| 13-Feb | Week 6 | John Rawls, <i>A Theory of Justice</i> (excerpt) (Monday), / <i>Political Liberalism</i> (Wednesday) |
| 20-Feb | Week 7 | Michael Sandel, Liberalism and the Limits of Justice (excerpt) (Monday) <i>Democracy's Discontent</i> (excerpt) (Wednesday) |
| 27-Feb | Week 8 | Michael Sandel, What Money Can't Buy (excerpt) (Monday) / Thad Williamson et al., <i>Making a Place for Community</i> (excerpt) (Wednesday) |
| 6-Mar | Week 9 | Robert Nozick, <i>Anarchy State, and Utopia</i> (excerpt) / Exam 2 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| Module 3: Oppression, Liberation, and Empowerment | | |
| 13-Mar | Week 10 | Iris Marion Young, <i>Five Faces of Oppression</i> (excerpt) |
| 20-Mar | Week 11 | Kwame Anthony Appiah, <i>The Ethics of Identity</i> (Monday) / Appiah and Gutmann <i>Color Conscious</i> (excerpt) (Wednesday) |
| 27-Mar | Week 12 | Cornel West and Tavis Smiley, <i>The Rich and the Rest of Us</i> (excerpt)(Monday) / Exam 3 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| 3-Apr | Week 13 | Cornel West and Roberto Unger, <i>The Future of American Progressivism</i> |
| 10-Apr | Week 14 | F. A. Hayek, <i>The Road to Serfdom</i> (excerpt) (Monday)/ Isaiah Berlin, <i>Two Concepts of Liberty</i> (Wednesday) |
| 17-Apr | Week 15 | Angela Davis, <i>Women Culture, Politics</i> (excerpt) (Monday) / bell hooks, <i>Where We Stand: Class Matters</i> (excerpt) (Wednesday) |
| 24-Apr | Week 16 | Gar Alperovitz, <i>What Then Must We Do?</i> (excerpt) April 24th is the last day of the semester. |
| | | Final exam: The Final exam will be posted on Tuesday, April 25 th and will be due by 3:50 pm on Wednesday, April 26, 2023 |

University of Central Florida
School of Politics, Security, and International Affairs School of Politics, Security, and
International Affairs (ucf.edu)
Spring 2023
Contemporary Political Theory
POT 4066 Section 0001
Wednesday 3-4:15 pm
CB1-0307

Instructor: Dr. Lynne Gleiber
E-Mail: lynne.gleiber@ucf.edu
Office hours: By appointment
I will respond to emails within 48 hours on workdays.

Purpose and Course Description

This course is designed to provide an overview of several major works in contemporary political philosophy. In addition to examining the works themselves we will delve into themes embedded in the works such as the relationship between public and private matters and political underpinnings that are relevant to current systems of government. We will also examine the theories of the self or human nature put forth in the works.

Course Objectives

Students who successfully complete the course will have obtained:

- Knowledge of several major works in political philosophy
- Knowledge of the relevance of these works in government and civil society
- A variety of conceptions of the relationship between the person and the state.

Expectations for Student Performance

Course Requirements: Work assignments must be completed on time

Required reading: All readings are available in webcourses free of charge.

Examinations and Grading: Your grade will be based on three exams and graded activities connected to the module pages. Two exams will be given during the semester and a final exam will be given at the end of the semester on the dates listed in the course plan. Students will use their textbooks to complete all assignments.

In the interest of fairness to all students, extra credit work will not be given. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. For clarification of what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook <http://www.goldenrule.sdes.ucf.edu/>. Students who violate the rules addressing academic integrity stated in The Golden Rule will result in documentation of the infraction and a grade of zero for the work in question. Confirmation of academic dishonesty can also result in expulsion from the University of Central Florida.

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:

| | |
|------------|-----|
| Exam 1 | 25% |
| Exam 2 | 25% |
| Exam 4 | 25% |
| Final Exam | 25% |

**The table shows the range for each letter grade and uses a plus/minus system.
Letter Grade and points**

| | | | |
|----|----------|----|-------|
| A | 100 % | to | 94.0% |
| A- | < 94.0 % | to | 90.0% |
| B+ | < 90.0 % | to | 87.0% |
| B | < 87.0 % | to | 84.0% |
| B- | < 84.0 % | to | 80.0% |
| C+ | < 80.0 % | to | 77.0% |
| C | < 77.0 % | to | 74.0% |
| C- | < 74.0 % | to | 70.0% |
| D+ | < 70.0 % | to | 67.0% |
| D | < 67.0 % | to | 64.0% |
| D- | < 64.0 % | to | 61.0% |
| F | < 61.0 % | to | 0.0% |

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>

Special Needs

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 me for the course. 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](#).

Required statement from the University regarding COVID-19: University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality: Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF 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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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.

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 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.

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: Consideration of the Self within Society | | |
|---|---------|--|
| 9-Jan | Week 1 | Charles Taylor, <i>Sources of the Self: The making of modern identity</i> (excerpt) |
| 18-Jan | Week 2 | Amy Gutmann, <i>Democratic Education</i> (excerpt) |
| 23-Jan | Week 3 | Viktor E. Frankl, <i>Man's Search for Meaning</i> (excerpt) |
| 30-Jan | Week 4 | Robert Dahl, <i>Democracy and its Critics</i> (excerpt) / Exam 1 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| Module 2: Democracy Matters | | |
| 6-Feb | Week 5 | Jurgen Habermas, <i>Three Normative Models of Democracy</i> (Monday) / Virginia Held, <i>Non-contractual Society: A Feminist View</i> (Wednesday) |
| 13-Feb | Week 6 | John Rawls, <i>A Theory of Justice</i> (excerpt) (Monday), / <i>Political Liberalism</i> (Wednesday) |
| 20-Feb | Week 7 | Michael Sandel, Liberalism and the Limits of Justice (excerpt) (Monday) <i>Democracy's Discontent</i> (excerpt) (Wednesday) |
| 27-Feb | Week 8 | Michael Sandel, What Money Can't Buy (excerpt) (Monday) / Thad Williamson et al., <i>Making a Place for Community</i> (excerpt) (Wednesday) |
| 6-Mar | Week 9 | Robert Nozick, <i>Anarchy State, and Utopia</i> (excerpt) / Exam 2 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| Module 3: Oppression, Liberation, and Empowerment | | |
| 13-Mar | Week 10 | Iris Marion Young, Five Faces of Oppression (excerpt) |
| 20-Mar | Week 11 | Kwame Anthony Appiah, <i>The Ethics of Identity</i> (Monday) / Appiah and Gutmann <i>Color Conscious</i> (excerpt) (Wednesday) |
| 27-Mar | Week 12 | Cornel West and Tavis Smiley, <i>The Rich and the Rest of Us</i> (excerpt)(Monday) / Exam 3 will be available from Wednesday morning (12am) - Sunday at 11:59pm. It is due by Sunday at 11:59 pm. It will lock at 11:59 pm. |
| 3-Apr | Week 13 | Cornel West and Roberto Unger, The Future of American Progressivism |
| 10-Apr | Week 14 | F. A. Hayek, <i>The Road to Serfdom</i> (excerpt) (Monday)/ Isaiah Berlin, <i>Two Concepts of Liberty</i> (Wednesday) |
| 17-Apr | Week 15 | Angela Davis, Women Culture, Politics (excerpt) (Monday) / bell hooks, <i>Where We Stand: Class Matters</i> (excerpt) (Wednesday) |
| 24-Apr | Week 16 | Gar Alperovitz, <i>What Then Must We Do?</i> (excerpt) April 24th is the last day of the semester. |
| | | Final exam: The Final exam will be posted on Tuesday, April 25 th and will be due by 3:50 pm on Wednesday, April 26, 2023 |

University of Central Florida
Political Behavior
School of Politics, Security, and International Affairs School of Politics, Security, and
International Affairs (ucf.edu)
Spring 2023
POS 4204 Section OW61 online
3 credit hours

Instructor: Dr. Lynne Gleiber

E-Mail: lynne.gleiber@ucf.edu

Office hours: Drop in hour on Zoom will be Tuesdays from 8 – 9 am. Students may also make appointments

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% |
| Final Examination (Cumulative) | 30% |
| Weekly activities | 30% |

Examinations, Research Design assignment, and Grading

Three exams will be given: two during the semester and one final exam. Questions will be based on information covered in the textbook, articles, and book excerpts. The completion and submission of a research design paper is a requirement for the course. Detailed instructions will be discussed during the second week of the semester. The dates for all exams and for turning in the research design are listed in the course schedule below. Exams will be given out of class on webcourses with Proctor Hub.

In the interest of fairness to all students, **extra credit work will not be given**. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

Religious Observance

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

The table shows the range for each letter grade and uses a plus/minus system.

Letter Grade and points

| | | | |
|----|----------|----|-------|
| A | 100 % | to | 94.0% |
| A- | < 94.0 % | to | 90.0% |
| B+ | < 90.0 % | to | 87.0% |
| B | < 87.0 % | to | 84.0% |
| B- | < 84.0 % | to | 80.0% |
| C+ | < 80.0 % | to | 77.0% |
| C | < 77.0 % | to | 74.0% |
| C- | < 74.0 % | to | 70.0% |
| D+ | < 70.0 % | to | 67.0% |
| D | < 67.0 % | to | 64.0% |
| D- | < 64.0 % | to | 61.0% |
| F | < 61.0 % | to | 0.0% |

1. *Academic Integrity*

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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.

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.

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- 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

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.

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

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.

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Third-Party Software and FERPA

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

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 | | |
|--|--------|---|
| 9-Jan | Week 1 | An Economic Theory of Democracy by Anthony Downs (excerpt) - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 16-Jan | Week 2 | The Nature and Origins of Mass Opinion by John Zaller (excerpt) - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 23-Jan | Week 3 | "Mass Political Attitudes and the Survey Response" Christopher H. Achen Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 30-Jan | Week 4 | The American Voter, Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes (excerpt) Exam 1 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday |
| Module 2: Equality, Participation, and Public Opinion | | |
| 6-Feb | Week 5 | Race, Ethnicity, and Political Resources - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 13-Feb | Week 6 | Groups and Policy Interests - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 20-Feb | Week 7 | Citizen Activity: Who participates, What do they say? - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 27-Feb | Week 8 | Spiral of Silence - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |

| | | |
|---|---------|--|
| 6-Mar | Week 9 | Group Characteristics and Social Networks - Exam 2 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday |
| Module 3: Media Influence, Social Determinants, and Social Movements | | |
| 13-Mar | Week 10 | Spring Break |
| 20-Mar | Week 11 | Public Opinion - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 27-Mar | Week 12 | Ideology – Literature Review is due on Friday. - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 3-Apr | Week 13 | Vote Choice and Electoral Decisions - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 10-Apr | Week 14 | Women's Suffrage and Black Liberation - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 17-Apr | Week 15 | Social Movements - Civil Rights and Economic Rights - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 24-Apr | Week 16 | April 24th is the last day of the semester. The final exam will be available on April 24 th and It is due on April 26th. |

University of Central Florida
Scope and Methods of Political Science
POS3307-OW60 | online
School of Politics, Security, and International Affairs School of Politics, Security, and
International Affairs (ucf.edu)
Spring 2023
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 | 40% |
| 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 | | |
|------------------------------------|---------|--|
| 9-Jan | Week 1 | Understanding data - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 16-Jan | Week 2 | Empirical Approach - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 23-Jan | Week 3 | Beginning the Research Process - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 30-Jan | Week 4 | Practice and Review - Exam 1 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday. |
| Module 2: Quantitative Data | | |
| 6-Feb | Week 5 | Beginning Scientific Research - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 13-Feb | Week 6 | Sampling - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 20-Feb | Week 7 | Research Design - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 27-Feb | Week 8 | Testing Relationships - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 6-Mar | Week 9 | Categorical Data - Exam 2 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday. |
| Module 3: Data Analysis | | |
| 13-Mar | Week 10 | Spring Break |
| 20-Mar | Week 11 | Cross tab and Correlation - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 27-Mar | Week 12 | Bivariate regression - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 3-Apr | Week 13 | Bivariate regression practice - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 10-Apr | Week 14 | Multiple regression - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |
| 17-Apr | Week 15 | Multiple regression Practice - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm. |

24-Apr

Week 16

April 24th is the last day of the semester. The final exam will be available on April 24 th and It is due on April 26th.

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

Roger Handberg

INR 4765- Emerging Space Powers

32608

roger.handberg@ucf.edu

Course Home Page
Emerging Space Powers
INR 4765
Spring 2023

Instructor Contact:

| | |
|--------------|--|
| Instructor | Roger Handberg |
| Office | Phillips Hall 302 |
| Office Hours | MTW 10-1130 or by appointment |
| Course-mail | roger.handberg@ucf.edu |

Official UCF Catalog Course Description

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): [POS 2041](#), or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Examination of states' efforts to develop space technologies for purposes of economic, social and military development.

Overview

Space policy remains a field that stands astride both the future and history in its scope, both idealistic and very practical. 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 across various sector of human life. This course focuses upon the use of space applications for the economic and social development of states across the globe with the military implications always lingering in the background. The primary focus here is upon the use of space for national development as different states define that goal. Two courses, one being PUP 4510 Space Policy deals with the development of the American space program while the other course, INR 4774 – Military Space Policy, deals explicitly with military space policy – a field of burgeoning interest to a multitude of 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.

That international political and military competition created a policy dichotomy between military and nonmilitary that still impacts 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 and 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 possess this dual use nature.

For emerging states, there are two paths to engaging in space activities. One builds off national efforts to develop missiles which are later converted to launch vehicles but the other which is more common is that a state identifies an economic or social goal that requires space based applications in order to be achieved. These states in effect operate on the fringes of the first world space programs, benefiting from their technology development but moving in their own directions. An example of the first path would be China which initiated a missile program which morphed to include the developmental aspects of space while India's space program began originally and still heavily influenced by the expectation that space activities must assist the society in improving its level of economic development.

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 can 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. Remember the first images from space of weather formations such as hurricanes did not become available until the 1960s.

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 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 go. The public remains supportive but only in a general sense. International competitors exist at least rhetorically to the U.S. and Russia but the test remains their willingness to continue expending large amounts of precious human and economic capital for increasing less political advantage. China appears to have made that commitment. Private sector solutions flounder on the fact that the companies must make a profit. 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 assume the government must support the effort; otherwise, it will not happen. This is even clearer in the context of developing states where the government is expected to lead. Efforts to spin off space technologies to the private sector remain problematic in developing countries.

Conceptually, space activities 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 even in developing countries. That separation process is 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. That perspective assumed that states outside the developed world were incapable of building indigenously similar technologies. Generally speaking, almost all space technologies are clearly 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 the independent capability to develop space technologies equivalent to U.S. technologies or even better in some cases.

Text Materials:

Text materials will appear in several forms: excerpts from a book and materials found on the web. Reading assignments will appear in the modules along with other readings you are responsible for completing. Students are responsible for keeping current with reading assignments. Reading assignments are specified 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 especially in the developing states. 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 national development of space activities. Space activities are immersed in politics often to the engineers' dismay but a reality that exists.
3. Develop an understanding of the international implications of space activities and its evolution as field as new states enter the field.
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 for states new to the field.
7. Demonstrate the ability to access information regarding various states ongoing space activities and proposed future activities.
8. Learn how to write sophisticated analyses of issues within the ambit of space policy globally.

Communicating within the Course

In this class our official mode of communication is through email located inside Canvas or through roger.handberg@ucf.edu. All communications between student and instructor and between student and 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.edu 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 Yahoo, 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.

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.

Grade Structure:

Grades are determined through a variety of student activities including two examinations taken on line through the course quiz function, 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 assignments section of the course website. 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.

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/>. 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 included in several modules; you must participate in the discussions if you wish to have any instructor 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 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.

Examinations can incorporate both essay and short answer formats but more usually are essay format. 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 answering several questions about the course assignments 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. **All assignments are to be a minimum of 1,500 words, 10 references (not including the textbook or modules), only half can be solely web although library journal articles accessed through the UCF Library website are not considered web only. Pages in the assignment should be numbered. 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. Remember assignments must be in Word format. Late assignments are graded down a letter grade a day until an F grade is reached.**

Formatting for Assignments, proposals and papers:

Papers should be 10 or 12 point font, double space or 1.5 space between sentences. Use APA format as described in UCF Library resources: <https://guides.ucf.edu/apa>. [Links to an external site.](#) Do not provide an abstract of the assignment. Provide page numbers for your assignments.

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.

Other applicable University Policies are listed below:

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#).”

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule \(Links to an external site.\)](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click [here \(Links to an external site.\)](#).

Course Accessibility Statement

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

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> [Links to an external site.](#) (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu [Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone

number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video \(Links to an external site.\)](#).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.eduLinks to an external site.](#) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](#)

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policyLinks to an external site.](#)

Deployed Active Duty Military Students

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

For those classes where you want to selectively use Turnitin.com, here is a sample syllabus statement:

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

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 the 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.

INR 4765– Emerging Space Powers

Syllabus/Schedule – Spring 2023

| Module # | Module name | Date Open | Date Close | Assignment* Remember Reading Assignments in the Modules |
|-----------------------------------|---|--------------------------------|--|--|
| Module 0 | Getting Started | January 9 th | January 22 nd at 11pm | Complete extra credit in Module 0 including posting web annotation to the drop box |
| Financial Aid Verification | Financial Aid Verification | January 9th | January 16th | Complete Financial Aid Verification by January 16th, do not ignore may lead to financial aid issues, complete even if past due date. |
| Module 1 | Introduction - Historical, the Space Age's Beginnings, Determining Why Space Activities? | January 9 th | January 17 th at 11pm | Read Materials and respond to Discussion Group: "Was the Apollo Program a Freak of the Cold War?" Work on Assignment 1 |
| Assignment 1 | Assignment 1 | January 11th | January 30th at 11pm | Turn in Assignment 1 |

| | | | | |
|---------------------|--|---------------------------------|---|--|
| Module 2 | Organizing Space, Determining Level of Engagement in Space Activities | January 17 th | January 30 th at 11pm | Complete Work on Assignment 1 |
| Module 3 | Organizing Space Internationally, the International Space Infrastructure | January 30 th | February 8 th at 11pm | Begin Work on Assignment 2 |
| Module 4 | Organizing Space, Dual Use Technology Issues | February 9 th | February 16 th at 11pm | Read materials and respond to Discussion Group: "Can Rising Space powers operate without interference?" work on Assignment 2 |
| First Test | Test | February 17th | February 20th at 11pm | Complete exam on line |
| Module 5 | Enter the Second Wave | February 21 st | March 2 nd at 11pm | Complete Readings |
| Assignment 2 | Assignment 2 | January 31st | March 8th at 11pm | Turn in Assignment 2 |
| Module 6 | Enter the Third Wave | March 9 th | March 23 th at 11pm | Complete readings |
| Spring break | Spring break | March 13 th | March 19 th | Be safe |
| Module 7 | Enter the Fourth Wave | March 24 th | April 2 nd at 11pm | Start Assignment 3, Complete readings & Respond to "should there be unlimited access to |

| | | | | |
|---------------------|---|------------------------------|--------------------------------------|--|
| | | | | space based media?" |
| Module 8 | Space Science, Frill or Symbol or Necessity? | April 2 nd | April 9 th at 11pm | Complete readings |
| Assignment 3 | Assignment 3 | March 24th | April 9th at 11pm | Complete Assignment 3 |
| Module 9 | Ultimate Symbol of Success or Mirage, Human Spaceflight | April 10 th | April 18 th at 11pm | Complete readings |
| Module 10 | The Future? | April 19 th | April 24 th at 11pm | Complete readings & Respond to "Can space based applications actually improve underdeveloped countries?" |
| Test 2 | Test | April 25th | April 28th at 11pm | Complete exam on line |

PUP4503-23Spring 0W60

Roger Handberg

PUP 4503-Science & Government

32608

roger.handberg@ucf.edu

Course Home Page

Government & Science

PUP4503-23Spring 0W60

Spring 2023

Instructor Contact:

| | |
|-------------------|--|
| Instructor | Roger Handberg |
| Office | Phillips Hall 302 |
| Open Office Hours | 1000-1130 MTW |
| e-mail | roger.handberg@ucf.edu |

Overview

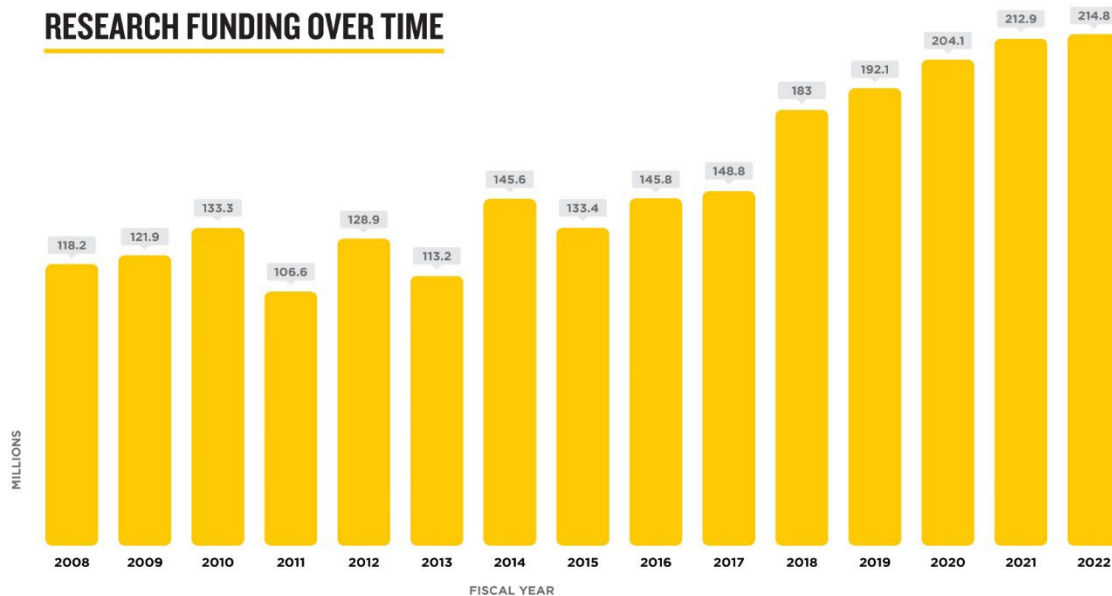
Science and technology (S&T) have become major factors through which economic and social change occurs in most societies. For a long time, government

versus science and technology were considered two very different areas with little real interaction. That is no longer the understanding. In fact, government has become extremely important with regards to S&T policy; lagging in the area of science and technology means that a society is noncompetitive with the more advanced economies in the world. Falling behind technologically becomes particularly devastating for advanced states since it undermines other facets of the state's activities including military and diplomatic. Government in some form represents the society's organized authority for achieving social goals. Those goals can be domestic including public health, safety and welfare, military, or international in nature. Therefore, modern states have become aggressive in insuring that science and technology is harnessed for the greater good within the society. That can result in a system of very loose government control to the former socialist states such as Russia and China where science and technology were totally controlled by the government or something in between. In the former, science and technology activities are largely conducted in the nongovernmental sector whether for profit or not for profit although the government normally reserves the power to intervene if necessary. Intervention can come due to potential hazard (environmental pollution) or because the private sector is moving too slowly or need economic or political support in order to proceed. Also, situations of national threat can put more pressure on the government to respond. That scenario is playing out in the U.S. focus on computer chips, the pandemic demonstrated the criticality of such materials for manufacturing and the fact that certain states were dominant in the manufacturing of such chips.

Despite the rhetoric, S&T politics is generally over companies, universities or individuals seeking government aid to carry out whatever project they have in mind. For example, the federal government is expected to help fund development of alternative cars to the present gas driven vehicles. This was for example supported to the tune of \$25 billion in a program initiated under the George W. Bush administration but now moving forward. The Bush administration was considered anti-government but it supported a number of initiatives in S&T policy that aided private sector players. The Donald J. Trump administration was an interesting test of this commitment as the administration budget cuts dramatically many S&T agency budgets but Congress was less supportive since the cuts will impact their constituents. Even if the budget requests are changed, the dynamic of federal government activity is likely to slow down with unknown consequences for US standing in the world where its S&T communities are well respected and often world leaders. The building of those assets took decades of work and budget support but can be quickly dissipated as scientists and engineers migrate to other fields including to other countries. US scientific dominance is built firmly on new

arrivals bringing fresh perspectives and energy. State governments may take up some of the slack but most lack resources especially if the new administration shifts many ongoing programs to the states to fund. Again, the Biden administration is more supportive of S&T generally but focuses on areas of particular interest to their goals and objectives.

The lone inventor in the garage still exists but modern S&T is more likely the large organization whether private or public doing the work. UCF for example is doing over \$200 million in sponsored research – moneys received from government, foundation and corporate sponsors.



<https://www.research.ucf.edu/Research/FundingHistory.html> (accessed January 5, 2023).

For the former socialist states such as the defunct Soviet Union, no private sector existed with regards to science and technology since all sectors of the society were under state control. Even in democracies, the role of government with regards to S&T policy can become intrusive and possibly disruptive of advances in the field. The argument is over “picking winners,” the reality is that such choices have long been made despite and because of limited resources.

Within the United States, the system for considering science and technology policy has grown into a hybrid containing both private and public

sector activities, which intersect and complement/compete with each other. The American system is one based on limited government power normally (i.e. peacetime) with the potential for total government control during an emergency such as depression or war. For example, stimulus funds during the Great Recession went to roads and highways for jobs but some portion went to the science agencies to fund research projects already approved but for which there had been no funding. However, in certain areas, nuclear energy and genetic engineering for example, the U.S. government aggressively regulates what is deemed possible.

In this course, we will look initially at the development of the American science and technology system and how public policy has been developed and implemented and in doing so examine the international ramifications of S&T policy. The initial materials focus on the background that has led the U.S. to its present system of governance, its internal processes, relationship to the public, and how that relationship impacts how S&T policy is made and implemented. Several specific policy areas will be considered subsequently as examples of American policy in the area of science and technology. All of this is potentially in flux so there may be uncertainty about the future. One difficulty is the disorganization possible in the House of Representatives in terms of doing S&T policy and funding. (current as of January 5, 2023).

In this course, the terminology “S&T” for science and technology and “R&D” for research and development will be employed to describe the subject. S&T refers to the broader relationship between science and technology for the society while R&D refers to the relevant activities engaged in when advancing science through researching and developing technological applications. The concepts of applied and fundamental R&D are often used but one should be aware that the dividing line between the two is very wavy and applied research often leads to fundamental research outcomes. In order to build the technology, fundamental scientific processes often need to be discovered and understood first or failure will be the only outcome.

Also, in this course, students will be presented examples drawn from across the spectrum of S&T policy. For example, research conducted on health care problems such as AIDS or cancer treatments demands that fundamental knowledge be gathered at the molecular level regarding the chemical and biological processes underlying those pathologies. Science and government is our topic but that covers the range of S&T policies from education, environmental, space, energy, health or whatever becomes socially important for the society. The course will also incorporate materials from comparative experience, situations where S&T policy is

moving from a totally state dominated system to a mixture of institutions and policies often still in flux.

Developing states in particular struggle with S&T policies due to their human and capital shortages. There is nothing automatic in S&T policy – the entire edifice is built on highly educated work forces and substantial investment from whatever source private or government. Successful policy builds on investments in education – an issue for the United States due to our growing deficiency in scientifically and technically trained workers. The United States cannot afford to cut off immigration at least at the highly educated level since native born American students are uninterested and unmotivated to enter science and engineering disciplines. This approach however leads to conflicts over American values regarding those potential immigrants who are less educated are rejected or deferred for long periods of time. This accelerates the growth of illegal immigration among groups not normally thought of as illegal immigrants such as Irish and English who blend in well due to their English skills and race but come and stay when their visas expire.

Course Objectives:

Students will acquire a general understanding of the historical foundations, present context and future development of S&T as an arena for human activities. As part of that process, students will

1. Develop understanding of the field's historical development including ongoing change processes.
2. Understand the influence of science and technology policy upon the development of the American education and economic system.
3. Develop an understanding of the international implications of science and technology activities.
4. Become aware of the organizational forums and processes (public, private and international sectors) through which S&T policy is developed and exploited for human benefit.
5. Develop an appreciation for the human and economic developmental potential inherent in S&T activities even for advanced societies but especially underdeveloped societies where the needs are so great.
6. Analyze the changing parameters of S&T policy as we move through the 21st century especially the rapidly changing nature of global scientific activities with regards to genetic engineering, the environmental and economic development including international economic competitiveness.

7. Demonstrate the ability to access useful information regarding ongoing S&T activities and proposed future R&D activities.

Communicating within the Course

In this class our official mode of communication is through email located inside Canvas. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" frequently. You must create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university and instructor. It is my understanding that Knight's Email is the address used by the university and is the one used in the course mail and cannot be eliminated. If you wish to use another email as your primary email, you will need to forward communications from Knight's Email to your other email address but to communicate with the instructor use your Knight's email account.

Textbook:

There is no required text rather you are expected to read the materials identified in the modules to expand your understanding of S&T policy. The effort is to provide the most current and available materials regarding specific aspect of policy and the process.

The importance of the Sputnik satellite launch in October 1957 in U.S. S&T policy can be seen in the national response that has persisted long after the event – it was a transforming event in that it changed the dynamics of how U.S. S&T policy would be implemented in the future. We still seek the next Sputnik moment in order to recapture that sense of energy and direction that appears lost over the ensuing nearly 60 years.

Grade Structure:

Grades are determined through a variety of student activities including two examinations taken on line through the quiz function, two assignments completed on the web, an introductory assignment for extra credit, a course project proposal and a course project submitted on line through a drop box. The overall weight assigned to each section is shown below with a brief description provided for each facet. Due dates are provided in the assignments and quiz sections and the course schedule found on the syllabus page. 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. Understand that the extra credit points are added to your total points earned otherwise.

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.

Examination – 200 points

Examination – 200 points

Assignments – 200 points total (total of two assignments across the term)

Course project proposal – 100 points

Course project – 300 points

Introductory Assignment – 50 points - extra credit – this is the only opportunity for extra credit provided during the term, once closed, no more extra credit opportunities will be offered, do not ask. Participation in forums in a significant manner will be used by the instructor to make any grade adjustments for students on the border line between two grades.

NOTE: All assignments and other submissions must be done in MS Word format; otherwise, I am unable to open the document. This may lead to a delay in grading the materials while you resubmit the assignment. A second occurrence will result in a “zero” for the assignment. This restriction means no Word Perfect, MS Works or other word processing programs are accepted. This is not optional.

Examinations can incorporate both essay and short answer formats but most likely to be multipart essays. Students will be queried as to their understanding of the

processes engaged in developing S&T 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 answering several course-related questions, completing a web annotation, and demonstrating certain techniques related to successfully completing the course. **It is the only extra credit assignment available during this course so do not ask for additional opportunities.**

The Web Link Annotation as part of the extra credit Introductory Assignment 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. Simply put, is the web link you found 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. You will also be asked to answer two questions related to the syllabus.

Course Project

In this segment of the course, all students complete a course project. The student, based upon agreement with the instructor, chooses a specific project from the list provided or another topic explicitly approved by the instructor. In either case, the proposal must be approved by the instructor. The possibility exists depending upon the number of students in the course that individual students will produce duplicate projects. This situation provides the opportunity for instructor comparison between the individual projects. Individual students are graded on the originality and thought of the project for which they are responsible.

The list of possible topics is as follows:

1. An examination of how the Environmental Protection Agency is been changed with the arrival of the Biden administration replacing the Trump administration. This requires that you identify a specific set of policies, develop a picture of what the EPA is doing in that area, and identify and discuss the changes being made by the present EPA Administration. In this analysis, you must identify the political justifications presented supporting the new policy directions.
2. The supply of trained scientists and engineers has become a major political concern with regards to science and technology policy. Too few Americans

are completing the basic course work in science and math necessary for advanced technical training. A similar situation arose in the late 1950s and early 1960s when the United States perceived itself as falling behind the Soviets in production of trained scientific and engineering personnel. This became particularly an issue after the *Sputnik* was launched in October 1957. Your analysis here should first describe the present situation with regards to science and engineering personnel in the United States with regards to numbers, national origin, and level of education and in what fields of study. Then, describe programs that are being implemented to boost the numbers and how successful have those programs been improving the situation or will the United States remain dependent upon other states for our scientists and engineers. The National Science Foundation (NSF), the National Academy of Sciences (NAS), and the American Association for the Advancement of Science (AAAS) are among the locations you might visit to begin your research. All provide extensive statistics and commentary.

3. Computer chips are the lifeblood for many forms of technology - research and production of such is among the most competitive areas in S&T policy. Your topic here has two parts: first, describe the dominant players in the chip business, their relationship to the United States; and second, what policy initiatives is the US pursuing in order to remain competitive and possibly move ahead of such competitors.
4. Evaluate the commercialization plans being developed by the state of Florida with regards to space industry. Identify the opportunities and problems inherent for commercialization of space industry. Florida began with the advantage of being one of two major spaceports, a fact that brought industry to the state along with NASA at the Eastern Test Range and the Kennedy Space Center. However, with the end of the Cold War and the slump in NASA budgets symbolized by the 2010 shuttle shut down, Florida entered a period of decline. Florida in the late 1980s with the establishment of the Spaceport Florida began staking out a strong state position in space commerce. Spaceport Florida was replaced by Space Florida but Florida appeared to have missed the boat on space tourism and became in danger of completely losing its edge in commercial space activities. More recently, the state appears to have recovered somewhat with new commercial space activities. The topic is to explore what choices were made that have undermine Florida's position and how Florida responded and your evaluation of prospects for continued growth. SpaceX is now dominant, but the company has its own spaceport in South Texas which might replace the Cape as a primary launch point, causing a crisis for Florida given the large number of launches by SpaceX.

5. Other topics can be pursued with instructor approval. The alternative topic must be spelled out specifically and in some detail, see instructors below for format and length.

Course project proposals must be chosen **by 11pm, January 25, 2023 and posted to the drop box on the course website.** The project proposal involves a prospectus of at least 1,000 words explaining what the student proposing to study and what sources (minimum of five) have been preliminarily found available to complete the project successfully. **Provide a word count and number your pages.**

Course projects must be a minimum of 2,500 words, 20 references, only half can be solely web although library journal articles accessed through the web are not considered web only. Provide a word count. For assignment, project and proposal formatting, see below. After review by the instructor, students should begin their project. **Failure to turn in an acceptable proposal will result in an “F” for the entire project. Changing your topic after it is accepted must be done by the closing date of the First Examination. Any changed topic must be approved by the instructor; otherwise, the changed topic will not be accepted. Other changes in the original topic in terms of scope or focus but still the same general topic, for example, should be emailed to the instructor for his approval. NO CHANGES WILL BE ACCEPTED AFTER March 15 AT 2300 HOURS.** This is in order that sufficient time exists to complete your project. Late projects or assignments are graded down a letter grade a day until an F grade is reached. However, failure to complete a satisfactory project will result in an “F” for the course regardless of the number of points earned in other portions of the course.

Formatting for Assignments, proposals and papers:

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/apsr>. or you can use the APA Style found at the same location. 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. **Provide a word count and number your pages.**

PUP 4503

Government & Science

Assignments – Spring 2023

| Module # | Module name | Date Open | Date Close | Assignment* |
|-----------------------------------|---|-------------------------------|--|--|
| Module 0 | Getting Started | January 9 th | January 22 nd at 11pm | Complete assignments in Module 0 |
| Financial Aid Verification | Financial Aid Verification | January 9th | January 16th at 11pm | Complete financial aid verification by January 16th, do not ignore, may result in financial aid issues, complete even if past due date |
| Module 1 | Introduction – Historical Context & Ideology | January 9 th | January 22 nd at 11pm | Read Materials and respond to Discussion Group: “Should Government Control Scientific Research or Let Science follow wherever it leads?” |

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|-------------------|---|---------------------------|-----------------------------------|---|
| Project Proposal | Picking your topic | January 9 th | 25 th January at 11pm | Submit project proposal |
| Module 2 | S&T Policy Processes: Executive-Legislative | January 23 rd | February 5 th at 11pm | Complete Assignment 1 |
| Assignment 1 | Assignment 1 | January 9 th | February 5 th at 11pm | Submit assignment 1 |
| Module 3 | S&T Policy Processes: State and Private | February 6 th | 19 th February at 11pm | Read materials and respond to Discussion Group "Is the Distinction Between Private and Public Obsolete in S&T Activities" |
| First Examination | Test | February 20 th | February 23 rd at 11pm | Complete examination online |
| Module 4 | Public Opinion | February 24 th | March 7 th at 11pm | Read materials and respond to discussion group: "Should the public has a say in S&T policy choices? If, how would their input be done?" |
| Module 5 | What is Innovation | March 8 th | March 12 th | Complete readings |

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| | and How Do You foster it? | | | |
| Spring Break | No class | March 13 th | March 19 | Be safe |
| Module 6 | National Security Issues | March 20 th | March 27 th at 11pm | Read materials and respond to discussion group: "Can the U.S. Control the Flow of Knowledge in the World?" Complete Assignment 2 |
| Module 7 | International Economic Competition | March 28 th | April 10 th at 11pm | Complete Readings |
| Project | Project | January 25 th | April 16 th | Turn project report |
| Module 8 | International S&T Policy | April 11 th | April 21 st at 11pm | Complete readings & Respond to "Does the U.S. have a moral responsibility not to steal the best and the brightest From the UDCs?" |
| Second Examination | Test | April 23 rd | April 27 th at 11pm | Complete exam online |

*Reading assignments for text materials are listed in the modules where also additional readings are provided through links and the information presented in the modules themselves.

POT 3206.0W60: Political Ideals and the US Constitution
University of Central Florida
Spring 2023
Instructor: John Hanley
Syllabus v. 1.0

Class Meetings: online

Office Hours (102D Howard Phillips Hall): M 9:00-11:15 and 1:30-3; W 9:00-11:15; or appt.

Course Goals and Objectives

This course focuses on the public documents that shaped the development of the U.S. Constitution, and how the U.S. Constitution later shaped key documents linked with the U.S. political experience.

Students will understand:

- The political ideas that shaped and are reflected in the U.S. Constitution, the Bill of Rights and later amendments
- How the political ideas included in the U.S. Constitution have been used in political rhetoric focusing on constitutional change
- How the political ideas shaping and/or included in the U.S. Constitution have been used in judicial decision making, particularly landmark cases
- How the political ideas included in the U.S. Constitution shape and are reflected in the development of presidential documents
- How source analysis techniques build knowledge about the development of primary source documents
- Core concepts shaping the evolution of the U.S. Constitution, focusing on proposed and ratified amendments

Students will be able to:

- Engage in critical reflection on how United States public documents both shape and reflect political ideas in the United States
- Evaluate how political actors use the ideas that shaped the U.S. Constitution, and the U.S. Constitution itself, in their public rhetoric
- Outline how political ideas connect and shape governing documents

Course Readings

There is no assigned textbook for this course. Primary sources comprise most of the readings whether they be excerpts from the U.S. Constitution, speeches, executive orders, veto messages, articles of impeachment and U.S. Supreme Court syllabi (syllabi are short case opinion summaries written by justices' law clerks). Students will also read legal analyses of various aspects of the U.S. Constitution, along with a few other readings of varying lengths. All assigned readings are provided as weblinks in the course schedule.

Course Assignments

| Assignment Type | Description | Number of Each Assignment Type |
|-------------------------|--|------------------------------------|
| Interactive Discussions | Students will share ideas about assigned readings with course colleagues. Discussions are completed in three parts where students will respond in substantive paragraphs to a question posted by the instructor as well as two responses to that same initial course by course colleagues. | Six 20 percent of total grade |
| Short Analyses | Students will analyze assigned readings and reflect on those readings in a 300-word analysis. | Six 40 percent of total grade |
| Essays | Students will address core issues included in assigned readings and reflect on the impact of those issues in a 4-6 page essay. | Three 40 percent of total grade |

Note: There will be an optional extra credit short analysis that will be during finals week. The optional extra credit will give students the opportunity to add up to 2 percentage points to their final course score.

Grades will be awarded as follows:

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|--------------------------|-------------------------|------------------------|
| A $\geq 93\frac{1}{3}\%$ | B $\geq 83\frac{1}{3}$ | C $\geq 73\frac{1}{3}$ |
| A- ≥ 90 | B- ≥ 80 | C- ≥ 70 |
| B+ $\geq 86\frac{2}{3}$ | C+ $\geq 76\frac{2}{3}$ | D ≥ 60 |
| | | F < 60 |

Course Policies

If you wish to have an assignment re-assessed due to a possible grading error, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only upon evidence of extenuating circumstances, religious holidays, or participation in approved university activities.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<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.

Schedule of Readings and Assignments

Please contact me if you have any concerns about the reading load, tips on getting the most from the course materials, or the course in general. Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

All assignments are due no later than the day and time posted; late assignments may be submitted with prior arrangement with the instructor and submission of documentation explaining why submitting the assignment on time was not possible. The instructor must be notified within 48 hours of the missed assignment (unless doing so is impossible and the reason is documented) to be eligible to submit that assignment late.

| Course Themes | Assigned Readings and Resources | Assignment and Due Date |
|---|---|---------------------------------|
| Course Orientation Course Policies | Course Orientation Module Student Success Module | Tuesday, January 17, 11:59pm |
| Analyzing Primary Sources | Wineburg and Martin, Tampering with History | Course Orientation Quiz |

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| | Rael (adaptation), How to Read a Primary Source | Interactive Discussion #1: Analyzing Primary Sources (NOTE: The Course Orientation quiz will not be included in the determination of final grades. Failure to complete the Course Orientation quiz places students at risk for course withdrawal) |
| Political Foundational Ideals and the U.S. Constitution | Mayflower Compact (1620) Common Sense (1776) Declaration of Independence (1776) Preamble of the U.S. Constitution (1787) National Constitution Center Articles: Common Interpretation: The Preamble by Erwin Chermersky and Michael Stokes Paulsen Matters of Debate: Giving Meaning to the Preamble Matters of Debate: The Preamble's Significance for Constitutional Interpretation | Monday, January 23, 11:59pm Short Analysis #1: Political Ideals in U.S. Foundational Documents |
| Rights as a Political Ideal | The Bill of Rights (1791) Federalist #84 National Constitution Center: Rights around the World United Nations Declaration of Human Rights (1948) | Monday, January 30, 11:59pm Short Analysis #2 -and- Interactive Discussion #2 |
| Principles emerging from the U.S. Constitution | U.S. Supreme Court syllabi: | Monday, February 6, 11:59pm |

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|---|--|--|
| <p>Right to Privacy Symbolic Speech</p> | <p>Griswold v. Connecticut (1965) Roe v. Wade (1973) Texas v. Johnson (1989) Tinker v. Des Moines Independent Community School District (1969)</p> <p>Roberts Supports Privacy, Precedent in Hearings, NPR, September 14, 2005</p> | <p>Essay #1</p> |
| <p>The U.S. Constitution and Equal Rights</p> | <p>Article V, U.S. Constitution</p> <p>The Equal Rights Amendment (proposed)</p> <p>15th Amendment 19th Amendment 24th Amendment 26th Amendment</p> <p>Declaration of Sentiments</p> <p>“On Women’s Right to Vote”, Susan B. Anthony, 1873</p> <p>“For the Equal Rights Amendment”, Rep. Shirley Chisholm</p> | <p>Monday, February 13, 11:59pm</p> <p>Short Analysis #3</p> |
| <p>Equal Protection as a Political Ideal</p> | <p>Fourteenth Amendment Equal Protection Clause (Section 1)</p> <p>U.S. Supreme Court syllabi:</p> <p>Baker v. Carr (1962) Brown v. Board of Education (1954) Brown v. Board of Education (1955) Obergefell v. Hodges (2015) Plessy v. Ferguson (1896) Reed v. Reed (1971) Shaw v. Reno (1993)</p> <p>The Equal Protection Clause, by Brian T. Fitzpatrick and Theodore M. Shaw (National Constitution Center)</p> | <p>Monday, February 20, 11:59pm</p> <p>Discussion #3</p> |
| <p>Representation as a Political Ideal</p> | <p>Article I, U.S. Constitution</p> <p>Articles from the National Constitution Center:</p> | <p>Monday, February 27, 11:59pm</p> <p>Short Analysis #4</p> |

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| | Article I, Section 2 Common Interpretation Article I, Section 7 Common Interpretation Federalist Paper #52 | |
| Federalism | Article IV, U.S. Constitution Article VI, U.S. Constitution Tenth Amendment, U.S. Constitution Federalist #10 | Monday, March 6, 11:59pm Discussion #4 |
| Judicial Independence as a Political Ideal | A Critical Guide to <i>Marbury v. Madison</i> , by William Van Alstyne, Duke Law Journal, Volume 1969, No. 1 U.S. Supreme Court syllabi: Dred Scott v. Sandford (1857) Marbury v. Madison (1803) Federalist #78 | Friday, March 10, 11:59pm Paper #2 |
| MARCH 13-17 SPRING BREAK NO CLASS | | |
| The Executive in the U.S. Constitution | Article II, Section 2, U.S. Constitution Article II, Section 2: Treaty Power and Appointments (National Constitution Center) Remarks at the Swearing-In Ceremony for Donald H. Rumsfeld as Secretary of Defense Remarks Announcing the Intention to Nominate Sandra Day O'Connor to be an Associate Justice of the Supreme Court of the United States Remarks to the Press Announcing the Nomination of Thurgood Marshall as Associate Justice of the Supreme Court Political Cartoon: Gap in the Bridge | Monday, March 27, 11:59pm Short Analysis #5 |

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|---|---|---|
| <p>Exercising Informal Presidential Power</p> | <p>Article II, Section 1, U.S. Constitution</p> <p>Federalist #70</p> <p>Emancipation Proclamation (1863) Executive Order 9066 (1942) Executive Order 9981 (1948)</p> <p>U.S. Supreme Court syllabi:</p> <p>Trump v. Hawaii (2018) Youngstown Sheet Tube Co. v. Sawyer (1952)</p> | <p>Monday, April 3, 11:59pm</p> <p>Interactive Discussion #5</p> |
| <p>Ideals included in the U.S. Bill of Rights</p> | <p>Fourth Amendment Fifth Amendment Due Process Clause Sixth Amendment Eighth Amendment Fourteenth Amendment Due Process Clause (Section 1)</p> <p>U.S. Supreme Court syllabi:</p> <p>Atkins v. Virginia (2002) Frontiero v. Richardson (1973) Gideon v. Wainwright (1963) McKleskey v. Kemp (1987) Mapp v. Ohio (1961) Miranda v. Arizona (1966) Rostker v. Goldberg (1981)</p> <p>Writing Rights (National Constitution Center): Fourth Amendment, Fifth Amendment Sixth Amendment Eighth Amendment</p> | <p>Monday, April 10, 11:59pm</p> <p>Short Analysis #6</p> |
| <p>The Rule of Law</p> | <p>U.S. Supreme Court syllabi:</p> <p>U.S. v. Nixon (1974) Clinton v. City of New York (1998)</p> <p>Article:</p> <p>The President v. the Courts (National Constitution Center)</p> | <p>Monday, April 17, 11:59pm</p> <p>Interactive Discussion #6</p> |

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|--|--|---|
| | Articles of Impeachment: <u>President William J. Clinton (1998)</u> <u>President Donald J. Trump (2019)</u> <u>President Donald J. Trump (2021)</u> | |
| | | Monday April 24, 11:59pm Paper #3 |

Political Science 4603.0001: Con Law I
University of Central Florida
Spring 2023
Instructor: John Hanley

Logistics

Class Meetings: Monday/Wednesday/Friday 12:30-1:20, Rm 121 Business Admin. 1
Office Hours (102D Howard Phillips Hall): M 9:00-11:15 and 1:30-3; W 9:00-11:15; or appt.
Email via webcourses

Overview

America's system of government arises mainly from a set of institutional negotiations concluded at Philadelphia in the summer and early fall of 1787. Just as it did not slowly take shape over hundreds of years, neither was it the product of ethnic or linguistic nationalism, nor an invention of legal scholars, international organizations, or a foreign conqueror. As a result, we seek political guidance and national meaning from an 18th century document whose text has been lightly revised in the succeeding 226 years. To a greater extent than in probably any other country, the American constitution *matters* and its interpretation is the subject of vigorous debate. But it should not be forgotten that the Constitution failed to save the country from a horrible civil war. In substantial respects, it is not the Constitution we live under today. How do we balance the meanings and purposes of the Constitution of yore against those of the amendments and current-day society? How can we determine what the Constitution's answer is to a specific question, or whether there is an answer? Who gets to make these determinations? Who must follow them?

Equipment

David M. O'Brien and Gordon Silverstein, *Constitutional Law and Politics, vol. I: Struggles for Power and Governmental Accountability*, 11th ed. (W.W. Norton, 2020). ISBN: 978-0393696721. *CLaP* has a big sticker price (\$74 retail on Amazon), but it is the only text you need to buy. When it arrives, take the text in your hands and welcome it into your life. This is the beginning of a beautiful friendship.

Learning Outcomes

Students shall:

- (1) Analyze and assess judicial opinions and case outcomes, judicial philosophies and political and socio-economic theories more generally. Critical thinking will be engaged both *deductively*--identifying shortcomings in stated theories as well as *inductively*--organizing perspectives into coherent systems of belief.

To be more analytically rigorous, and become citizens who understand and recognize institutional and philosophical constraints on the Court.

- (2) Increase their substantive understanding of 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.

Validation

Grades will be based on three papers, quizzes, and a final exam. These will be weighted as follows:

- | | | | |
|------------------|------------------|----------------------------|-----|
| • Syllabus Quiz | 1 point | • Quizzes every other week | 120 |
| • 2 short essays | 80 | • Final Exam | 50 |
| | 251 points total | | |

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 two 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 Friday, April 28, 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.
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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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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>.

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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

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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.
- 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.

Required Statements 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.

Schedule of Material

The dates below are optimistic projections of when we will discuss course topics. These will slide back as time goes to class discussion, quizzes, video clips, and other activities. The quiz dates will remain the same. Even though the readings may become out of date, you can still use this matrix to mark off where we are in the course at any point.

| # | Date | Topic | § | Cases/Readings |
|--|------|--|-----|---|
| <i>The Supreme Court and Constitutional Interpretation</i> | | | | |
| 0 | 1/9 | Intro | | The Constitution; The Federalist No. 10; The Federalist No. 51 |
| 1 | 1/11 | Who decides? Fed 78 & Marbury | | The Federalist No. 78; Letters of Brutus XI; Marbury v. Madison |
| X | 1/16 | NO CLASS – MLK Jr. Day | | |
| 2 | 1/18 | Who decides? Judicial review alternatives & nullification | 1.A | <i>Eakin v. Raub</i> ; FDR's Radio Broadcast; Virginia & Kentucky Resolutions |
| 3 | 1/23 | How the Court works | 2.A | <i>Flast v. Cohen, Valley Forge Christian College v. AUSCS, Hollingsworth v. Perry</i> |
| 4 | 1/27 | Methods of Interp | 1.B | |
| 5 | 1/31 | Methods of Interp, continued | 7 | <i>McCulloch v. Maryland</i> |
| 6 | 2/3 | Intro to Congress | 7 | <i>Gibbons v. Ogden, Cooley v. Board of Wardens</i> |
| 7 | 2/8 | The Commerce Power in the Industrial Revolution PAPER 1 DUE 2/10 | 6.B | <i>U.S. v. E.C. Knight Company; Hipolyte Egg Co. v. US; Hoke v. U.S.; Hammer v. Dagenhart</i> |
| 8 | 2/13 | The "Switch In Time" | 6.C | <i>Carter v. Carter Coal; NLRB v. Jones & Laughlin Steel Corporation; U.S. v. Darby</i> |
| 9 | 2/17 | The Commerce Power Unleashed | | <i>Wickard v. Filburn; Heart of Atlanta v. US & Katzenbach v. McClung; U.S. v. Lopez</i> |

| | | | | |
|--------------------------------------|------|---|-------------|---|
| 10 | 2/20 | Whither the Commerce Clause? | | <i>Gonzales v. Raich, National Federation of Independent Business v. Sibelius</i> |
| 11 | 2/24 | Regulating states | 7.B | <i>Garcia v. San Antonio Metro Transit Authority, Printz v. U.S. and Mack v. U.S., Nevada Dept. of Human Resources v. Hibbs</i> |
| 12 | 2/27 | Taxation | 6.D | <i>Steward Machine Co. v. Davis, South Dakota v. Dole, NFIB v. Sibelius (remainder)</i> |
| <i>The Presidency</i> | | | | |
| 13 | 3/3 | Intro | 3.A, 3.B | <i>U.S. v. Curtiss-Wright Co., Dames & Moore v. Regan</i> |
| 14 | 3/6 | Treaties & Executive Agreements | 3.C | <i>Missouri v. Holland, U.S. v. Pink, Goldwater v. Carter, Medellin v. Texas</i> |
| 15 | 3/10 | War & Emergency | 3.D | <i>The Prize Cases, Ex Parte Milligan, Korematsu v. U.S., Rasul v. Bush, The War Powers Resolution</i> |
| <i>SPRING BREAK 3/13-17 NO CLASS</i> | | | | |
| 16 | 3/20 | National Security | 4.A | <i>Youngstown Sheet & Tube Co. v. Sawyer, New York Times Co. v. U.S., M.B.Z. v. Kerry</i> |
| 17 | 3/24 | Executive Privilege PAPER 2 DUE | 4.D | <i>U.S. v. Nixon, Constitutional History: Unraveling the Watergate Affair</i> |
| 18 | 3/29 | Supervising the Executive | 4.B | <i>Myers v. U.S., Humphrey's Executor v. U.S., Bowsher v. Synar, Morrison v. Olson (shorter treatment circulated)</i> |
| 19 | 4/3 | Delegation to the Executive | 4.C | <i>Schechter Poultry Co. v. U.S., I.N.S. v. Chadha, Clinton v. City of New York</i> |
| <i>The Role of "We the People"</i> | | | | |
| 20 | 4/5 | Intro | | |
| 21 | 4/7 | Voting Rights | 8.A | <i>South Carolina v. Katzenbach, Shelby County v. Holder</i> |
| 22 | 4/10 | Redistricting | 8.B | <i>Baker v. Carr, Wesberry v. Sanders, Shaw v. Reno</i> |
| 23 | 4/17 | Campaign Finance | 8.C | <i>Buckley v. Valeo, McConnell v. F.E.C., Citizens United v. F.E.C., McCutcheon v. F.E.C.</i> |
| 24 | 4/24 | Review | | FINAL EXAM Friday, April 28, 10am-12:50pm |

Political Science 2041.0003: American National Government
University of Central Florida
Spring 2023
Instructor: John Hanley
Syllabus

Class Meetings: Monday/Wednesday/Friday 11:30-12:20, Mathematical Sciences Bldg., 360
Office Hours (102D Howard Phillips Hall): M 9:00-11:15 and 1:30-3; W 9:00-11:15; or appt.
Email via webcourses

Overview

This is a survey course is designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies. The course proceeds in three 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.

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

Grades will be computed on the basis of twelve assignments, of which a student's best ten will be counted and two dropped.

- One Intro/syllabus and final quiz, completed (full credit) or not (no credit).
- Seven quizzes, conducted in class on alternating Fridays.
- Four short written assignments.

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 |

Makeups for quizzes will be granted only on documentation of a compelling medical or family excuse; or for authorized UCF absences (religious observances, university activities, military service).

Late short assignments will be deducted one-tenth of the maximum grade for each day late or portion thereof.

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.

Academic Integrity

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- 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)
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- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Schedule of Material

Part I. Introduction and the Constitution. In recent years, the meaning of the Constitution has taken on increased relevance in political debates. We will study the problems which the Constitution was created to address, the struggles to reach agreement and achieve ratification, obvious and lurking defects in the document, and its legacy today.

Monday, January 9 **Introduction** – Logistics, what is politics and what we hope to gain by studying it.

Readings:

Textbook, Chapter 1

Robert Dahl, “What is Politics”

1/11-13 **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=Pr1WNBF-c5s>

January 16 NO CLASS (MLK, Jr. Day)

1/18-23 **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.

QUIZ #1 January 20

Part II. The Elected Branches and the Electoral System. We examine the Framers’ work in Articles I-III, the development of these institutions over time, how they appeal to the public, and how they are influenced by it.

1/25-30 **Congress (Article I)** – Introduction to the legislative branch, and how it has changed over time. The mechanics of legislating, starting with how a bill becomes a law. Who ends up in Congress, and what motivates them.

Textbook, Chapter 11

Jay Newton-Small, “The Last Politicians” *Time*, October 28, 2013.

2/1-8 **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

QUIZ #2 February 3

2/10-15 **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.

2/17-24 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.

QUIZ #3 February 17

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.

2/27-3/3 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

QUIZ #4 March 3

3/6-10 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.

SPRING BREAK, 3/13-3/17

3/20-24 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

QUIZ #5 March 24

3/27-3/31 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.

4/3-4/7 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/>

QUIZ #6 April 7

4/10-4/14 Public Policy and Current Challenges – Who wants what? Are they likely to get it? When? How? Where do you fit into the picture?

Textbook, Chapter 16

QUIZ #7 April 21

Political Science 3424.0W60: Congress and the Legislative Process
University of Central Florida
Spring 2023
Instructor: John Hanley
Syllabus v. 1.0

Class Meetings: online

Office Hours (102D Howard Phillips Hall): M 9:00-11:15 and 1:30-3; W 9:00-11:15; or appt.

COURSE OVERVIEW

Examination of the Congress as an institution undergoing dynamic change; emphasis upon recruitment of legislators, institutional and informal rules, the committee system, legislative procedures. (*UCF Course Catalog*)

This course is a comprehensive survey of the contemporary U.S. Congress. We begin by analyzing the design of Congress, congressional elections, the connections between elections and governance, and how members of Congress represent their states and districts. We then turn to the organization of Congress, focusing on the interplay between political parties and congressional committees. We will take stock of the changes in the operation of the House and Senate, especially problems associated with extended debate in the Senate. We will then analyze the legislative process, congressional budgeting, interest group influence, and the interaction between the Congress and the White House. The place of Congress in the U.S. separation of powers system will be a theme throughout the course.

It is important that you keep up with the assigned reading in order to understand the lectures and participate in class discussions. Political science scholarship will help us to interpret and explain current congressional politics, so you should follow current events involving Congress. I recommend reading a good daily news source such as *The New York Times* or *Washington Post*.

Prerequisites, Co-requisites, other enrollment requirements

None.

Student Learning Outcomes

1. Understand and become conversant in the concepts, theories, institutions, programs that comprise and describe Congress.
2. Critically assess alternatives in institutional and policy design through thoughtful use of empirical data. *Especially*: (1) conceptualize and develop measurement strategies to describe and test hypotheses about social phenomena; (2) develop causal explanations for the operation of American politics in a manner that facilitates the understanding of other political systems.
3. Identify the appropriate venues and strategies for pressing claims in the political system. *Especially*: predict and explain the behavior of political actors with reference to their interests and environment.

COURSE TEXT

Available at the campus bookstore and online booksellers:

Davidson, Roger H., et al. *Congress and Its Members*. 18th ed. Washington, DC: CQ Press. ISBN 978-1071836859

You may prefer to purchase a used copy of a recent edition—this will likely suffice for the purposes of the course, but you are responsible for any and all deviations from the 18th edition.

In addition to the textbook, other readings and audiovisual materials will be made available to you on webcourses. You will be examined on these materials.

There are also additional readings, which will be made available in pdf on webcourses.

GRADING

Grades will be based on weekly quizzes, weekly discussion posts, short papers, and a final exam. These will be weighted as follows:

| | |
|---------------------------|-----------|
| • Module quizzes | 25 |
| • Review exercises | 15 |
| • Written assignments (2) | 30 |
| • Group Discussions | 15 |
| • Final Exam | <u>15</u> |
| | 100 % |

Grades will be awarded as follows:

| | |
|--------------------------|-------------------------|
| A $\geq 93\frac{1}{3}\%$ | C+ $\geq 76\frac{2}{3}$ |
| A- ≥ 90 | C $\geq 73\frac{1}{3}$ |
| B+ $\geq 86\frac{2}{3}$ | C- ≥ 70 |
| B $\geq 83\frac{1}{3}$ | D ≥ 60 |
| B- ≥ 80 | F < 60 |

Quizzes (25%)

Each module will include a quiz. The quiz will require you to understand and be familiar with the readings and audiovisual materials in the module as well as how they fit together and illustrate theory and historical fact. The lowest quiz will be dropped.

Review Exercises (15%)

For each module there will be a short, web-based exercise such as a crossword puzzle or matching activity to help you review reading material. These will be graded, and the lowest two grades dropped.

Written Assignments (30%) There will be two papers, each 4-6 pages in length, requiring you to analyze and present information. These will be submitted via webcourses.

Group Discussions (15%) - Each module you will be responsible for selecting and commenting on a current events story about Congress, and replying to a colleague's post. These will be graded satisfactory/unsatisfactory, and the lowest grade will be dropped.

Final Exam (15%)

The final examination will be composed of multiple choice, true/false, and short answer questions. It will be cumulative.

Written Assignments will be submitted via a Turnitin submission tool on webcourses. Late assignments will be deducted one third of a letter grade for each day late or portion thereof.

COURSE POLICIES

If you wish to have an assignment re-assessed due to a possible grading error, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only upon evidence of extenuating circumstances, religious holidays, or participation in approved university activities.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<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)

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Deployed Active Duty Military Students

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A SAMPLE OF ONLINE RESOURCES

U.S. House of Representatives <http://www.house.gov>

U.S. Senate <http://www.senate.gov>

Library of Congress <http://www.loc.gov>

THOMAS – Legislative Information <http://thomas.loc.gov>

<http://thomas.loc.gov/home/legbranch/legbranch.html>

Congressional Research Service reports:

http://www.rules.house.gov/archives/crs_reports.htm

Federal Election Commission <http://www.fec.gov>

C-SPAN <http://www.cspan.org>

<http://www.c-span.org/resources/congress.asp>

CQ Weekly Report <http://library.cqpress.com/cqweekly/> (through UCF library)

News Coverage:

New York Times: <http://www.nytimes.com>

Washington Post: <http://www.washingtonpost.com>

Politico: <http://www.politico.com>

Party Organizations:

DSCC: <http://www.dccc.org/>

NRSC: <http://www.nrsc.org/>

DCCC: <http://www.democraticaction.org/>

NRCC: <http://nrcc.org/>

Campaign Finance:

FEC: <http://www.fec.gov/>

Open Secrets: <http://www.opensecrets.org/>

Campaign Finance Institute: <http://www.cfinst.org/>

Political Money Line: <http://politicalmoneyline.com/>

Brookings Institution: http://www.brookings.edu/gs/cf/cf_hp.htm

I. Organizational Meeting and Constitutional Background

1/19-1/20 Module 1-2: Course introduction and Evolution of the Modern Congress

- Davidson et al., chapters 1-2
- Herbert J. Storing, ed. *The Anti-Federalist*. Letter from the Federal Farmer to the Republican, #7; and Melancton Smith address, pp. 338-47. [P]

- Federalist papers 10, 35, 57 [P]

II. Congressional Elections and Representation

1/20-1/27 Module 3: Recruitment, Incumbency, and Campaign Finance

- Davidson et al., Chapter 3 and pp. 69-85.
- Ryan Grim and Sabrina Siddiqui. 2013. “Call Time For Congress Shows How Fundraising Dominates Bleak Work Life,” *Huffington Post*.

1/27-2/3 Module 4: Voting and the Representative

- Davidson et al., pp. 85-135
- Richard Fenno. *Home Style: Members in Their Districts*, pp. 136-169.
- David Mayhew, *The Electoral Connection* (excerpts published in *The American Congress Reader*, edited by Steven Smith and Jason Roberts).

III. Congressional Organization: Parties and Committees

2/3-2/10 Module 5: Leaders and Parties in Congress

- Davidson et al., Chapter 6
- Sean Illing. 2020. “Mitch McConnell’s shameless pursuit of power, explained.” *Vox*.

Friday February 10 – Paper #1 due

2/10-2/17 Module 6: Committees, Workshops of Congress

- Davidson et al., Chapter 7
- John H. Aldrich and David W. Rohde, “Congressional Committees in a Continuing Partisan Era,” in Dodd and Oppenheimer, *Congress Reconsidered*, 9th ed., pp. 217-40. [P]

2/17-2/24 Module 7: Congressional Rules and Procedure

- Davidson et al., Chapter 8
- Joshua Huder. 2017. “The Housification of the Upper Chamber.” *Legbranch.com*. <http://www.legbranch.com/theblog/2017/12/21/the-housification-of-the-upper-chamber-the-115th-senate-is-basically-unrecognizable>

2/24-3/3 Module 8: Decision Making in Congress

- Davidson et al., Chapter 9

IV. Congress and Policy-making

3/3-3/10 Module 9: Congress and the President

- Davidson et al., Chapter 10
- Sarah A. Binder. “Elections and Congress’s Governing Capacity,” *Extensions*, Fall 2005.

Friday March 10 – Paper #2 due

3/13-3/17 SPRING BREAK

3/17-3/24 Module 10: Congress, the Bureaucracy, and the Courts

- Davidson et al., Chapters 11-12
- Max Rust. 2020. “How Trump Reset the Federal Judiciary,” *Wall Street Journal*.

3/24-3/31 Module 11: Congress and Organized Interests

- Davidson et al., Chapter 13
- Richard L. Hall and Frank W. Wayman, “Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees,” in *The American Congress Reader*, Steven S. Smith, Jason M. Roberts, and Ryan J. Vander Wielen, eds., pp. 401-13.

3/31-4/7 Module 12: Congress, Budgets, and Domestic Policy Making

- Davidson et al., Chapter 14
- James McBride et al. 2020. “The National Debt Dilemma” *Council on Foreign Relations*. <https://www.cfr.org/backgrounder/national-debt-dilemma>
- Drew Desilver. 2020. “The U.S. budget deficit is rising amid COVID-19, but public concern about it is falling.” *Pew Research Center*. <https://www.pewresearch.org/fact-tank/2020/08/13/the-u-s-budget-deficit-is-rising-amid-covid-19-but-public-concern-about-it-is-falling/>

4/7-4/14 Module 13: Congress and National Security Policies

- Davidson et al., Chapter 15
- Aaron Wildavsky. 1966. “The Two Presidencies.” *Trans-Action IV*.
- George F. Will. 2014. “Obama is defying the Constitution on war.” *Washington Post*. https://www.washingtonpost.com/opinions/george-will-obama-needs-congress-to-approve-this-war/2014/09/17/26de9d3e-3dc9-11e4-b0ea-8141703bbf6f_story.html

4/14-4/21 Conclusion

- Davidson et al., Chapter 16

Friday April 28 – Final Exam due

Syllabus

POS 4412: Presidential Campaigning

Spring 2023

Instructor Contact

| | |
|---------------------|---|
| Instructor | Nathan Ilderton |
| Office | 302A Howard Phillips Hall |
| Office Hours | Mondays 1:00 to 4:00pm and Wednesdays 10:00am to 1:00pm 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 | Spring 2023 |
| 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/>, 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.

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/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 Services](#)[Links 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.html[Links to an external site.](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video about how to manage an active shooter situation on campus or elsewhere. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an](#)



[external site.](#)

Deployed Active Duty Military Students

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

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 | January 9th | February 5th |
| | Module 2: Interest Groups and Parties | Polsby et al. Ch. 2, 7 | Module 2 Quiz | January 9th | February 5th |
| | Module 3: Rules, Incumbency, and Money | Polsby et al. Ch. 3 pgs 47-64, 78-82 | <ul style="list-style-type: none"> Module 3 Quiz Money in Politics Discussion | January 9th | February 5th |
| | Module 4: Media | Polsby et al. Ch. 3 pgs 65-77 | <ul style="list-style-type: none"> Module 4 Quiz Campaign Ads Internet Assignment | January 9th | February 5th |
| | Exam 1 | | | February 6th | February 12th |
| • Part II | Module 5: Primaries | Polsby et al Ch. 4, pgs 83-118 | <ul style="list-style-type: none"> Module 5 Quiz Primary Process Discussion | February 13th | March 12th |
| | Module 6: Conventions | Polsby et al. Ch. 4, pgs. 118-134 | Module 6 Quiz | February 13th | March 12th |
| | Module 7: Debates and Persuading Voters | Polsby et al. Ch 5, pgs 135-154, & 173-179 | <ul style="list-style-type: none"> Module 7 Quiz | February 13th | March 12th |

| | | | | | |
|--|--|--|--|---------------|------------|
| | | | <ul style="list-style-type: none"> 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 | February 13th | March 12th |
| | Exam 2 | | | March 20th | March 26th |
| <ul style="list-style-type: none"> Part III | Module 9: Reforms to the Nominating Process | Polsby et al Ch 6, pgs 197-216 Linked Article | Module 9 Quiz | March 27th | April 23rd |
| | Module 10: The Electoral College | Polsby et al., Ch. 6, pgs 216-225 Linked Articles | <ul style="list-style-type: none"> Module 10 Quiz Electoral College Discussion | March 27th | April 23rd |
| | Module 11: Campaign Finance Reexamined: The Rise of Super PACs | Linked Article | <ul style="list-style-type: none"> Module 11 Quiz Super PACs Internet Assignment | March 27th | April 23rd |
| | Module 12: The 2020 Election in Perspective | | Module 12 Quiz | March 27th | April 23rd |
| | Exam 3 | | | April 24th | April 30th |

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.

Syllabus

POS 4284: Judicial Process and Politics

Spring 2023

Instructor Contact

| | |
|---------------------|--|
| Instructor | Nathan Ilderton |
| Office | 305A Howard Philips Hall |
| Office Hours | 1:00pm-4:00pm Monday; 10:00am-1:00pm Wednesday During office hours I will be available in the course chat room. Face to face walk-ins in my office are welcome during these times. No appointment necessary during office hours. Zoom meetings are available upon request. |
| Phone | 407-823-2608 |
| E-mail | Please contact me via the email function within webcourses for all class related emails. Click my profile under people and select send message. If webcourses is down you can reach me via my University email: Nathan.Ilderton@ucf.edu . |

Course Information

| | |
|--------------------------------|-------------------------------|
| Course Name | Judicial Process and Politics |
| Course ID & Section | POS 4284 Section W61 |
| Credit Hours | 3 |
| Semester/Year | Spring 2023 |
| Location | Online |

Course Description

This class is a study of the U.S. court system, its processes, participants, structure, and policy impact. This is not a course on the law, but on the branch of government charged with

interpreting the law. We will examine state and federal court systems, the key participants in the legal process (judges, lawyers, special interest, etc.), and the process by which decisions are made in the judicial branch. We will also examine the impact of these decisions on public policy.

Course Objectives

The first objective is to understand the basic procedures of the judicial process. However, we must also recognize that Article 3 of the Constitution is the shortest article describing a branch of government. It left wide open the structure of the judicial branch below the Supreme Court, issues of jurisdiction, and even the process by which judges render decisions. This means that the judicial process and structure of the judiciary as we see it today was created by a political process. Further, the effects of judicial decisions are deeply political. Therefore, we will go beyond just a simple understanding of the mechanics of the judicial process and seek to understand the political nature of its creation and its political impact

Required Text

- David W. Neubauer and Stephen S. Meinhold. *Judicial Process: Law, Courts, and Politics in the United States*, 7th edition (Cengage Learning).

Course Requirements

This course is divided into two parts. Each parts include six lectures videos between 30 minutes and one hour in length. Assignments within each part include one quiz for each lecture, two discussion assignments, and one film assignment consisting of a film to be viewed and a 1000 word essay. Each part will be open for seven weeks. Part 1 will open at 12:01 am Monday, January 9th and close at 11:59pm on Sunday, February 26th. Part 2 will open at 12:01 am on Monday, March 6th and close at 11:59pm on Sunday, April 23rd. All assignments will be available for the entirety of the time its part is open. During the week following Part I and during the University Final Exam Week, an exam will be available for completion. The midterm must be completed between 12:01am, Monday, February 27th and 11:59pm, Sunday, March 5th. The final exam must be completed between Monday, April 24th and Sunday, April 30th.

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 lecture will consist of assigned background reading from the text and a video. Each lecture has a quiz associated with it. Quizzes consist of true/false and multiple choice questions. True/false and multiple choice questions will be worth one point each. Your quiz grade will be computed by dividing the total points earned during the semester by the total points available. Quizzes are listed under the quizzes tab on the course menu.

Each half of the class will include two discussion questions 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 half of the class will include a film assignment. These assignments require you to watch a film and respond to it in a 1000 word essay using questions I assign as a guide to writing the paper. These assignments will be graded on a 100 point scale. These will be listed under the assignments tab on the course menu and will have their own pages linked in the course homepage.

During the dates listed above, an exam will be available which you are required to complete. Exams consist of five short answer questions from the material covered in the half of the class it ends. The second exam is **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 copied from the textbook).

Once you begin a quiz, discussion, or film 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 |
| Film Assignments | 20 |
| Discussions | 10 |
| Exam 1 | 25 |
| Exam 2 | 25 |
| Total | 100 |

Final grades will be awarded according to the following scale.

| Letter Grade | Points |
|---------------------|---------------|
| A | 93.5 - 100 |
| A- | 89.5 - 93.4 |
| B+ | 86.5 - 89.4 |
| B | 83.5 - 86.4 |
| B- | 79.5 - 83.4 |
| C+ | 76.5 - 79.4 |
| C | 73.5 - 76.4 |
| C- | 69.5 - 73.4 |
| D+ | 66.5 - 69.4 |
| D | 63.5 - 66.4 |
| D- | 59.5 - 63.4 |
| F | 59.4 or below |

Student Engagement and Financial Aid

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [syllabus quiz](#) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

The syllabus quiz is a five question multiple choice quiz and can be found under the "Quizzes" tab. The only purpose of the syllabus quiz is to satisfy the financial aid requirement for this class. It will not be included in the calculation of your final grade.

UCF Creed

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

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity

I will use my talents to enrich the human experience.

Excellence

I will strive toward the highest standards of performance in any endeavor I undertake.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. 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.

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Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording 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.

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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.
- 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 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.

| Topic | Readings | Assignments | Date Open | Date Close |
|--|------------------------------|--------------------------------|---------------|---------------|
| <u>Part 1: Weeks 1-7*</u> | | | | |
| Lecture 1: Politics of Law and Courts | Judicial Process, Ch. 1,2 | Lecture 1 Quiz Discussion 1 | January 9th | February 26th |
| Lecture 2: The Federal Court System | Judicial Process, Ch. 3 | Lecture 2 Quiz | January 9th | February 26th |
| Lecture 3: State Judicial Systems | Judicial Process, Ch. 4 | Lecture 3 Quiz | January 9th | February 26th |
| Lecture 4: Judges | Judicial Process, Ch. 6 | Lecture 4 Quiz | January 9th | February 26th |
| Lecture 5: Lawyers | Judicial Process, Ch. 5 | Lecture 5 Quiz | January 9th | February 26th |
| Lecture 6: Litigants, Interest Groups, and the Media | Judicial Process, Ch. 7 | Lecture 6 Quiz Discussion 2 | January 9th | February 26th |
| Film Assignment 1: Judicial Elections | | Essay | January 9th | February 26th |
| <u>Week 8</u> | | | | |
| Exam 1 | | | February 27th | March 5th |
| <u>Part 2: Weeks 9-15</u> | | | | |
| Lecture 7: Civil Trials | Judicial Process, Ch. 10, 11 | Lecture 7 Quiz | March 6th | April 23rd |
| Lecture 8: Criminal Trials | Judicial Process, Ch. 8,9 | Lecture 8 Quiz Discussion 3 | March 6th | April 23rd |

| | | | | |
|---|--------------------------|---------------------------------|------------|------------|
| Lecture 9: Juries | Judicial Process, Ch. 12 | Lecture 9 Quiz | March 6th | April 23rd |
| Lecture 10: The Appeals Process | Judicial Process, Ch. 13 | Lecture 10 Quiz | March 6th | April 23rd |
| Lecture 11: Supreme Court 1 | Judicial Process, Ch. 14 | Lecture 11 Quiz Discussion 4 | March 6th | April 23rd |
| Lecture 12: Supreme Court 2 | Judicial Process, Ch. 15 | Lecture 12 Quiz | March 6th | April 23rd |
| Film Assignment 2: Antonin Scalia and Stephen Breyer Film | | Essay | March 6th | April 23rd |
| <u>Week 16</u> | | | | |
| Exam 2 | | | April 24th | April 30th |

Note: All dates and times are subject to change by Dr. Ilderton. Be informed and routinely check the Schedule and Class Email or Announcements for any changes or updates.

*Syllabus quiz for financial aid purposes due by end of 1st week of class or as soon as possible after adding the class.

POS4961: Exit Course

Instructor Contact

- Instructor: Nathan Ilderton
- Office: Howard Phillips Hall 305A ([Where's This?](#))
- Office Hours: 1:00-4:00 Mondays and 10:00-1:00 Wednesdays
- Virtual meetings available by appointment.
- Phone: 407-823-2608
- E-mail: nathan.ilderton@ucf.edu

Course Information

- Course Name: Exit Course
- Course ID & Section: POS 4961-W61 and 0001
- Zero Hour Credit Webcourse
- Semester/Year: Spring 2023
- Web Only Course

Course Description

This is a class for students graduating with degrees in Political Science and International & Global Studies. This webcourse helps students complete the Exit Exam and also provides students resources related to graduation.

The Department of Political Science requires all Political Science and International and Global Studies majors to take an Exit Exam during the semester they graduate. The Exit Exam is a standardized test that measures substantive knowledge. The Department uses data from the exit exam to assess its majors and continuously improve the services it provides UCF students.

This is not meant to be a difficult or time-consuming class. It is graded pass-fail. We have compiled material to address topic particularly useful to graduating seniors so it should be very useful to you. The course is organized in a series of modules. You must complete all modules and certify your webcourse completion in the final module to pass this class. You are also required to complete the SPSIA Field Exam to pass this class.

- Module 1. [Start Here](#)
- Module 2. Graduating from UCF
- Module 3. Resume Basics
- Module 4. Job Search Resources
- Module 5. Applying to Law School
- Module 6. Applying to Graduate School

- Module 7. Departmental Exit Surveys
- Module 8. SPSIA Exit Exam

You will unlock Modules 2-8 once you complete the "Start Here" Module. You can complete the numbered modules in any order you want, but must complete all of them to complete this webcourse. You can complete most modules by viewing their contents, but Modules 7 and 8 require you to submit a survey and exit exam, respectively. After you complete all numbered modules, you should certify your course completion.

[START HERE MODULE](#)

Course Objectives

- Identify resources for successful post-graduation plans,
- Fulfill exit exam requirements, and
- Collect data for program assessment purposes.

Required Texts and Supplemental Readings

- None (all resources are available as webcourse pages or external links)

Course Requirements

Your final grade is based on following component:

- **Completion of the SPSIA Political Science Exit Exam or SPSIA International and Global Studies Exit Exam** (depending on your major).

Missed Assignments/Make-Ups/Extra Credit

None.

Late Work

None.

Grading Scale

Satisfactory / Unsatisfactory

Any missing assignments are treated as 0 scores for the purposes of calculating final course grades.

Grades of "Incomplete"

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Group Work Policy

There are no group projects in this class. You are welcome to discuss course material with other students, but you are responsible for your own work.

Academic Honesty

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

Professionalism Policy

Follow university policy and basic rules of etiquette. You must behave appropriately in all your class interactions.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from

brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, [visit the UWC website](#), 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.

Disability Statement

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

Emergency Procedures and Campus Safety

Students are encouraged to be aware of their surroundings and familiar with actions to take in various types of emergencies. For more information, [see Faculty Center for Teaching and Learning Statement on Emergency Procedures and Campus Safety](#).

Accommodations for Active Duty Military Students

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

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). See [current schedule of major religious holidays](#). For additional information, contact the [Office of Diversity Initiatives](#) 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.

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Fri Jan 13, 2023 | Quiz Evidence of Academic Engagement Quiz | due by 11:59pm |
| Tue May 2, 2023 | Quiz Graduating IGS Majors Exit Survey | due by 11:59pm |
| | Quiz Graduating Political Science Majors Exit Survey | due by 11:59pm |
| | Quiz SPSIA International and Global Studies Exit Exam | due by 11:59pm |
| | Quiz SPSIA Political Science Exit Exam | due by 11:59pm |

Syllabus
American Public Policy
PUP 4003 0W60
Spring 2023

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: Jan 9 to May 2 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 / Email: Anthony Anta Anthony.Anta@ucf.edu

Public Description of Course

Information Published in the UCF Undergraduate Catalog: Policy formation, implementation, and evaluation, with a focus upon contemporary American problems, including the malapportionment of societal power and social conflict.

Course Scope and Purpose: Public policy is whatever government chooses to do or not to do. In American Public Policy we look at policy and policymaking in the United States. We will focus on how policy is made, how it can be studied and the substantive issues that policy makers are debating today. We will examine eight models of policymaking: institutional, process, rational, incremental, group, elite, public choice, and game theory. Policy areas to be studied include criminal justice, health and welfare, education, economic, tax, trade, immigration,

environmental, energy, civil rights, defense, and homeland security. The purpose of the course is to teach students about policy models and issues and prepare students to follow, analyze and participate in U.S. policy making as part of the political process.

Course Goals (Student Learning Outcomes)

Students who successfully complete American Public Policy should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to public policy, policy analysis and policy evaluation.
2. Describe and apply eight models of policy analysis.
3. Trace and analyze the major steps in the formal policy making process.
4. Evaluate how diversity impacts American public policy.
5. Explain the background, current situation, and outlook regarding a variety of substantive public policy areas.
6. Compare and contrast opposing views concerning issues for debate in American public policy.
7. Assess current policy problems and formulate their own views on critical issues.
8. Discuss controversial policy issues in a professional scholarly manner and show respect for other people who may hold different views.

Course Materials/Required Text

1. Dye, Thomas R. 2017. *Understanding Public Policy*, 15th ed. New York: Pearson. ISBN-13: 9780134169972

You can purchase the book from many locations including Barnes and Noble (the campus bookstore), Amazon, Chegg and many other college booksellers. You may also purchase directly from Pearson (the publisher). The book is available for sale or rent and as a new or used edition.

2. You do not need to buy a 2nd text. However, we will be reading reports from the CQ Researcher website/database. This site has a paywall, but if you log in through the UCF library <https://guides.ucf.edu/database/CQResearcher> you get free access. Once at the CQ Researcher website you can then Browse Reports (By Date) to find the assigned report (these are listed in the course outline and in the modules).

Assessment, Grading Procedures, Expectations and Support

Assignments and Grading Weights:

8 Modules – 100% of your total grade. Each module consists of 2 graded activities: Chapter Quiz and CQ Policy Analysis & Discussion. Each module will usually cover 2 chapters from the Dye text and 2 articles from the CQ Researcher website.

Chapter Quizzes – 50% of total grade. Each quiz will usually have 50 questions worth 2 points each covering material from the text and the CQ researcher articles. You will normally have 90 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2nd attempt, most will be different. You should read the chapters and articles before starting the quiz as you will not have time to look up every answer. **ALL 8 QUIZZES COUNT TOWARDS YOUR FINAL GRADE.**

CQ Policy Analysis & Discussion – 50% of total grade. CQ Policy Analysis & Discussion will include several steps. There will be two articles assigned from the CQ Researcher database for each module and you will choose ONE of those two articles and write your policy analysis using the required template I provide in the module instructions. Each policy analysis should be between 900 and 1200 words (strongest papers will be close to 1200 words). You will then copy and paste your analysis into the appropriate discussion. Finally, you will engage in scholarly, professional, and substantive discussion with your classmates by responding to their Policy Analyses and replying to students who post about your work (minimum two additional posts with 8 or more quality posts required for the highest score). **YOU WILL BE ASSIGNED TO WRITE A POLICY ANALYSIS AND DISCUSS ON 4 MODULES AND THESE 4 WILL COUNT TOWARDS YOUR FINAL GRADE.**

Grades and Grading Scale: Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding or excellent work)
89-80 B (Solid, above average work)
79-70 C (Good, average work)
69-60 D (Below average or incomplete work)
59-0 F (Poor work or missed assignment)

Missed Quizzes, Missed or Late Assignments, and Make-Up Policy:

- Make-up Assignments for Authorized University Events or Co-curricular Activities – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student’s responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.
- Religious Observances – A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any

material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed.

- Quizzes – I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you one make up in a reasonable amount of time (usually within one week) as long as you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the late quiz score in fairness to classmates who completed the quiz on time.
- Policy Analysis & Discussion – I will assign you to write a policy analysis and discuss on four modules. If you miss an assigned analysis and discussion (or do poorly on one) I will allow you to write and discuss on the following module one time (the only exception is that you cannot make up the final module since there will be no more modules after that one – so if you are assigned the final module make sure you get it done). 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. Once the module closes you will not be able to post a late policy analysis or post further comments in the discussion. If you have an extraordinary situation which causes you to miss more than one Policy Analysis and Discussions you may email me with the pertinent information, and I will decide what to do based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your policy analyses up to two days late after the initial deadline, but there will be a 10 point penalty for each day the initial posting is late. So 10 points off for one day late and 20 points off for two days late. Discussion with others is available until the module closes and will not be reopened.

Workload and Deadlines: Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-16 hours a module on this course if they want to do well. You will be reading 2 chapters from the main text and 2 articles from the reader each module. You can also expect that you will write 2000 words or more (counting initial posting of the policy analysis and discussion with others) for each assigned module if you want to do earn a high 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 Policy Analysis posting.

Professional Communication & Online Etiquette: I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please

address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

Questions for Professor Jewett: If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course, if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

Instructor Response Time: Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded and you will 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 Policy Analysis and Discussion graded and provide suggestions to improve within 48 hours.

Seeking Help from Other Students: If you would like to seek the help of fellow students go to Discussions and select the topic “Students Seeking Help from Students” and post your question as above. This can be a technical question about computer problems or a subject matter question.

Students Needing Technical Support: If you need technical support with Webcourses you can go to <https://cdl.ucf.edu/support/>. Phone support is available at 407-823-0407. Email support is available at webcourses@ucf.edu.

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 pm EST unless otherwise noted)

I make an effort to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

Pretest due by Friday 1/13 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 January 13, 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 5-10 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 Policy Analysis and Evaluation: Quiz due by Monday 1/16; Initial discussion posting due by Tuesday 1/17; additional postings due by, and module closes on, Thursday 1/19

For Module 1 please read:

Dye chapters 1 Policy Analysis and 4 Policy Evaluation

CQ articles Privatizing Government Services (December 8, 2017) and Domestic Violence (November 15, 2013)

Martin Luther King jr. Day Holiday Monday 1/16 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 2 Policy Models and Process: Quiz due by Monday 1/30; Initial discussion posting due by Tuesday 1/31; additional postings due by, and module closes on, Thursday 2/2

For Module 2 please read:

Dye chapters 2 Models of Politics and 3 The Policymaking Process

CQ articles The News Media (September 18, 2020) and The Senate Filibuster (October 15, 2021)

Module 3 Criminal Justice and Civil Rights Policy: Quiz due by Monday 2/13; Initial discussion posting due by Tuesday 2/14; additional postings due by, and module closes on, Thursday 2/16

For Module 3 please read:

Dye chapters 6 Criminal Justice and 14 Civil Rights

CQ articles Reparations for Slavery (August 23, 2019) and Police Under Scrutiny (October 9, 2020)

Module 4 Health and Welfare Policy: Quiz due by Monday 2/27; Initial discussion posting due by Tuesday 2/28; additional postings due by, and module closes on, Thursday 3/2

For Module 4 please read:

Dye chapters 7 Welfare and 8 Health Care

CQ articles Veterans' Struggles (October 4 2019) and Health Care Debates (October 18, 2019)

Module 5 Federalism and Education Policy: Quiz due by Monday 3/6; Initial discussion posting due by Tuesday 3/7; additional postings due by, and module closes on, Thursday 3/9

For Module 5 please read:

Dye chapters 5 American Federalism and 9 Education

CQ articles Federal State Relations (April 27, 2018) and Special Education (June 11, 2021)

Spring Break Monday March 13 to Sunday March 19

Withdrawal Deadline: Friday 3/24 11:59 p.m.

Module 6 Economic and Tax Policy: Quiz due by Monday 3/27; Initial discussion posting due by Tuesday 3/28; additional postings due by, and module closes on, Thursday 3/30

For Module 6 please read:

Dye chapters 10 Economic Policy and 11 Tax Policy

CQ articles Universal Basic Income (March 6, 2020) and The Federal Reserve (July 30, 2021)

Module 7 Trade, Immigration, Energy and Environmental Policy: Quiz due by Monday 4/10; Initial discussion posting due by Tuesday 4/11; additional postings due by, and module closes on, Thursday 4/13

For Module 7 please read:

Dye chapters 12 International Trade and Immigration and 13 Energy and Environment

CQ articles U.S. Trade Policy (July 16, 2021) and Renewable Energy Debate (March 15, 2019)

Module 8 Foreign, Defense and Homeland Security Policy: Quiz due by Monday 4/24; Initial discussion posting due by Tuesday 4/25; additional postings due by, and module closes on, Thursday 4/27

For Module 8 please read:

Dye chapters 15 Defense Policy and 16 Homeland Security

CQ Articles China Rising (July 24, 2020) and U.S. – Iran Relations (November 15, 2019)

Term Ends: Tuesday May 2

Getting Started

Go to the home page, go to Quizzes and click on “Pretest” and then “Take the Quiz” (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Policy Analysis and Evaluation.

Syllabus
Florida Politics
POS 3182 0W60
Spring 2023

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: Jan 9 to May 2 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 / 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

Assignments and Grading Weights:

6 Online Modules – 100% 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. **ALL 6 QUIZZES COUNT TOWARDS YOUR FINAL GRADE.**

Update & Discuss (done online) – 40% 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 using the required template I provide in the module instructions. 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). **YOU WILL BE ASSIGNED TO WRITE AN UPDATE AND DISCUSS ON 3 MODULES AND THESE 3 WILL COUNT TOWARDS YOUR FINAL GRADE.**

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 one make up in a reasonable amount of time (usually within one week) if you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the late quiz score in fairness to classmates who completed the quiz on time.
- Update & Discuss – I will assign you to write an update and discuss on three modules. If you miss an assigned update and discussion (or do poorly on one) I will allow you to write and discuss on the following module one time (the only exception is that you cannot make up the final module since there will be no more modules after that one – so if you are assigned the final module make sure you get it done). 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. 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 what to do 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 assigned 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: 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 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 1/13 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 January 13, at 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

Go to Quizzes and click on "Pretest" and then "Take the Quiz." You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how

much you know about the course material before we get started (so please do not just take 5 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit “Submit Quiz.” The pretest quiz does not count towards your final grade.

Martin Luther King jr. Day Holiday Monday 1/16 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

Module 1 Florida’s Political Culture and Constitution: Quiz due by Monday 1/23; Initial discussion posting due by Tuesday 1/24; additional postings due by, and module closes on, Thursday 1/26

For Module 1 please read:

Politics in Florida chapters 1 Political Culture and 2 Constitution

Florida's Minority Trailblazers chapters 1, 2 and 7 (pages 1-30 and 524-544)

Module 2 Public Opinion, Parties and Elections: Quiz due by Monday 2/6; Initial discussion posting due by Tuesday 2/7; additional postings due by, and module closes on, Thursday 2/9

For Module 2 please read:

Politics in Florida chapters 3 Public Opinion and 4 Parties and Elections

Florida's Minority Trailblazers pages 32-107 (12 Trailblazers from the Florida House)

Module 3 Interest Groups and the Legislature: Quiz due by Monday 2/20; Initial discussion posting due by Tuesday 2/21; additional postings due by, and module closes on, Thursday 2/23

For Module 3 please read:

Politics in Florida chapters 5 Interest Groups and 6 Legislature

Florida's Minority Trailblazers pages 108-202 (13 Trailblazers from the Florida House)

Spring Break Monday March 13 to Sunday March 19

Withdrawal Deadline: Friday 3/24 11:59 p.m.

Module 4 Executive Branch and Courts and Crime: Quiz due by Monday 3/20; Initial discussion posting due by Tuesday 3/21; additional postings due by, and module closes on, Thursday 3/23

For Module 4 please read:

Politics in Florida chapters 7 Executive Branch and 8 Courts and Crimes

Florida's Minority Trailblazers pages 203-279 (12 Trailblazers - 10 from the Florida Senate and from 2 legislative leadership)

Module 5 Taxing, Spending and Local Government: Quiz due by Monday 4/3; Initial discussion posting due by Tuesday 4/4; additional postings due by, and module closes on, Thursday 4/6

For Module 5 please read:

Politics in Florida chapters 9 Taxing and Spending and 10 Local Government

Florida's Minority Trailblazers pages 280-406 and (14 Trailblazers - 6 from the Executive and 8 from the Judiciary)

Module 6 Education, Welfare and Health and Environment and Growth Management: Quiz due by Monday 4/24; Initial discussion posting due by Tuesday 4/18; additional postings due by, and module closes on, Thursday 4/20

For Module 6 please read:

Politics in Florida chapters 11 Education, Social Welfare and Health Care and 12 Environment, Growth Management, Economic Development and Transportation

Florida's Minority Trailblazers Chapter 6 (pages 407-523: 11 trailblazers from the Florida congressional delegation)

Term Ends: Tuesday May 2

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.

**UNIVERSITY OF CENTRAL FLORIDA
CPO4970H HONORS UNDERGRADUATE THESIS I
SPRING 2023**

| | |
|-----------------------|---|
| 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 Honors in the Major Course proposal by refining her literature review and beginning to do some data analysis work in preparation for her thesis defense toward the end of the semester. |
| Learning Outcomes | <ul style="list-style-type: none"> • Objective One: more fully master the relevant literature for her project. • Objective Two: begin to learn about the nature of the data she will analyze and whether it might need to be transformed to provide for appropriate data analysis. • Objective Three: refine elements in her written thesis proposal. • Objective Four: learn how to summarize her proposal for an oral proposal defense. |
| Meeting Location | Online (Zoom) |
| Meeting Frequency | Weekly (Meeting: every Thursday 3pm, submission: every Tuesday at noon) |
| Requirements | Weekly papers |
| Grade | S/U |

Schedule

| Week | Due |
|------|---|
| 1 | Introduction |
| 2 | Data collection, interpretation, report |
| 3 | Data collection, interpretation, report |

| | |
|----|---|
| 4 | Data collection, interpretation, report |
| 5 | Data collection, interpretation, report |
| 6 | Data collection, interpretation, report |
| 7 | Data collection, interpretation, report |
| 8 | Data collection, interpretation, report |
| 9 | Data collection, interpretation, report |
| 10 | Data collection, interpretation, report |
| 11 | Thesis draft due |
| 12 | Revision |
| 13 | Final thesis due |
| 14 | Defense |
| 15 | Presentation |

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

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.

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>>.

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 <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

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 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>>

Religious Observances

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities

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

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.

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.

**UNIVERSITY OF CENTRAL FLORIDA
CPO 4912-0001: DIRECTED INDEPENDENT RESEARCH
SPRING 2023**

| | |
|-----------------------|---|
| 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 hours |
| Course Description | The student will work to refine her research paper by extending her literature review and beginning to do some data analysis work. |
| 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 | Zoom |
| Meeting Frequency | Weekly (Meeting: every Wednesday 3pm, submission: every Monday noon) |
| Requirements | Research proposal, research paper |
| 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 | Data collection |
| 11 | Research paper draft due |
| 12 | Revision |
| 13 | Final paper due |
| 14 | |
| 15 | Presentation |

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

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.

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>>.

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 <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

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 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>

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.

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.

CPO4754.0W60: Comparative Political Institutions

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: MW 12:30pm-2:00pm, F 2:00pm-2:45pm, You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

Teaching Assistants

- GTA(s): TBA
- Email: Webcourses@UCF messaging

Course Information

- Term: Spring 2023
- Course Number & Section: CPO4754-0W60
- Course Name: Comparative Political Institutions
- Credit Hours: 3
- Course Modality: W
- Prerequisites: ENC 1102 or POS 2041 or CI

Course Description

The course analyzes major types of political institutions from a comparative perspective including electoral laws, division of power, types of democracy, federalism, and the judiciary.

Required Textbook

- Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. 2nd Edition. New Haven, CT: Yale University Press, 2012 (ISBN: 9780300172027).

- King, Gary, Robert R. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Ch. 1 “The Science in Social Science” (pp. 3-33). Available via library website as an e-book. https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata_info_tab_contents
- March, James, and Johan Olsen. “Institutional Perspectives on Political Institutions.” *Governance* 9, 3 (1996): 247-64 (Pdf file is available in the corresponding module).
- Shepsle, Kenneth A., and Mark S. Boncheck. *Analyzing Politics: Rationality, Behavior, and Institutions*. New York: W. W. Norton, 1997. Ch. 11 “Institutions: General Remarks” (pp. 299-311) (Pdf file is available in the corresponding module).

Student Learning Outcomes

Comparative Politics 4754, Comparative Political Institutions, analyzes major types of political institutions from a comparative perspective. Political institutions include, but not limited to, electoral laws, division of power, types of democracy, and federalism. Three main objectives are:

- understandings of fundamental concepts in comparative politics as well as institutional designs
- comparisons of the major aspects of democratic institutions and institutional changes
- institutional performance and interaction with private sectors as well as the public, i.e., responsiveness and collective representation.

Course Activities

- Two assignments (5% each)
- Twelve quizzes (5% each) and one final exam (30%)
- No extra credit assignments will be permitted.
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours’ worth of homework outside of class each week.

Quiz Review Policy

After each quiz, you have one opportunity to see which one you missed. Make sure you are aware about those missing questions, and be diligent to find the correct answer.

Make-up Exams and Assignments

Do not miss quizzes and exams. Without instructor’s prior permission to a specific student and without official documents, there will be no make-up examinations.

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

Extra Credit

No extra credit assignments will be permitted.

Assessment and Grading Procedures

| Assignment | Percentage of Grade |
|-------------------|----------------------------|
| Assignments 1 & 2 | 5% (each) = 10% |
| Quizzes 1-12 | 5% (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.

| Theme | Assignments | Open | Close |
|--|--|---|--|
| Getting started | Two truths and one lie introduction (financial aid requirement) | Jan. 9, 8am | Due: Jan. 13, 11:59pm Close: Jan. 20, 11:59pm |
| Module 1: Analyzing Politics | King, Keohane, and Verba, pp. 3-33 Quiz 1 | Jan. 9, 8am Jan. 18, 8am | Jan. 19, 8am |
| Module 2: What are Political Institutions? | March and Olsen, pp.247-264 Shepsle and Boncheck, pp. 299-311 Lijphart, Ch1, pp. 1-8 Quiz 2 | Jan. 19, 8am Jan. 25, 8am | Jan. 26, 8am |
| Module 3: Two Models of Democracy: Westminster Model | Lijphart, Ch. 2, pp. 9-29 Quiz 3 | Jan. 26, 8am Feb. 1, 8am | Feb. 2, 8am |
| Module 4: Two Models of Democracy: Consensus Model, 36 Democracies | Lijphart, Ch. 3, pp. 30-45 Lijphart, Ch. 4, pp. 46-59 Quiz 4 Reaction paper 1 | Feb. 2, 8am Feb. 8, 8am Feb. 2, 8am | Feb. 9, 8am Feb. 9, 11:59pm |
| Module 5: Electoral Systems | Lijphart, Ch. 8, pp. 130-157 Quiz 5 Reaction paper 2 | Feb. 9, 8am Feb. 15, 8am Feb. 9, 8am | Feb. 16, 8am Feb. 16, 11:59pm |
| Module 6: Party Systems | Lijphart, Ch. 5, pp. 60-78 Quiz 6 | Feb. 16, 8am Feb 22, 8am | Feb. 23, 8am |
| Module 7: Interest Groups | Lijphart, Ch. 9, pp. 158-173 Quiz 7 | Feb. 23, 8am Mar. 1, 8am | Mar. 2, 8am |
| Module 8: Cabinets | Lijphart, Ch. 6, pp. 79-104 Quiz 8 | Mar.2, 8am Mar. 8, 8am | Mar. 9, 8am |

| | | | |
|---|--|--------------|--------------|
| Module 9: Balance of Power | Lijphart, Ch. 7, pp. 105-129 | Mar.9, 8am | |
| | Quiz 9 | Mar.22, 8am | Mar. 23, 8am |
| Module 10: Concentration of Power | Lijphart, Ch. 10, pp. 174-186 | Mar. 23, 8am | |
| | Lijphart, Ch. 11, pp. 187-203 Quiz 10 | Mar.29, 8am | Mar. 30, 8am |
| Module 11: Judicial Review | Lijphart, Ch. 12, pp. 204-225 | Mar. 30, 8am | |
| | Quiz 11 | Apr. 5, 8am | Apr. 6, 8am |
| Module 12: Performance of Democracy, Quality of Democracy | Lijphart, Ch. 15, pp. 255-273 | Apr. 6, 8am | |
| | Lijphart, Ch. 16, pp. 274-294 Quiz 12 | Apr.12, 8am | Apr. 13, 8am |
| Final Examination | Good Luck! | May 1, 8am | May 2, 8am |

* Modules themselves open earlier and close later than quizzes. See module schedules.

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

Academic Integrity

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.

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.

The instructor reserves the right to adjust the syllabus in the course of the semester/session.

CPO3103.0W60: Comparative Politics

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: HPH311f, online, zoom
- Office Hours: Online (MW 12:30-2:00pm, F 2:00pm-2:45pm) for the first week, afterward F2F on Monday (mask is required), 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: Spring 2023
- Course Number & Section: CPO3103-23.0W60
- Course Name: Comparative Politics
- Credit Hours: 3
- Course Modality: Hybrid
- Classroom: NSC O110 and online
- Class meeting: MW 11:30am-12:20pm in person, F online
- 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://digitalllearning.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 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/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) | Jan. 9, 8am | Due: Jan. 13 Close: Jan. 20 |
| Module 1: Introduction | Quiz 1 | Jan. 19, 12:20pm | Jan. 20, 12:20pm |
| Module 2: States | Quiz 2 | Jan. 26, 12:20pm | Jan. 27, 12:20pm |
| Module 3: Nations and Society | Quiz 3 | Feb. 2, 12:20pm | Feb. 3, 12:20pm |
| Assignment 1 | Writing research proposal | Feb. 4, 8am | Due: Feb. 9, 11:59pm Close: Feb. 16, 11:59pm |
| Module 4: Political Economy | Quiz 4 | Feb. 16, 12:20pm | Feb. 17, 12:20pm |
| Module 5: Democratic Regime | Quiz 5 | Feb. 23, 12:20pm | Feb. 24, 12:20pm |
| Module 6: Nondemocratic Regime | Quiz 6 | Mar. 2, 12:20pm | Mar. 3, 12:20pm |
| Module 7: Political Violence | Quiz 7 | Mar. 9, 12:20pm | Mar. 10, 12:20pm |
| Assignment 2 | Personal statement | Mar. 10, 8am | Due: Mar. 23, 11:59pm Close: Mar. 30, 11:59pm |
| Module 8: Communism and Postcommunism | Quiz 8 | Mar. 30, 12:20pm | Mar. 31, 12:20pm |
| Module 9: Developing Countries | Quiz 9 | Apr. 6, 12:20pm | Apr. 7, 12:20pm |
| Module 10: Globalization and the Future of Comparative Politics | Quiz 10 | Apr. 13, 12:20pm | Apr. 14, 12:20pm |
| Final exam | University schedule | Apr. 26, 12:20pm | Apr. 27, 12:20pm |

* Each module will open the day your quiz from the previous module is scheduled.

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Academic Services and Resources

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- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
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- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Make-Up Assignments for Authorized University Events or Co-curricular Activities

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

Religious Observances

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

Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel

class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

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The instructor reserves the right to adjust the syllabus in the course of the semester/session.

CPO3034.0W60: Politics of Developing Areas

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: MW 12:30pm-2:00pm, F 2:00pm-2:45pm, You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

Teaching Assistants

- GTA(s): TBA
- Email: Webcourses@UCF messaging

Course Information

- Term: Spring 2023
- Course Number & Section: CPO3034-0W60
- Course Name: Politics of Developing Areas
- Credit Hours: 3
- Course Modality: W
- Prerequisites: INR2002 or CI

Course Description

Comparative analysis of theories, problems and politics of development in Developing World nations.

Required Textbook

- Green, December, and Laura Luehrmann. 2022. *Comparative Politics of the Global South: Linking Concepts and Cases*. 5th Edition. Boulder, CO: Lynne Rienner (9781955055550).

- Payne, Richard J., and Jamal R. Nassar. 2012. *Politics and Culture in the Developing World: The Impact of Globalization*. 5th Edition. New York: Routledge (9780205075911).
- Kesselman, Mark, and Joel Krieger. eds. 2006. *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Boston, MA: Houghton Mifflin Company, Pp. 1-40 (copies are available at UCF main library circulation desk as course reserve. Each chapter is also available in the corresponding module).

Student Learning Outcomes

Comparative Politics 3034 explores the theories of political development and the determinants of democratic transitions with a focus on Less Developed Countries (LDCs) in Africa, Asia, Central and Eastern Europe, Middle East, and Latin America. In addition, we apply the theories of political development in real world situations. The course will investigate changes of political systems by analyzing four aspects:

- political structures, political parties, governments, and their performance
- historical-culture about the impact of colonial experiences on the societies and social group formation
- behavior, particularly mass participation and the role of political leaders as well as military
- global impact on the political and economic transition in developing countries.

Course Activities

- Two assignments (5% each)
- Twelve quizzes (5% each) and one final exam (30%)
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours' worth of homework outside of class each week.

Quiz Review

After you finish each quiz, you have one chance to see which one you answered wrong. Accordingly, after each quiz, make sure you review those questions.

Make-up Exams and Assignments

Do not miss quizzes and exams. Without instructor's prior permission to a specific student and without official documents, there will be no make-up examinations.

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

Extra Credit

No extra credit assignments will be permitted.

Assessment and Grading Procedures

| Assignment | Percentage of Grade |
|---------------------|----------------------------|
| Assignments 1, 2, 3 | 5% (each) = 15% |
| 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

The success of online courses depends on your discipline. You need to follow this schedule your own: You have to follow the reading schedule, quiz, and assignment. If you have any question, contact me ahead. Do not wait until the last minute.

| Topic | Assignments | Open | Close |
|--|---|---|--|
| Getting started | Two truths and one lie introduction (financial aid requirement) | Jan. 9, 8am | Due: Jan. 13, 11:59pm Close: Jan. 20, 11:59pm |
| Module 1: Research design, Comparative politics | Kesselman and Krieger, pp. 1-9 Quiz 1 | Jan. 9, 8am Jan.19, 8am | Jan. 20, 8:00am |
| Module 2: Concept of (under)development, Third World | Payne and Nassar, pp.100-104; Green and Luehrmann, pp. 1-21 Quiz 2 | Jan. 20, 8am Jan. 26, 8am | Jan.27, 8:00am |
| Module 3: Outcome of interdependence | Payne and Nassar, pp.100-104; Green and Luehrmann, pp. 1-21 Quiz 3 Reaction paper 1 | Jan. 27, 8am Feb. 2, 8am Jan. 27, 8am | Feb. 3, 8:00am Feb. 10, 11:59pm |
| Module 4: Theories of political development I | Payne and Nassar, pp. 104-123; Fukuyama, pp. 10-17 Quiz 4 | Feb. 3, 8am Feb. 9, 8am | Feb. 10, 8:00am |
| Module 5: Theories of political development II | Payne and Nassar, pp. 104-123; Fukuyama, pp. 10-17 Quiz 5 | Feb. 10, 8am Feb. 16, 8am | Feb. 17, 8:00am |
| Module 6: Domestic economy, Inequality | Payne and Nassar, pp. 79-97, 125-131 Quiz 6 | Feb. 17, 8am Feb. 23, 8am | Feb. 24, 8:00am |
| Module 7: International economy | Green and Luehrmann, pp. 99-114; Barber, "Jihad vs. McWorld," pp. 32-40 | Feb. 24, 8am | |

| | | | |
|---|--|---|------------------------------------|
| | Quiz 7 Reaction paper 2 | Mar. 2, 8am Feb. 24, 8am | Mar. 3, 8:00am Mar. 10, 11:59pm |
| Module 8: Colonialism | Payne and Nassar, pp. 61-77; Green and Luehrmann, pp. 25-60 Quiz 8 | Mar. 3, 8am Mar.9, 8am | Mar. 10, 8:00am |
| Module 9: Social groups | Payne and Nassar, pp. 147-167, pp. 247-261 Quiz 9 | Mar.10, 8am Mar. 23, 8am | Mar. 24, 8:00am |
| Module 10: Religion | Payne and Nassar, pp. 41-59; Huntington, pp. 18-32. Quiz 10 | Mar. 24, 8am Mar. 30, 8am | Mar. 31, 8:00am |
| Module 11: Religion -- Application | Payne and Nassar, pp. 41-59; Huntington, pp. 18-32. Quiz 11 Reaction paper 3 | Mar. 31, 8am Apr. 6, 8am Mar. 31, 8am | Apr. 7, 8:00am Apr. 14, 11:59pm |
| Module 12: Social groups (class, gender, ethnic groups) | Payne and Nassar, pp. 147-167, pp. 247-261 Quiz 12 | Apr. 7, 8am Apr. 13, 8am | Apr. 14, 8:00am |
| Final exam | University schedule | Apr. 28, 8am | Apr.29, 8am |

* Modules themselves open earlier and close later than quizzes. See module schedules.

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POS 3703.0W60. SCOPE AND METHODS OF POLITICAL SCIENCE (15213)
Spring 2023

Professor: Dr. Barbara S. Kinsey

SPSIA Office: Phillips Hall 302

Phone: (407) 823-2608

Email: barbara.kinsey@ucf.edu

Office Hours via Email/Phone/Zoom: Tuesday 1:00-3:00 PM; Thursday 3:00-4:00 PM; or by appointment. Please contact me to set an appointment (via phone, skype, zoom, or course chat).

GTA Name and Contact Information: Ms. Divya Kapoor; email: Divya.Kapoor@ucf.edu

COURSE DESCRIPTION:

This course is an introduction to the logic and methods of social science research in general and political science in particular. Emphasis will be placed on the logic of research design and data analysis. Students in this class

- will be introduced to principles of research design
- learn techniques of quantitative analysis including statistical inference, hypothesis testing, and regression analysis
- analyze political datasets using statistical software
- learn to interpret and evaluate quantitative work

REQUIRED TEXTS:

Philip H. Pollock III & Barry C. Edwards. 2020. *The Essentials of Political Analysis*. 6th Edition. Sage & CQ Press

Philip H. Pollock III and Barry Edwards. 2020. *An IBM SPSS Companion to Political Analysis*. 6th Edition. CQ Press

Additional readings will be distributed.

SOFTWARE:

We will be using **SPSS** in this course. I assume that you have no prior experience with this software. You can access the SPSS software at the SPSIA computer lab or other computer labs on campus; you may also access SPSS on your PC computer or laptop via UCF Apps. For information please visit the links below:

Information: <http://apps.ucf.edu>

Login: <http://my.apps.ucf.edu>

COURSE REQUIREMENTS AND GRADING:

Course grades are determined by:

- (1) Ten homework assignments
- (3) Two exams.

Except for cases involving overriding personal and well documented circumstances, **late work will not be accepted.**

There will be two exams. Each exam will cover the portion of the course preceding it. The second exam will **not** be a comprehensive final exam.

Grades are a weighted average of the following requirements:

| Requirement: | Weight: |
|--------------------|---------|
| 1. Getting Started | 3% |
| 1. Ten Assignments | 47% |
| 2. Two Exams | 50% |
| i. First Exam | 20% |
| ii. Second Exam | 30% |

The plus/minus grading system will apply in this course:

| 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 |

Students must fulfill the following tasks:

1. Complete reading assignments.
2. Complete **ten** assignments on time.
3. Take **two** exams.

In case you think you are failing the course, please contact the professor right away.

A grade of “**I**” is only given in cases of extreme emergency or special and well documented circumstances late in the semester, provided that you have been making satisfactory progress.

Zoom Class Meetings (Optional)

The **class will meet via Zoom every Wednesday at Noon**, beginning on Wednesday, January 18. In these meetings you will be introduced to the week's class material and we will discuss any questions you may have. Please note that these meetings are **not** required (please see grade distribution in Syllabus), but certainly they are recommended. It has been my experience that a f-t-f component in a methods class facilitates learning. In case of a scheduling conflict I will reschedule our class meeting.

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the assignments for Module One** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, January 13. Failure to do so will result in a delay in the disbursement of your financial aid.**

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.

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.

- The Zoom sessions are recorded.
- Improper 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](mailto: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. 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.
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For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#).”

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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

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, **back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-MAIL PROTOCOLS

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don't expect an immediate response when you send a message. Generally, 48 hours is considered a reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the "Subject" heading include the course number and your last name.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail.

COPYRIGHT

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

TECHNICAL ASSISTANCE

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Learning Online: This site provides information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

THIRD-PARTY SOFTWARE AND FERPA

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

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

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

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

RELIGIOUS OBSERVANCES

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

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.

Reading assignments in the schedule refer to *The Essentials of Political Analysis**

| Week of | Topics Covered: | Assignments: |
|---------|---|--|
| Jan 9 | Getting Started | See Module Getting Started Due: Jan 13, 11 PM |
| Jan 16 | Scientific Study: Elements of Research | <i>*Essentials of Political Analysis, Pollock & Edwards</i> <i>Essentials:</i> Introduction Chapter 1, pp. 1-13 Chapter 3, pp. 72-82 See Module 1: Elements of Research Assignment 1 Due: Jan 20, 11 PM |

| | | |
|--------|--|---|
| Jan 23 | Research Design: Experiments | <i>Essentials</i> : Chapter 4, pp. 105-114; 123-126 <i>SPSS Companion</i> : Chapter 1 See Module 2: Research Design Assignment 2 Due: Jan 27, 11 PM |
| Jan 30 | Measurement Sampling | <i>Essentials</i> : Chapter 2, pp. 34-39 Chapter 1, pp. 13-26 <i>Essentials</i> : Chapter 4, pp. 114-123 <i>SPSS Companion</i> : Chapter 3 See Module 3: Measurement and Sampling Assignment 3 Due: Feb 3, 11 PM |
| Feb 6 | Description of Data | <i>Essentials</i> : Chapter 2, pp. 39-64 <i>SPSS Companion</i> : Chapter 2 See Module 4: Description of Data Assignment 4 Due: Feb 10, 11 PM |
| Feb 13 | Probability The Normal Distribution | <i>Essentials</i> : Chapter 6, pp. 174-177 See Module 5: Probability & Normal Distribution Assignment 5 Due: Feb 17, 11 PM |
| Feb 20 | Inference | <i>Essentials</i> : Chapter 6 <i>SPSS Companion</i> : Chapter 6 See Week of February 20: Inference Reading Assignment only (see above). |
| Feb 27 | Review for First Exam First Exam | See Module Exam I Due: March 3, 11 PM |

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|----------|--|--|
| March 6 | Hypothesis Testing Error Types | <p><i>Essentials:</i> Chapter 3, pp. 82-85 Chapter 7, pp. 199-215</p> <p><i>SPSS Companion:</i> Chapter 6</p> <p>See Module 6: Hypothesis Testing Assignment 6 Due: March 10, 11 PM</p> |
| March 20 | Cross-Tabulations | <p><i>Essentials:</i> Chapter 3, pp. 86-91 Chapter 5 Chapter 7, pp. 215-222</p> <p><i>SPSS Companion:</i> Chapter 5 Chapter 7</p> <p>See Module 7: Contingency Tables Assignment 7 Due: March 24, 11 PM</p> |
| March 27 | Correlation | <p><i>Essentials:</i> Chapter 8, pp. 239-244</p> <p><i>SPSS Companion:</i> Chapter 8</p> <p>See Module 8: Correlation Assignment 8 Due: March 31, 11 PM</p> |
| April 3 | Bivariate Regression Analysis | <p><i>Essentials:</i> Chapter 8, pp. 244-257</p> <p><i>SPSS Companion:</i> Chapter 8</p> <p>See Module 9: Bivariate Regression Analysis Assignment 9 Due: April 7, 11 PM</p> |
| April 10 | Multiple Regression Analysis & Dummy Variables | <p><i>Essentials:</i> Chapter 8, pp. 257-269</p> <p><i>SPSS Companion:</i> Chapter 9</p> <p>See Module 10: Multiple Regression & Dummy Variables Assignment 10 Due: April 14, 11 PM</p> |
| April 17 | Review for second Exam | |

| | | |
|-----------------|--------------------|-----------------------------|
| April 28 | Second Exam | Due: April 28, 11 PM |
|-----------------|--------------------|-----------------------------|

**CPO 3104.0W60 Politics of Western Europe (15277)
Spring 2023**

Instructor & GTA Contact Information

| | |
|--------------------------------|---|
| 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. Please contact me to set an appointment (via phone, skype, zoom, or course chat). |
| Phone | (407) 823-2608 |
| E-mail | Barbara.kinsey@ucf.edu |
| GTA Name & Contact Information | |

Course Information

| | |
|----------------------|------------------------------------|
| Course Name & Number | Politics of Western Europe (15277) |
| Course ID & Section | CPO 3104 – 0W60 |
| Credit Hours | 3 |
| Semester/Year | Spring 2022 |
| Location | Web |
| Prerequisites | POS 2041 |

Course Description:

This course provides an introduction to European politics. We examine the evolution, structures and operation of representative institutions across European countries and focus on particular *themes*, such as political parties and elections, government formation, policy making, political culture, and so on, across European countries, rather than on particular country cases. We discuss the implications of different political institutions for different political, policy, and social outcomes.

Course Objectives:

By the end of the course you will:

- Have good knowledge of the structure and operation of European representative institutions
- Have good knowledge of the implications of European institutions for political and policy outcomes
- Use your knowledge on European institutions and their implications to think analytically on current European politics
- Use your knowledge of European institutions and their implications to think critically on political and policy issues in European democracies

Required textbooks:

Paul Kubicek. 2021. *European Politics*. 3rd Edition. Routledge: London & New York

Weekly Assignments

The assignments are weekly and include quizzes, discussions, and writing assignments; they are designed to test your knowledge and understanding of the module material. **The content of each module including description of assignments will be available on Friday of each week; you will have a week to submit your assignments (assignments are due by 11:00 PM on the following Friday).** After a discussion or writing assignment closes, comments on your assignment, a class announcement with general grading comments, an assignment grade, and a total grade for the module will be released on Mondays, **at least** eight business days following the assignment's due date; more details to follow in the weekly module overviews.

Missed Assignments/Make-Ups/Extra Credit

To submit late work the student will have to obtain the instructor's permission first; permission will be granted depending on the *circumstances* that resulted in late submission. The student will have **at most one week** from the assignment's deadline to submit the work. There will be a penalty of one letter grade for all late work (except for cases involving overriding and well documented circumstances).

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up; no penalty will be applied. Other overriding circumstances include own or family medical emergencies, religious holidays, severe weather conditions, military obligations, or legal obligations (i.e. jury duty). Pertinent, official documentation, will be required if you plan on requesting to make up a quiz or assignment due to such circumstances.

There is an extra-credit assignment for this course.

Evaluation and Grading

| <u>Grade Categories</u> | <u>Requirement</u> | <u>Grade Weight</u> |
|-------------------------|---------------------------------------|---------------------|
| Module One | | 5% |
| Modules 2-5 | Four Modules (2, 3, 4, 5) | 65% |
| Quizzes | Seven Quizzes (2, 3, 5, 6, 8, 11, 12) | 30% |

- Grading information on the specific assignment will be provided in the assignment itself.
- To complete the course you ought to complete all assignments.
- The following plus/minus grading system will apply in this course.
A = 93+, A- = 90-92, B+ = 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 or below.

Attendance Policy

This course is web-based, fully online and considered a "W" course. Students are expected to fully participate in all online activities and to complete all assignments by the due dates.

Federal Financial Aid Requirement: Recording Academic Activity Policy

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the assignments for Module One** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, January 13. Failure to do so will result in a delay in the disbursement of your financial aid.**

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](https://cdl.ucf.edu/support/webcourses/zoom/) 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](mailto: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.
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

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Student Accessibility

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Campus Safety Statement for Students in Online-Only Courses

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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.

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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.

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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

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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.

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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.

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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.

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

Religious Observances

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

POT 4305.0W60 Class Schedule Spring 2023 (15277)

| Week of | Topic | Assignments |
|---------|--|---|
| Jan 9 | Getting Started | "Learning online" See Module 1 Due: Jan 13, 11 PM |
| Jan 16 | Political and economic development in Europe | <i>European Politics:</i> Chapter 2 <ul style="list-style-type: none"> • Quiz 2 Due: Jan 20, 11 PM |
| Jan 23 | The European Union: Institutions & Policies | <i>European Politics:</i> Chapter 3 <ul style="list-style-type: none"> • Quiz 3 Due: Jan 27, 11 PM |
| Jan 30 | Political Parties & Elections | <i>European Politics:</i> Chapter 7 See Module 2: <ul style="list-style-type: none"> • Quiz 4 • Writing assignment (500-550 words) Due: Feb 3, 11 PM |
| Feb 6 | Legal Structures & Judicial Systems | <i>European Politics:</i> Chapter 6 <ul style="list-style-type: none"> • Quiz 5 Due: Feb 10, 11 PM |

| | | |
|----------|---|--|
| Feb 13 | Political Culture & Citizen Politics | <i>European Politics:</i> Chapter 8 <ul style="list-style-type: none"> • Quiz 6 Due: Feb 17, 11 PM |
| Feb 20 | Parliaments: How They are Elected and How They Work | <i>European Politics:</i> Chapter 4 See Module 3: <ul style="list-style-type: none"> • Quiz 7 • On-line discussion (500-550 words) Due: Feb 24, 11 PM |
| Feb 27 | Immigration & multi-culturalism | <i>European Politics:</i> Chapter 10 <ul style="list-style-type: none"> • Quiz 8 Due: March 3, 11 PM |
| March 6 | Cabinet Formation and Heads of State | <i>European Politics:</i> Chapter 5 See Module 4: <ul style="list-style-type: none"> • Quiz 9 Due: March 10, 11 PM |
| March 20 | Cabinet Formation and Heads of State (cont.) | <i>European Politics:</i> Chapter 5 See Module 4: <ul style="list-style-type: none"> • Writing Assignment (500-550 words) Due: March 24, 11 PM |

| | | |
|--------------|---|--|
| March 27 | The State and Economic Interest Groups Policy Outcomes | <i>European Politics:</i> Chapter 9 See Module 5: • Quiz 10 Due: March 31, 11 PM |
| April 3 | The State and Economic Interest Groups Policy Outcomes (cont.) | <i>European Politics:</i> Chapter 9 See Module 5: • On-line discussion (500-550 words) Due: April 7, 11 PM |
| April 10 | European Security & Foreign Policy | <i>European Politics:</i> Chapter 11 • Quiz 11 Due: April 14, 11 PM |
| April 17 | Looking Ahead: possible future scenarios | <i>European Politics:</i> Chapter 12 • Quiz 12 Due: April 21, 11 PM |
| Extra-credit | Quiz on European News | Due: April 28, 11 PM |

Note: All dates and times are subject to change by Dr. Kinsey. Be informed and routinely check the Schedule and class Announcements for any changes or updates.

CPO 6091.0W60 Seminar in Comparative Politics (15762)
Spring 2023

Professor: Barbara Sgouraki Kinsey

Office: Phillips Hall 302

Phone Number: (407) 823-2608

Office Hours (via Zoom/Phone/Email): Tuesday 1:00-3:00 PM & Thursday 3:00-4:00 PM, or by appointment.

Email address: barbara.kinsey@ucf.edu

Course Description: This course is a survey of the major theoretical frameworks, models, and methodological tools students of comparative politics apply to understand variation in political outcomes across different political systems. We examine some major substantive topics in the field such as the state, transitions to democracy, and political protest and violence.

Student Learning Outcomes: By the end of this course, students will

- Be familiar with the theoretical approaches used in the field of comparative politics
- Have good knowledge of the “comparative method,” and methodological tools used in the conduct of comparative analysis
- Have good knowledge of major substantive findings in selected areas of study in comparative politics
- Use their knowledge of theoretical approaches and methodologies in comparative politics to think critically and analytically on research in political outcomes across different political systems

Course Readings: Readings can be accessed at the UCF Libraries website <https://library.ucf.edu/> Search Journals

Class Schedule: Weekly class sessions will be on a Wednesday-to-Wednesday schedule. The weekly class material will be posted on each Wednesday by 5:00 PM, and class assignments will be due by the following Wednesday at Noon (a week following the posting of the weekly class material).

Zoom Class Meetings: There will be zoom class meetings for the presentation and discussion of the class material. Student attendance is optional but encouraged for students who can attend; students may join the meetings to ask questions and join in class discussions. The zoom meetings will be recorded for later viewing.

Course Requirements and Evaluation:

Short Papers (50%): Beginning with week 3 (February 1), each student will write **five short papers** based on the required readings for the weekly class sessions. Each paper will be no more than 5 pages long, typed and double-spaced using 1-inch margins and 11 or 12 times new roman font (or comparable). These papers should focus on the central arguments under study, identify the major theoretical disputes, and address the main theoretical strengths and weaknesses, and methodological problems in the area. Use the papers to raise questions or probe the arguments and evidence.

Zoom Presentation of Journal Article (Power point) (15%): Beginning with week 3 (February 1) each student will present a journal article assigned in the weekly readings; the student is expected to use a power point presentation and present it via zoom. The student will record the zoom meeting and make the recording “accessible” to viewers. For information on “accessibility” please see <https://explore.zoom.us/en/accessibility/> “Accessibility” includes captioning and transcribing. If you have any questions, please contact me.

The student will save the zoom recording and send it to me for my review and evaluation. I will post the recording in the course for viewing by the other students in the class.

Discussions (15%): Students are expected to complete all required readings each week. Beginning with week 3 (February 1) students will contribute to seminar discussions, which will be based on the week’s readings. Each student will be assigned randomly to a discussion group of a maximum of five students. The composition of student discussion groups will vary during the semester.

Exams (20%): There will be two exams, a mid-term and a final, each 10% and composed of essay and multiple-choice questions.

Grading Scale:

The following plus/minus grading system will apply in this course.

A = 93+, 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 or below.

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 January 13. 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 for presentation of the weekly class material. These zoom sessions will be recorded for later viewing. Student attendance is not required.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>. 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](mailto: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.

February 1 Rational Choice and Comparative Politics

Robert H. Bates. 1997. "Comparative Politics and Rational Choice: A Review Essay." *The American Political Science Review*, 91 (3): 699-704

Edward Muller and Karl-Deiter Opp. "Rational Choice and Rebellious Collective Action." *American Political Science Review*. 80(2): pp. 471-487

Josephine T. Andrews, Robert W. Jackman. 2005. "Strategic fools: electoral rule choice under extreme uncertainty." *Electoral Studies* 24: 65-84

February 8 Cultural Approaches

David Elkins and E.B. Simeon. 1979. "A Cause in Search of an Effect, or What Does Political Culture Explain?" *Comparative Politics* 11 (2): 127-145

Ronald Inglehart and Wayne E. Baker. 2000. "Modernization, Cultural Change, and the persistence of traditional values." *American Sociological Review* 65(1): 19-51

Abigail C. Saguy. 2000. "Employment Discrimination or Sexual Violence? Defining Sexual Harassment in American and French Law." *Law & Society Review* 34 (4): 1091-1128

Greif, Avner. 1994. "Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies." *Journal of Political Economy* 102 (5): 912-50.

February 15 Institutions

Hall, Peter and Rosemary Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44: 936-957

Juliet Johnson. 2001. "Path contingency in post-communist transformations." *Comparative Politics* 33(3): 253-274

Gretchen Helmke and Steven Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics* 2(4): 725-740.

Greif, Avner & David Laitin. 2004. "A theory of Endogenous Institutional Change." *American Political Science Review*. 98(4): 633-652.

Brian Barry. "Review Article: Political Accommodation and Consociational Democracy" *British Journal of Political Science*_5 (October 1975) pp. 477-505

February 22

The State and State-Society Relations

Migdal, Joel and K. Schlichte. 2016. "Rethinking the State." In *The Dynamics of States*, Routledge. Chapter 1. Download .pdf file here:

https://www.researchgate.net/publication/291962193_Rethinking_the_State

B.D. Taylor and R. Botea. 2008. "Tilly Tally: War-making and State-making in the Contemporary Third World." *International Studies Review*. 10(1): 27-56

Elissa Berwick and Christia Fotini. 2018. "State Capacity Redux: Integrating Classical and Experimental Contributions to an Enduring Debate." *Annual Review of Political Science*, 21: 71-91

Paul Buchanan. 1987. "The Varied Faces of Domination: State Terror, Economic Policy and Social Rupture during the Argentine 'Proceso'." *American Journal of Political Science* 31(2): 336-382

Lasse Rørbæk. 2019. "Religion, Political Power, and the 'Sectarian Surge': Middle Eastern Identity Politics in Comparative Perspective." *Studies in Ethnicity and Nationalism* 19(1): 23-40.

March 1

Exam One

March 8

Transitions to Democracy and Market Economy

John Tures. 1998. "Development Theories in the East European Context. The Impact of New Dependency Theory and Neoclassical Economies." *East European Quarterly* 32(3): 281-99

Suzsa Ferge. 1996. "Social Citizenship in the New Democracies." *International Journal of Urban and Regional Research*. 20 (March): pp. 99-115

Marcus J. Kurtz 2004, "The Dilemmas of Democracy in the Open Economy. Lessons from Latin America," *World Politics* vol. 56 no. 2 (2004) pp. 262-302

Cas Mudde and Cristobal Kaltwasser. 2018. "Studying populism in comparative perspective: Reflections on the contemporary and future research agenda." *Comparative Political Studies* 51(13): 1667-1693.

March 22 Political Parties and Citizen Participation

Kathleen Bawn, M. Cohen, D. Karol, S. Masket, H. Noel, and J. Zaller. 2012. "A theory of political parties: Groups, policy demands and nominations in American politics." *Perspectives on Politics* 10(3): 571-597.

Robert Huckfeldt, Paul Allen Beck, Russell J. Dalton, and Jeffrey Levine. 1995. "Political environments, Cohesive Social Groups, and Communication of Public Opinion." *American Journal of Political Science*, 39 (4): 1025-1054

Octavio Amorim Neto, and Gary W. Cox. 1997. "Electoral Institutions, Cleavage Structures, and the Number of Parties." *American Journal of Political Science* 41(1): 149-74.

Breuer, Anita, Todd Landman, and Dorothea Farquhar. 2015. "Social media and protest mobilization: Evidence from the Tunisian revolution." *Democratization* 22(4): 764-792

March 29 Political Protest and Violence

Timur Kuran. 1992. "Now or Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48

Rogers Brubaker and David D. Laitin. 1998. "Ethnic and Nationalist Violence." *Annual Review of Sociology*. 24: 423-52

Russell Dalton, Alix Van Sickle and Steven Weldon. 2010. "The Individual-Institutional Nexus of Protest Behavior." *British Journal of Political Science*, 40 (1): 51-73.

Donatella della Porta. 2018. "Radicalization: A Relational Perspective." *Annual Review of Political Science* 21:461-474.

Evan S. Lieberman and Prerna Singh. 2012: "The Institutional Origins of Ethnic Violence." *Comparative Politics* 45 (1): 1-24.

April 5 Political Economy and Comparative Politics

Pierson, Paul. 1996. "The New Politics of the Welfare State." *World Politics* 48, 2: 143-79

Hay, Colin. 2020. "Does capitalism (still) come in varieties?", *Review of International Political Economy*, 27 (2): 302-319.

Wibbels, Erik. 2006. "Dependency Revisited: International Markets, Business Cycles, and Social Spending in the Developing World." *International Organization* 60(2): 433-468.

Ornston, Darius and Mark Vail. 2016. "The developmental state in developed societies: Power, partnership, and divergent patterns of intervention in France and Finland." *Comparative Politics*, 49(1): 1-21.

April 12 Combining Quantitative and Qualitative Methods

M. Coppedge. (1999) "Thickening thin concepts and theories; Combining large n and small n in comparative politics." *Comparative Politics*, 31 (4): 465-476.

J. Mahoney. (2001) "Beyond correlational analysis: Recent innovations in theory and method." *Sociological Forum*, 16 (3): 575-93

Charles Tilly. (2001) "Mechanisms in political processes." *Annual Review of Political Science*, 4: 21-41

Beth Rabinowitz. 2020. "Ethnicity and Power in Sub-Saharan Africa." *Comparative Politics*, 52 (3): 405-431

April 19 Review: Theoretical Frameworks and Methodology Tools

April 26 Exam II

This course will certainly help you understand the reading materials in many upper-level classes and equip you with the skills to research topics for term papers, to participate in the internship program or undertake your own independent research, for example an Honors Undergraduate Thesis. Specifically the course will help you hone your skills in the following areas:

- How the scientific method is applied to the social sciences;
- How social science research is designed;
- How data are collected;
- How data are analyzed;
- How presentations of research findings are interpreted.

Thus, by the time you complete this course you will have developed critical thinking and analytic skills that you can also apply in a variety of career settings, and which are prized by many employers in both the public and private sectors in addition to law school and graduate school.

So, I know this will seem like an entirely different kind of political science course than that you are used to. This is because we are not focused on the content knowledge of subfield in political science, but are more interested in understanding the **approaches and methods** that most political scientists use to understand and build knowledge about questions and puzzles about politics that interest them. However, I hope you will find that learning how to "do" political science yourself, and how to become a **producer** --- not just a consumer of the work of others -- is both empowering and fun!

[Class Location & Meeting Days & Time:](#)

Room: Phillips Hall, Room 305G -- this is the computer lab that Political Science and Sociology share.

Day/Time: Tuesday and Thursday, 10.30am-11.45am

[About Me and How to Contact Me.](#)

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the [University of Liverpool](#), my MA in U.S. History and Politics from the [University of Keele](#) and my Ph.D. in Political Science from the [University of New Orleans](#).

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of my day job I am a huge football (soccer!) fan and an avid supporter of [Liverpool](#) and, of course, [Orlando City F.C.](#)

Office hours

Via Zoom - **Tuesday, 12-2pm; Thursday, 12-2pm.** I am also happy to meet outside of these times if it conflicts with your schedule. Use the following Zoom link for all meetings: <https://ucf.zoom.us/j/6720872288>[Links to an external site.](#)

Email

Use email in Webcourses. If you write me Monday through Friday I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!

Do allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use email in Canvas if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, [sign your emails](#) with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Textbook

For this course we will read chapters from the following:

- [Josue Franco, Introduction to Political Science Research Methods, 1st edition,](#)

This is a free online Open Education Resource Textbook that surveys the research methods employed in political science. The textbook includes chapters that cover: history and development of the empirical study of politics; the scientific method; theories, hypotheses, variables, and units; conceptualization, operationalization and measurement of political concepts; and elements of research design.

Links to chapters associated with topics are also provided in the course schedule below so you can keep up to date with these readings.

When we turn to doing data analysis using SPSS (see below) after the midterm exam, I will simply post my own notes on how to run different procedures in SPSS -- this along with the Power Point slides will provide sufficient information that does not necessitate you having to shell out money for another textbook, which really is just going to give you exactly the same information.

SPSS

As noted above, after the midterm exam, the course will introduce you to SPSS, a widely used program that political scientists use to conduct data analysis.

Using a series of data sets, -- which are among the best data available professional researchers -- will use SPSS (Statistical Package for Social Scientists) to learn the types of data analytic skills that are common-place in contemporary political science research. You might even want to use SPSS to further analyze these data files and conduct your own research in an independent study or Honors Undergraduate Thesis.

I'll get into more depth about SPSS after the midterm exam. However, for now just be aware that after the midterm exam you will need access to SPSS. In addition to on-campus access, such as the computer lab we meet in for classes, the Classroom Building Lab and Tech Commons lab, UCF now has off-site access to SPSS available (via the UCF Apps site). I'll have detailed instructions on how to access SPSS this way later in the semester.

Assignments

There will be three types of assignment for our course. They will appear on the "Modules" tab on the navigation bar on the left. At the beginning of the semester you won't see every assignment. They will appear as we move to the relevant topic.

- In-class assignments
- Homework assignments, including SPSS data analysis exercises
- Overall research process assignment

In-class Assignments

The purpose of these brief in-class assignments is to give help you learn the material by giving you hand-on practice by applying the material we learn. There will usually be one -- in-class assignment -- and sometimes more -- in each class period.

These assignments **do not** require any prior preparation -- they will simply cover concepts and ideas that we cover in that day's class. Moreover, we will talk about each assignment in-class so you will get real-time feedback.

All in-class assignments will be submitted on-line in Webcourses during the class period.

Obviously, if you are not present in class you will miss out on doing these assignments. If there is a legitimate reason for missing a class then please let me know no later than 24 hours before our class, or as soon as possible prior to the class if 24 hour notification is not possible -- a message to me via email is fine. I will then either excuse you from the assignment or an alternative assignment will be given.

Homework assignments/SPSS exercises

These will be assignments that go into topics covered in a bit more depth and usually require a bit more thinking and writing.

These will also be completed in Webcourses and are not timed so you can complete them over multiple days if you wish.

Homework will usually be due on Sunday night (midnight deadline).

As noted above, in the second half of the course you will be introduced to how we analyze and interpret data in political science using SPSS. SPSS homework assignments will give you further practice in learning to use SPSS and analyzing and interpreting data in political science.

Overall research process assignment

Don't worry -- I'm not going to hit you with a long research paper at the end of the semester! Instead, the purpose of this assignment is to help you put back together the various stages of the research process that we have covered during the semester.

You will choose from a list of research topics I will provide and then go about the different stages of the research process, including testing your own hypotheses using SPSS to analyze data. Actually I hope this assignment is fun to do! Potentially it might form the basis of an original research project you might want to further develop in an

independent study or an [Honors Undergraduate Thesis \(HUT\)](#). In fact I have recently chaired several HUTs that started their life as this assignment.

You will note from the course schedule -- see below -- that I will devote a class session to going over this assignment, and you will have ample time in the last week of our course to work on it. I will be more than happy to provide input, assistance and suggestions, as you do work on it.

[Exams](#)

There will be two exams given during the semester scheduled as follows:

- The midterm exam is taken in-class via Webcourses during regular class time on **Tuesday, February 21st**. You will have the regular class time of 75 minutes to complete the exam.
- The final exam is taken in Webcourses during the final exam period. *It will be available from **Wednesday, April 26th to Tuesday, May 2nd***, and you can take the exam whenever you wish during this period. As you have flexibility when you take the exam it obviously can be completed in any location. You will have 2 hours and 50 minutes to complete the exam, and that time starts when you open the exam.

Details on the format of each exam and content covered can be found on the [Midterm](#) and [Final Exam](#) pages.

[Attendance](#)

This is fairly straightforward. Arrive on time -- our class begins at 10.30am -- and stay for the duration of the class, which ends at 11.45am.

I will pass the attendance roll around a few minutes after our class start time. On the very rare occasion you are late to class, please enter the classroom as quietly and with as minimal disruption as possible,

More so than any other class I teach, attending class and taking good notes in Scope & Methods of Political Science is imperative. You will see the material build from one week to the next and understanding the material each week will be essential for comprehending future material.

As our classes are in a computer lab we will have in-class assignments throughout the semester (see above). And as I noted above, obviously not attending class means you

will not be able to complete and receive credit for these assignments. Also note that arriving late for a class -- may mean you miss an in-class assignment that might be given near the beginning of the class.

[Start of Semester Meetings with Students](#)

I would like to meet with each of you for a brief chat via Zoom during the first two weeks of the semester. Please make your appointment by going to **Calendar** in Webcourses, select our course (**POS 3703**) and then click on **Find Appointments**, where you will be able to reserve a day/time

Hopefully these meetings will give you a chance to ask me any questions you may have about the course. Likewise it will help me put names to faces.

[Student Conduct](#)

All students are expected to adhere to the [UCF Golden Rule](#), which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

[Unauthorized Use of Class Materials](#)

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as chapters, test questions, quizzes, assignments, and examples of graded material. Such materials are the copyrighted, intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization.

Students who engage in such activity are in violation of academic conduct standards and may face penalties.

[Group Chats](#)

Group chats -- via GroupMe, Whats App, etc -- are increasingly common and can be used positively for collaboration and connection with your peers. They can also be used for nefarious purposes such as sharing answers and other forms of cheating.

Recently I've had to deal with instances where students are reporting other students for sharing information via the class group chat. **Any students on a group chat where cheating is occurring will all be included in any disciplinary action that results from content shared on the chat.**

How can this be avoided, you ask? Just do your own work and don't cut corners. It's pretty easy to avoid.

Grades

My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A... and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve.

Your grade will be weighted as follows:

- In-class assignments: 10%
- Homework assignments (not including SPSS exercises): 20%
- SPSS data analysis homework exercises: 20%
- Overall research process assignment: 10%
- Midterm exam: 20%
- Final exam: 20%

A course grade cannot be earned on any basis other than those stated above.

There is no extra credit for this course.

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% (Note: For the Political Science major a D- is the minimum passing grade)

F, 59% and below.

You will be able to access your grades in Webcourses. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

I sometimes get requests to "bump" a grade up. Only when grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, etc., etc.), will a grade, and be eligible for the next letter grade. This is not automatic and I'll take the overall performance of a student throughout the semester into account when deciding whether to round up, which includes but is not limited to attendance and submission of assignments,

All work in this course will be graded by me, not a Graduate Teaching Assistant. If you have any questions about grades please don't hesitate to touch base with me directly.

Grade grievance policies are outlined under the [UCF Golden Rule](#).

[Work Due Dates/Late Submission of Work](#)

[Work due dates/time](#)

Due dates can be found in the Course Schedule below.

[Exams](#)

There are no extensions for submission of the midterm and final exam.

In-class assignments

As noted above, these are completed during our class time, and so are not subject to a make-up policy as we will go over and discuss answers in class. If you have a legitimate and documented reason for missing class, which you have notified me of **24 hours prior to the start of class** -- illness, representing UCF at an event, conference etc., then you will be excused from an in-class assignment or an alternative assignment will be provided. An in-class assignment cannot be excused or made-up if notification of an absence is given less than 24 hours before the start of a class, unless it was not possible to provide such notification in this time period.

Homework assignments, SPSS exercises and Overall Research Process Assignment

All these assignments are due at **midnight** on the due dates noted in the course schedule noted below.

"After Hours" Submission Policy

Please note the following policy for late submission of Homework assignments, SPSS exercises, & the overall research process assignment.

- Work submitted ***after midnight up to 9.00am the following day*** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted ***after 9.00am the following day up to midnight the following day*** is considered late but can still be submitted but will only receive half credit.
- *No late work will be accepted for credit after this.*

The single biggest source of missed points on assignments is starting an assignment too late and not making enough time to complete the assignment. So pace yourself on all assignments.

Homework assignments, SPSS data analysis exercises and the Overall Research Process assignment are not timed, so if you plan ahead you can complete work over multiple days, which is far more conducive to learning than opening a quiz up a few hours before it is due and rushing through it. It also gives you the chance to ask me questions if you are not grasping the material.

Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. Such extensions will not be granted, unless they genuinely are unexpected or there are extenuating circumstances beyond the control of the students - but basically, it is an extremely high bar to clear!

Here are some *unacceptable* excuses for late-work, and it is by no means an exhaustive list:

- *"I had an assignment due for another class..."*
- *"I didn't know there was an assignment due..."*
- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"Canvas mysteriously deleted all my answers..."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the assignment but forgot to submit it..."*
- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*
- *"I didn't understand the assignment..."*
- *"I was on a two week cruise and had no internet access..."*

The above are all **actual excuses** I have received! Many -- as you can see -- are computer-related, which are the “dog ate my homework” excuses of the technology age and will not fly! It's your responsibility to secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead and avoid procrastination—do whatever it takes!

Tip: The wise student will aim to complete an assignment the day before it is due, as that provides a cushion for anything that might come up that is unexpected.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

Disclaimer

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

Course Schedule

Assigned readings are shown for each topic. Try and keep up to date either be reading before class or soon after a class.

After the midterm exam, there is no textbook readings assigned as we will be focused on data analysis using SPSS. I will post my own notes on the various SPSS procedures in lieu of a textbook.

There will be some form of in-class assignment/activity in each class period. You don't need to study or prepare for these. They simply will give you hand-on learning of material we cover.

Homework is shown in red font on the schedule. These will usually be due on Sundays (midnight).

Tuesday, January 10th: Getting Started -- What is Scope & Methods of Political Science? Why is it a Required Course for Political Science Majors?

Required reading:

Franco et al., "[Introduction](#)" (you can skip section 1.4 and 1.5 -- although you might find these relevant if you plan to do independent research such as Honors Undergraduate Thesis)

Thursday, January 12th: How & Why Did the Study of Politics Become "Political Science?"

Required reading:

Franco et al., "[The History and Development of Empirical Political Science](#)"

Homework due Sunday, January 15th: Asking Research Questions and Finding Potential Answers in Political Science

Tuesday, January 17th: The Scientific Method & the Stages of the Research Process in Political Science

Required reading:

Franco et al., "The Scientific Method"

Thursday, January 19th: Concepts and Conceptual Definitions in Political Science Research

Required reading:

Franco et al., "Conceptualization, Operationalization, Measurement" (read section 5.1 & 5.2)

Homework due Sunday, January 22nd: The Scientific Method and the Study of Politics

Tuesday, January 24th: Validity, Reliability & Level of Measurement in Political Science Research

Required reading:

Franco et al., "Conceptualization, Operationalization, Measurement" (read section 5.3)

Thursday, January 26th: No Class - so get a head-start on upcoming homework

Homework due Sunday, January 29th: Conceptualization, Operationalization & Measurement

[Tuesday, January 31st: Approaches to Data Collection & Units of Analysis in Political Science Research](#)

Required reading:

Franco et al., [Elements of Research Design \(read sections, 6.1, 6.2 and 6.4\) & Theories, Hypotheses, Variables & Units \(read section 4.5\)](#)

[Thursday, February 2nd: Survey Research, Sampling & Sample Design in Political Science Research](#)

Required reading:

Franco et al., [Elements of Research Design \(read section, 6.3\)](#)

Homework due Sunday, February 5th: Approaches to Data Collection & Units of Analysis

[Tuesday, February 7th: Types of Variables in Political Science Research](#)

Required reading:

Franco et al., [Theories, Hypotheses, Variables & Units of Analysis \(read section 4.4\)](#)

[Thursday, February 9th: Causation & Explanation in Political Science Research](#)

Required reading:

Franco et al., [Theories, Hypotheses, Variables & Units of Analysis \(read sections 4.1 & 4.6\)](#)

Homework due Sunday, February 12th: Variables, Theories & Explanation

Tuesday, February 14th: Hypotheses & Hypothesis Testing

Required reading:

Franco et al., Theories, Hypotheses, Variables & Units of Analysis (read sections 4.2 & 4.3)

Thursday, February 16th: Study for Midterm Exam

Note: While we will not have an actual class meeting, I will be in in our classroom during our normal class time from 10.30am to 11.45am. If anyone wants to drop in then , I'll be happy to go over any material with you, in addition to anyone wanting to chat about the material outside of the class time.

Tuesday, February 21st -- Midterm Exam

The exam will be given during regular class time in our classroom. You will have the entire 75 minute class period to complete the exam. It will be an open book/note exam.

Thursday, February 23rd: An Introduction to Data Analysis Using SPSS

Tuesday, February 28th: Descriptive Statistics in Political Science Research

Thursday, March 2nd: Descriptive Statistics in Political Science Research

Homework due, Sunday, March 5th: SPSS exercise - Descriptive Statistics

Tuesday, March 7th: Bivariate Analysis

Thursday, March 9th: Bivariate Analysis

Homework due, Sunday, March 12th: SPSS exercise -- Bivariate Analysis

Spring Break

Tuesday, March 21st: Statistical Significance

Thursday, March 23rd: Measures of Association

Homework due, Sunday, March 26th: SPSS exercise -- Statistical Significance & Measures of Association

Tuesday, March 28th: Controlling for a Third Variable

Thursday, March 30th - No Class, but get a head-start with upcoming homework

Homework due, Sunday, April 2nd: SPSS exercise -- Controlling for a Third Variable

Tuesday, April 4th: Correlation Coefficients & Scatterplots

Thursday, April 6th: Regression Analysis & Multiple Regression

Homework due, Sunday, April 9th: SPSS exercise -- Correlations, Scatterplots and Regressions

Tuesday, April 11th: The Overall Research Process in Political Science

Thursday April 13th - Work on Your Overall Research Process assignment

You will work on your overall research process assignment in class, and I will be available for any questions you might have while working on it.

Homework due, Sunday, April 16th: Overall research process assignment

Tuesday, April 18th: Final Exam Review

I will go over the format of the final exam, including some common errors made on analyzing and interpreting data -- and how to avoid them -- which hopefully will help you on the final exam!

Final Exam: Taken Any Time Between Wednesday, April 26th to Tuesday, May 2nd.

*For the final exam you will be presented with data output from SPSS to interpret. You will **not** need to use or have access to SPSS for the final exam.*

The exam will be taken in Webcourses. It will be available during the the entire final exam period noted above.

You can take the exam at any time during the final exam period, and obviously you can take it in any location. You will have 2 hours and 50 minutes to complete the exam, and that time starts when you open the exam. Remember, the time will keep running even if you exit the exam!

POS 6045
Seminar in American Politics
Spring 2023
Instructor: Jonathan Knuckey



[Course Overview](#)

Welcome to the Seminar in American Politics!

This course is designed to meet the needs of graduate students who wish to acquire greater knowledge about American politics, teach American politics or who want in the near future to do original research, such as an MA thesis. Additionally, this course will provide a solid foundation for more specialized graduate seminars in political science that you might take in the future, as well as serving as an introduction and overview of the American politics literature for those who intend to go on at some point to enter a doctoral program.

An introductory course such as this generally aims to acquaint students with the breadth of work in the field and does so at the expense of depth. In many ways this course will be no different. But the breadth of work in American Politics is huge, and we will not be able to cover it all. However, I hope the selected topics and readings, will provide you with an introduction to a wide array of substantive concerns, intellectual problems, controversies, theoretical approaches, research design, and methods of inquiry that relate to contemporary American politics. Certainly these topics could be built upon through other seminars you may take on specialized areas of American politics, independent studies or MA theses, and I would certainly be happy to work with you on topics that interest you beyond this semester.

I look forward to the seminar and hope you find it enjoyable and informative. I look forward to learning a lot from you!

[About Me and How to Contact Me.](#)

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the [University of Liverpool Links to an external site.](#), my MA in U.S. History and Politics from the [University of Keele Links to an external site.](#) and my Ph.D. in Political Science from the [University of New Orleans. Links to an external site.](#)

My main areas of research and teaching are voting behavior, political parties, southern politics, and comparative politics. Outside of my day job I am a huge football (soccer!) fan and an avid supporter of [Liverpool. Links to an external site.](#)

Office: Political Science department, Phillips Hall 302L

Office hours (via Zoom): Tuesday, 12-2pm; Thursday, 12-2pm. I am also happy to meet outside of these times if it conflicts with your schedule. Use the following Zoom link for all meetings: <https://ucf.zoom.us/j/6720872288> [Links to an external site.](#)

Email: Use email in Webcourses. If you write me Monday through Friday I should get back to you within 24 hours.

Course Requirements & Expectations

Requirements for this course can be organized into the three primary areas:

(1) *Weekly reaction papers.*

(2) *Weekly discussion topics/questions posted to the discussion board*

(3) *Seminar participation*

1. Weekly Reaction Papers

You will write a short-paper (1,500 words, double-spaced) critical assessment of the readings for the week. These papers will provide evidence that you have read and critically evaluated the readings.

You will write **10** of these papers during the semester. As we have 12 weeks of substantive topics that means you get two "bye" weeks where a paper is not required.

A few further points about this policy:

- A paper is required for **week 2 -- the book on the 2020 election** -- so everyone can get early feedback on the weekly paper;
- For the weeks you don't write a paper, please let me know ahead of time that you are not writing for that week. You will still be expected to submit discussion questions and actively participate in our seminar discussions;
- You may decide to opt to have only one "bye" week, and thus write **11** papers, in which case this extra paper will count as extra credit for the weekly paper component of the grade (although it will be graded out of 50 points rather than the usual 100).

Paper requirements

For these type of papers what I **do not** want you to do is to only summarize or describe the reading(s) in your papers, i.e., avoid telling me simply what you read!

Rather, my goal in having you write these papers is to provide you with the opportunity to reflect on the readings and to hone and develop your critical thinking and writing skills that are essential to succeed in graduate school.

The content of the paper will depend on whether we are reading multiple journal articles for the week (which will be the norm) or a single book (which we'll do for three weeks)

*Weekly papers should be uploaded in Webcourses by **Sunday (midnight) of each week**.* Papers uploaded after this deadline will be subject to a 10 point late penalty for up to 24 hours after the due date. Late papers are not acceptable after this.

[Papers for weeks reading a single book](#)

Click [here](#) [Download here](#) for some suggestions on how to go about writing a paper that focuses on a single book. I will also distribute these in our seminar the week before we read the first book.

[Papers for weeks reading journal articles](#)

The format for papers in weeks when we read multiple journal articles (rather than a single book) consist of several parts, and an overview of the structure of these papers can be found [here](#). [Download here](#).

[2. Weekly Discussion Posts](#)

Asking good questions is an integral part of doing graduate-level political science. Therefore each week you will post **at least two discussion questions** about the reading(s) for the week.

Discussion questions are what the name suggests: they are designed to generate discussion in our seminar pertaining to the assigned topic. They should be analytical (theoretical) or methodological in nature and can focus directly on the reading or attempt to develop a tangential line of inquiry. You may also develop questions that "speak" to multiple readings.

The easiest way to accomplish your task of generating questions is to take note some particular conundrum/problem/question puzzle that comes to mind as you read the assigned reading and prepare for the seminar each week.

In general, think of your question more as "conversation starters" than questions that require definitive answers. Question such as "who thinks this article is rubbish?" "who thinks the author was on drugs when writing the article" or "who thinks this article is

biased" etc., etc. do little to generation conversation. The same applies to normative questions, i.e., questions that cannot ever be empirically verified. Keep this in mind when formulating your question.

*Discussion questions should be posted to the discussions board in Webcourses by Monday of each week (by midnight). Please make just a single post, i.e., your posts should contain **both** your discussion questions. **Late discussion posts are not accepted.***

Your discussion posts will be factored into the participation component of your grade, specifically as part of the quality of contribution and impact on seminar criterion (see below).

Please review the questions from **every member** of the seminar on the discussion board, so you can reflect upon them ahead of the seminar and so we can refer to them during our seminar discussions.

3. Seminar Participation

Active participation is key to the success of a graduate seminar. So you need to come to our seminar thoroughly prepared to discuss the readings, to evaluate each reading's contribution to the literature, to identify themes across readings, to analyze how the readings differ from each other (and how this poses a challenge for building knowledge in the field), and to propose areas of future research.

Remember, this is not a lecture class. If you fail to read and reflect upon the assigned material we will likely spend nearly three hours each week staring at each other with very little to say. My role in the seminar is to facilitate your input into the seminar, which includes testing your ideas, providing critiques of the material, asking questions that might help us gain a better understanding of the material and thinking about how future research on a topic might be crafted.

A quick word too on what it means to "do the readings" in this seminar. It doesn't just mean passively reading, but rather it means you will annotate in the articles and books as well as making your own notes to refer to as you go through the book or articles for the week.

Participation is evaluated with respect to listening, preparation, quality of contributions, impact on the class, and frequency concerning the **quality** of your seminar participation:

- **A** - Strong in all categories
- **A-** - Strong in all but one category
- **B+** Strong in some categories but needs development in others
- **B** - Need for development in most categories
- **C** - Typically unsatisfactory in several categories

- **D** - Unsatisfactory in nearly all.

Grades for participation will be posted during the semester after **weeks 4, 8, 12 and 15** (the final participation grade) These grades will provide a cumulative assessment of your seminar participation. However, I certainly encourage you to ask for feedback on your seminar performance at any time.

Grades

Your overall grade will be weighted as follows:

Seminar participation/weekly discussion posts: 40%

Weekly papers: 60%

Overall course grade boundaries are as follows:

A: 93%+

A-: 89-92.9%

B+: 86-88.9%

B: 82-85.9%

B-: 80-81.9%

C+: 76-79.9%

C: 72-75.9%

C-: 70-71.9%

D: 62-69.9%

D-: 60-61.9%

F: Below 60%

Each piece of work you do this semester will be given one of these letter grades. The letter grade will be equivalent to the highest value of that letter grade range, e.g., "A" = 100%, "A-" = 92%, "B+" = 88%, "B" = 85%, "B-" = 81%, "C+" = 79%, "C" = 75%, "C-" = 71%, "D" = 69%, and "D-" = 61%.

The substantive interpretation of letter grades are as follows: A/A- are for exceptional work, B+/B/B- are for good work, "C+/C/C-" are for average work, "D and D-" are for marginal work and "F" is for unacceptable work.

Note: No graduate-level course with a grade of "D+" or lower can be used to complete a course requirement, but the grade is calculated into the overall GPA. Only a maximum total of six semester credit hours of "C" grades (including C+ and C-), or the "C" grade credits associated with at most two classes (whichever is greater) may counted toward a graduate program of study.

Other Course Policies

Seminar Attendance

Attendance in a graduate seminar is assumed. I also expect that everyone arrives for the seminar on time and stays for the duration. We will have a 10 minute break each week after about 1 hour. Repeated tardiness and/or constantly coming and going during the seminar - without explanation - will potentially result in a reduction in the overall grade down to the next letter grade.

If you do need to miss a seminar meeting because of **genuinely exceptional circumstances** (illness, being away from campus representing an official university function) please contact me **ahead of time** to let me know that you will not be able to attend and to make arrangements to complete an alternate assignment in lieu of attendance and class participation, usually this will entail a more extensive paper based on the readings for the seminar you miss.

Student Conduct

Please familiarize yourself with the UCF Golden Rule handbook, which outlines expectation concerning both academic and non-academic student conduct.

Religious holidays

Any student missing a written assignment or class because of observance of religious holidays shall be given an opportunity during that semester to make up missed work, provided that this does not create an undue burden on the university of instructor. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first week of class of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

[Submission of late papers](#)

Submission of late papers really should not be an issue in graduate school. I do know, however, that life sometimes can throw the unexpected at us. So, if you think you might not be able to submit a paper by a deadline, please let me know **ahead of time**, and provide a convincing rationale for doing so. It usually will have to be some extenuating circumstance, other than failing to manage your time accordingly. If weekly papers are consistently submitted after the due date, then I reserve the right to reduce the grade on those papers.

[Incomplete Grades](#)

Incompletes are discouraged and are assigned only under extenuating circumstances. Since degrees will not be certified with an incomplete on the degree audit, "I" grades will be changed to "F" if not resolved by the stipulated deadlines. "I" grades are considered "unsatisfactory" grades until resolved for program of study purposes.

Note: Incomplete grades are not counted as completed courses or recognized as such by Financial Aid. Therefore, students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

[Special Accommodations](#)

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternative formats upon request. Students with disabilities who need accommodations in this course must contact me at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services.

[Disclaimer](#)

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

Course Schedule, Topics and Readings

Books can be purchased from the UCF Bookstore. You might be able to find the books at a cheaper price than the UCF Bookstore. All journal articles will have direct links to the article.

January 10th: Seminar Overview/Introduction

Please also post an introduction in the discussion forum in Canvas prior to our first meeting as this will count as the assignment that demonstrates academic engagement during the first week.

January 17th: The 2020 Election & American Politics

Required Reading:

- Sides, John. Chris Tausanovitch, and Lynn Vavreck, *The Bittter End: The 2020 Presidential Campaign and the Challenge to American Democracy*

January 24th: Conspiracy Theories, Misinformation & American Politics

Before reading this week's articles please read the following: [Understanding and Interpreting Multiple Regression](#) .Download [Understanding and Interpreting Multiple Regression](#) .

You will see regression analysis in most articles we will read this semester. While, we will encounter other methods in articles, if you know how to interpret a regular multiple regression you will also be able to generally interpret the empirical results of any article.

Required Readings:

- Anspach, Nicolas, and Taylor N. Carlson. 2018. "What to Believe? Social Media Commentary and Belief in Misinformation." *Political Behavior*.
- Benegal, Salil. and Matt Motta. 2022 "Overconfident, Resentful and Misinformed: How Racial Animus Motivates Confidence in False Beliefs." *Social Science Quarterly*.
- Enders, A., et al. 2022. "Are Republicans and Conservatives More Likely to Believe Conspiracy Theories?" *Political Behavior*.
- Einstein, K.L., Glick, D.M. 2015. "Do I Think BLS Data are BS? The Consequences of Conspiracy Theories." *Political Behavior* 37: 679–701.
- [Schaffner, Brian F., and Samantha Luks. 2018. "Misinformation or Expressive Responding? What an Inauguration Crowd Can Tell Us About The Source of Political Misinformation in Surveys." *Public Opinion Quarterly* 82 \(1\): 135–147.](#)

January 31st: Authoritarian Values & American Politics

Marc Hetherington and Jonathan Weiler. *Prius Or Pickup?: How the Answers to Four Simple Questions Explain America's Great Divide*.

February 7th: Religion & American Politics

Required readings:

- Clifford, Scott., and Ben Gaskins. 2016. "Trust Me, I Believe in God: Candidate Religiousness as a Signal of Trustworthiness." *American Politics Research*, 44(6): 1066–1097
- Castle, Jeremiah J., and Kyla K. Stepp. 2021. "Partisanship, Religion, and Issue Polarization in the United States: A Reassessment." *Political Behavior* 43: 1311–1335.
- Layman, Geoffrey C., et al. 2021, "Secularism and American Political Behavior." *Public Opinion Quarterly* 85 (1): 79–100.
- Madrid, Raul, et al. 2022. "The Relevance of Religion for Political Office: Voter Bias Toward Candidates from Different Religious Backgrounds." *Political Behavior* 44: 981–1001.
- Whitehead, Andrew L., Samuel L. Perry, and Joseph O Baker,. 2018. "Make America Christian Again: Christian Nationalism and Voting for Donald Trump in the 2016 Presidential Election." *Sociology of Religion* 79 (2): 147–171.

February 14th: LGBTQ+ Identity & American Politics

Required Readings:

- Lax, Jeffrey R., Justin H. Phillips, Alissa F. Stollwerk. 2016. "Are Survey Respondents Lying about Their Support for Same-Sex Marriage? Lessons from a List Experiment." *Public Opinion Quarterly* 80 (2): 510–533.
- Lewis, Daniel C Lewis, et al. 2022. "Transitioning Opinion? Assessing the Dynamics of Public Attitudes Toward Transgender Rights." *Public Opinion Quarterly* 86 (2): 343–368.
- Miller, Patrick R.. et al. 2020. "The Politics of Being "Cait": Caitlyn Jenner, Transphobia, and Parasocial Contact Effects on Transgender-Related Political Attitudes." *American Politics Research*, 48 (5), 622–634.
- [Moreau, Julie, Stephen Nuño-Pérez, and Lisa M. Sanchez. 2019. "Intersectionality, Linked Fate, and LGBTQ Latinx Political Participation." *Political Research Quarterly*](#)
- mong LGBT Americans." *Public Opinion Quarterly* 85 (2): 594–622.

February 21st: Gender, Sexism, Misogyny & American Politics

Required Readings:

- Archer, Allison M N, and Cindy D Kam. 2020. "Modern Sexism in Modern Times Public Opinion in the #Metoo Era." *Public Opinion Quarterly* 84 (4): 813–837,
- Fulton, Sarah A., and Kostanca Dhima. 2021 "The Gendered Politics of Congressional Elections." *Political Behavior* 43:1611–1637.
- Lizotte, M. K., & Carey, T. E. 2021. Minding the Black Gender Gap: Gender Differences in Public Opinion among Black Americans. *American Politics Research* 49 (5), 490–503.
- Simas, Elizabeth N. 2022. "But Can She Make America Great Again? Threat, Stability, and Support for Female Candidates in the United States." *Political Behavior* 44: 1–21.
- Flavio Rogerio Hickel Jr., and Melissa Deckman. 2022. "Did Sexism Drive Latino Support for Trump? Latinx, Sexism, and Presidential Vote Choice." *Social Science Quarterly* 103: 1381– 1400.

February 28th: Race, Racism & American Politics

Required reading:

- Michael Tesler. *Post-Racial or Most Racial? Race and Politics in the Obama Era*.

March 7th: The South & American Politics

Required reading:

- Avidit Acharya, Matthew Blackwell, and Manya Sen. *Deep Roots: How Slavery Still Shapes Southern Politics*.

Spring Break

March 21st: COVID & American Politics

- Baccini, Leonardo., & Abel Brodeur. 2021. "Explaining Governors' Response to the COVID-19 Pandemic in the United States." *American Politics Research*, 49 (2), 215–220.
- Bayram, A. Burcu and Todd Shields. (2021). "Who Trusts the WHO? Heuristics and Americans' Trust in the World Health Organization During the COVID-19 Pandemic." *Social Science Quarterly*, 102: 2312-2330.
- Kaushal, Neeraj, et. al. 2022. "American Attitudes Toward COVID-19: More Trumpism Than Partisanship." *American Politics Research*, 50 (1), 67–82.
- Ollerenshaw, Trent. 2022. "The Conditional Effects of Authoritarianism on COVID-19 Pandemic Health Behaviors and Policy Preferences." *Political Behavior*.

- Porter, Ethan, Yamil Velez, and Thomas J. Wood,. 2022. "Factual Corrections Eliminate False Beliefs About COVID-19 Vaccines." *Public Opinion Quarterly* 86 (3): 762–773.

March 28th: The White Working-Class & American Politics

Required reading:

- Justin Gest, *The New Minority: White Working Class Politics in an Age of Immigration and Inequality*

April 4th: No seminar meeting – read ahead for the following week

April 11th: The Media & American Politics

- Baumgartner, Jody C. and Brad Lockerbie. 2018. "Maybe it Is More Than a Joke: Satire, Mobilization, and Political Participation." *Social Science Quarterly* 99(3)
- Christensen, Devin J., John Lovett, and John A. Curiel. 2022. "Mainstream Media Recirculation of Trust-Reducing Social Media Messages." *American Politics Research*, 50 (2), 213–226.
- de Rooij, Eline A., Dominik A. Stecuła, Mark A. Pickup" Populist media diets." 2022. "Populist Media Diets." *Social Science Quarterly*.
- Kim, Cheonsoo, and Soobum Lee. 2021. "Does social media type matter to politics? Investigating the difference in political participation depending on preferred social media sites." *Social Science Quarterly* 102: 2942–2954.
- Peterson, Erik. 2021. "Not Dead Yet: Political Learning from Newspapers in a Changing Media Landscape." *Political Behavior* 43, 339–361.

April 18th: Generational Change, Civic Engagement & American Politics

- Russell J. Dalton, *The Good Citizen: How a Younger Generation is Reshaping American Politics*.

CPO 3103
Comparative Politics
Spring 2023

Instructor: Jonathan Knuckey



Course Overview

"Although I very rarely spoke of France in my book, I did not write one page of it without having her, so to speak, before my eyes...Without comparisons to make, the mind does not know how to proceed."

Alexis de Tocqueville, *Democracy in America*.

Welcome to Comparative Politics!

This course is an introduction to the study of comparative politics and is intended to help students compare and contrast the wide variety of political systems, institutions and behavior around the world. Comparative politics is a subfield of political science that can

help us make arguments about cause and effect by drawing evidence from across nations and over time that enable us to then make generalizations about political phenomena.

This course will provide you with an overview of the major theoretical approaches and debates to the study of comparative politics. While the comparative approach seeks to make generalization across nations, we will also utilize a case study approach to focus on the history, political system, political institutions, political cultures and political behavior of the following nations:

- China
- France
- India
- Iran
- Japan
- Mexico
- Russia
- South Africa
- United Kingdom

These nations will help illustrate many of the broader concepts and ideas we will encounter this semester. They will also provide a solid background and introduction for any future courses you may take on one or more of these nation's political system, or for doing independent research such as an Honors Undergraduate Thesis.

I look forward to the class and hope you find it enjoyable and informative. I look forward to learning a lot from you!

About Me and How to Contact Me.

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the [University of Liverpool](#), my MA in U.S. History and Politics from the [University of Keele](#) and my Ph.D. in Political Science from the [University of New Orleans](#).

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of my day job I am a huge football (soccer!) fan and an avid supporter of [Liverpool](#) and, of course, [Orlando City F.C.](#)

Office hours

By appointment via Zoom. Use this Zoom link -- which is for my Personal Meeting room -- for all meetings you want to schedule: <https://ucf.zoom.us/j/6720872288>

Email

Use email in Canvas. If you write me Monday through Friday I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!

Do allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Canvas if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

Textbook

Patrick H. O'Neil, Karl Fields, and Don Share, *Cases and Concepts in Comparative Politics*, 2nd Edition

Please make sure this is purchased no later than the end of the first week of the semester. Take this into account if ordering from a third party vendor (like Amazon). And make sure you buy the **2nd Edition** of the book, shown above.

Used copies of the textbook are fine -- and less likely to blow a hole in your budget -- but again, make sure it's the 2nd Edition.

Modules

Requirements for the class will be detailed in modules that are accessed in Canvas. A new module detailing quizzes and written assignments will open at the start of each

week, every other week. Requirements for a module must first be completed prior to moving on to a new module

Student Conduct

All students are expected to adhere to the UCF Golden Rule, which includes conducting oneself in a professional manner both in the classroom and in written and verbal communication with me and to other students. Violations of the Golden Rule -- both academic and non-academic -- can result in a referral to the Office of Student Conduct.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization.

Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Group Chats

Group chats -- via GroupMe, Whats App, etc -- are increasingly common and can be used positively for collaboration and connection with your peers. They can also be used for nefarious purposes such as sharing answers and other forms of cheating. Recently I've had to deal with instances where students are reporting other students for sharing information via the class group chat. **Any students on a group chat where cheating is occurring will all be included in any disciplinary action that results from content shared on the chat.** How can this be avoided, you ask? Just do your own work and don't cut corners. It's pretty easy to avoid.

Grades

My philosophy of grading is decidedly against what is generally known as "competitive grading" or "grading on the curve." You are not competing against fellow students for grades in this class. You are competing against yourself at all times, hopefully pushing

yourself to excel against my objective standards of what students should reasonably get out of this class.

Average mastery of those standards is the baseline for earning an "average" grade of C. Do above-average work, you earn a B. Do excellent work, you earn an A... and so on. In any case, please understand that the points you earn toward a final grade will not be jerked around up or down to fit some predetermined grade curve.

Your final grade will be weighted as follows:

- Written assignments: 34%
- Quizzes on conceptual chapters of textbook (i.e., chapters 1, 2, 3, 6, 7, 8, 9 & 10): 33%
- Quizzes on country cases study chapters: 33%

There are no exams for this course.

There is no extra credit offered for this course.

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% (*Note in the Political Science major a D- is the minimum passing grade*)

F, 59% and below.

You will be able to access your grades in Canvas. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed on all change of grade requests after the grade has posted for a completed piece or work. This is sufficient time to identify any errors. After

that prior grades will not be reviewed. This is to bring the course grade to completion and to minimize "end of semester" opportunism.

I sometimes get requests to "bump" a grade up. Only when grades fall exactly on the borderline of letter grades (91.9%, 89.9%, 85.9%, etc., etc.), will a grade, be eligible for the next letter grade. This is not automatic -- I'll take the overall performance of a student throughout the semester into account when deciding whether to round up, e.g., has all work been submitted throughout the semester, and has there been an attempt to answer all questions on a quiz or assignment.

All work in this course will be graded by me, not a Graduate Teaching Assistant. If you have any questions about grades please don't hesitate to touch base with me directly.

Grade grievance policies are outlined under the UCF Golden Rule.

Work Due Dates/Late Submission

Assignment due dates/time

Assignment deadlines are always midnight on the relevant due dates.

Late Work

Please note the following policy for late submission of work:

- Work submitted **after midnight up to 9.00am the following day** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted **after 9.00am the following day up to midnight the following day** is considered late but can still be submitted but will only receive half credit.
- *No late work will be accepted for credit after this.*

All deadlines are, of course, for Eastern Standard Time, so keep that in mind if you are in a different time-zone or a different country for part, or all, of the semester!

Remember that you will know what assignment is due, and what that assignment entails, well in advance of a due date. The single biggest source of missed points on assignments is starting an assignment too late and not making enough time to complete the assignment. So pace yourself on all assignments.

Quizzes and written assignments are not timed, so if you plan ahead you can complete work over multiple days, which is far more conducive to learning than opening a quiz up a few hours before it is due and rushing through it. It also gives you the chance to ask me questions if you are not grasping the material.

Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. Such extensions will not be granted unless they genuinely are unexpected or extenuating circumstances beyond the control of the students. Basically, it is an extremely high bar!

Here are some *unacceptable* excuses for late-work, and it is by no means an exhaustive list:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"I did the quiz but Canvas somehow deleted all the answer..."*
- *"The internet is broken...."*
- *"I forgot to attach the assignment...."*
- *"I could not find the assignment...."*
- *"I did the quiz but forgot to submit it..."*
- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*
- *"I didn't understand the assignment..."*
- *"I forgot what time zone I lived..."*

The above are all **actual excuses** I have received! Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and will not fly!

It's your responsibility to secure ample time at a computer, make backups of your work, check you did not submit a blank assignment, check you correctly submitted the right assignment and generally plan ahead and avoid procrastination—do whatever it takes!

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me at the start of the semester to discuss your circumstances.

Disclaimer

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

Course Schedule

Full details of quizzes and assignments will be found in each module.

All due dates have a midnight deadline. See policies above for submission of late work.

Module 1: Studying Comparative Politics

- **Quiz:** Syllabus Quiz (due 1/11) *(This quiz will be used to demonstrate student academic engagement during the first week of the semester)*
- **Quiz:** *Cases and Concepts of Comparative Politics, "Introduction," ch.1* (due 1/15)

Module 2: Comparing States, Identities & Ideology

- **Quiz:** *Cases and Concepts in Comparative Politics, "States", ch.2* (due 1/18)
- **Quiz:** *Cases and Concepts in Comparative Politics, "Nations & Society", ch.3* (1/22)
- **Quiz:** *Case Study of Politics in India* (1/29)
- **Written assignment:** *Comparing States, Identities and Ideologies* (due 2/5)

Module 4: Comparing Democratic Political Systems

- **Quiz:** *Cases and Concepts in Comparative Politics, "Democratic Regimes," ch.6 (due 2/8)*
- **Quiz:** *Case Study of Politics in the United Kingdom (due 2/12)*
- **Written assignment:** *Comparing Democracies (due 2/19)*
- **Quiz:** *Cases and Concepts in Comparative Politics, "Developed Democracies," ch.7 (due 2/22)*
- **Quiz:** *Case Study of Politics in France (due 2/26)*
- **Quiz:** *Case Study of Politics in Japan (due 3/1)*
- **Written assignment:** *Comparing Developed Democracies (3/8)*

Module 5: Comparing Non-Democratic Political Systems

- **Quiz:** *Cases and Concepts in Comparative Politics, "Non-Democratic Regimes," ch.8 (due 3/12)*
- **Quiz:** *Case Study of Politics in Iran (due 3/22)*
- **Written assignment:** *Comparing Non-Democracies (due 3/26)*

Module 6: Comparing Communist and Post-Communist Countries

- **Quiz:** *Cases and Concepts in Comparative Politics, "Communism and Post-Communism," ch. 9 (due 3/29)*
- **Quiz:** *Case Study of Politics in Russia (due 4/2)*
- **Quiz:** *Case Study of Politics in China (due 4/5)*
- **Written assignment:** *Comparing Communist and Post-Communist Countries (4/12)*

Module 7: Comparing Developing Countries & Transitions to Democracy

- **Quiz:** *Cases and Concepts in Comparative Politics, "Developing Countries," ch.10 (due 4/16)*
- **Quiz:** *Case Study of Politics in South Africa (due 4/19)*
- **Quiz:** *Case Study of Politics in Mexico (due 4/23)*

UNIVERSITY OF CENTRAL FLORIDA
Political Theory 4331
Utopia/Dystopia
SPRING 2023

Dr. Paul A. Labeledz
Telephone: (407) 582-2227
Email: Paul.Labeledz@ucf.edu
Office hours: TBA

COURSE DESCRIPTION

Examines political issues, such as justice, economic distribution and social organization by exploring both classic and contemporary utopias and dystopias.

READINGS

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore.

- 1) Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, NYU, ISBN: 0814715710, required
- 2) Plato, *The Republic*, Dover Thrift, ISBN: 0486411214
- 3) Thomas More, *Utopia*, Dover Thrift, ISBN: 048629583
- 4) Edward Bellamy, *Looking Backward*, Dover Thrift, ISBN 0486290386
- 5) Aldous Huxley, *Brave New World*, Harper, ISBN: 0060850523
- 6) Ernest Callenbach, *Ecotopia*, Heyday, ISBN: 159714293
- 7) Margaret Atwood, *The Handmaid's Tale*, Anchor, ISBN: 038549081X
- 8) B.F. Skinner, *Walden Two*, Hackett Classics, ISBN: 0872207781

COURSE ASSIGNMENTS

- Four (4) exams (35 points each)
- Intentional Community Project (OPTIONAL) (35 points)
Due via Webcourses, 20 APRIL 2023
- Class participation (10 points)

EXAMINATIONS

FOUR (4) examinations will be made up of a combination of multiple choice, identification, and essay questions. The first exam will cover reading and lecture material from topics 1-2; the second exam will cover reading and lecture material from topics 3-4; the third exam will cover material from topics 5-7; the fourth exam will cover material from topics 8-10. Each exam is worth a maximum of 35 points.

INTENTIONAL COMMUNITY PROJECT (OPTIONAL)

Students will select a historical or contemporary attempt at establishing an intentional community and analyze the political, economic, and social principles underlying the community, along with the reasons for its success and/or failure. The instructor for the course will provide a list of communities that students can use to complete the assignment. Students will be allowed to select an alternative community not found on the list, but this will be contingent upon permission being granted by the instructor. A student's response must be between 4-6 pages, double-spaced. This assignment is worth a maximum of 35 points and is due on the last day that our class meets. An email will be sent during the term with further instructions/requirements regarding this project.

GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 150.

The grading scale is based on the following point distributions: 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 mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the

following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled “Student Data Sheet.” The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 13 JAN 2023.

MAKE-UP EXAMS:

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

ACADEMIC HONESTY:

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on the paper or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns related to academic dishonesty, be sure to discuss the matter with the instructor. “Better safe than sorry” is good advice in matters involving academic integrity.

EXPECTED STUDENT CONDUCT:

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

COURSE OBJECTIVE & FORMAT:

The purpose of this course is to familiarize students with the evolution of the utopia and dystopia cannon, ranging from works developed in antiquity to modern times. The course will thus be organized around this evolution, which is meant to provide students with the tools necessary to understand the application of these eutopian and dystopian works, both historically and in the contemporary world.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.

COURSE OUTLINE

Here is a week-by-week list of topics, examination dates, and associated readings.

DISCLAIMER: The schedule is subject to change if certain topics prove to require more or less time.

Topic 1: Introduction to Political Utopia/Dystopia: establishing a basis for comparison.

Readings: Gregory Claeys and Lyman Tower Sargent, *The Utopia Reader*, Introduction

Topic 2: Evolution of Utopian Thought: Plato, *The Republic*

Readings: Plato, *The Republic* (read entire book)

EXAM 1: 16 FEB 2023

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: 30 MARCH 2023

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: 20 APRIL 2023

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, *Ecoptopia* (read entire book)

EXAM 4: Tuesday, 2 MAY 2023, 4-650PM

I hope you enjoy the class and feel free to contact me if you have any questions.

SPECIAL RULES:

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.

Political Theory 4314
Contemporary Democratic Theory
SPRING 2023

Dr. Paul A. Labeledz
Telephone: (407) 582-2227
Office Hours: TBA
Email: Paul.Labeledz@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 mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 13 JAN 2023.

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: VARIANTS OF DEMOCRACY CONT. & THE MODERN PRACTICE OF DEMOCRACY

A. Democracy as “rights”

Readings: Dahl, et al., pp. 123-133;

B. Democracy as “values”

Readings: Dahl, et al., pp. 157-190

C. Democracy as “economics”

Readings: Held, Chapter 4, pp. 172-179; Dahl, et al., 436-453

MODERN PRACTICE OF DEMOCRACY

A. The Institutions of Democracy

Readings: Dahl, et al., pp. 191-217, Chapter 5

B. The Electoral Systems of Democracy

Readings: Dahl, et al., Chapter 6

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 3302
Modern Political Ideologies
SPRING 2023

Dr. Paul A. Labeledz
Telephone: (407) 582-2227
Email: Paul.Labeledz@ucf.edu
Office hours: TBA

COURSE DESCRIPTION

A study of modern ideologies since the French Revolution including (but not limited to) liberalism, conservatism, nationalism, fascism and anarchism.

READINGS

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore.

Baradat, Leon P. *Political Ideologies: Their Origins and Impact* (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) 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 in class, 20 APRIL 2023
- Class participation (10 points)

EXAMINATIONS

Two (2) essay-style examinations will be given throughout the semester. The exams will contain comparative essay questions and/or textual analysis questions. The first exam will cover reading and lecture material from topics 1-2; the second exam will cover reading and lecture material from topics 3-7. Each exam is worth a maximum of 50 points.

CURRENT AFFAIRS ANALYSIS

Students will select a contemporary issue of political salience and explain how two different ideological approaches would analyze and describe this issue. The instructor will provide a list of topics that students can use to complete the assignment. Students will be allowed to select an alternative topic not found on the list of topics, but this will be contingent upon permission being granted by the instructor. A student's response must be between 4-6 pages, double-spaced. This assignment is worth a maximum of 50 points and is due on the last day that our class meets.

GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 160.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

No extra credit opportunities will be available for this course.

CLASSROOM POLICIES

ATTENDANCE:

Attendance is mandatory. There will be only four **EXCUSED** absences allowed over the course of the semester. Any unexcused absences will result in five points being deducted from your final course grade for each absence. Attendance will be taken at the start of each class period and after the break during each class; therefore, it is important that you arrive to class on time. Should you happen to arrive late for a particular session, be sure to sign the roster after class so that you are not marked as absent from class.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to the deadline of 13 JAN 2023.

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:

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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: 2 MAR 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, 27 APRIL 2023 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 SCIENCE 6415

SEMINAR IN THE AMERICAN PRESIDENCY

Spring 2023

| | |
|---|---|
| Professor: Dr. Drew N. Lanier | Office Hours: Tues.-Thurs., 10:30 am-12:30 pm, or by appt. (phone, Zoom, etc.) |
| Office: Phillips Hall 3020 | |
| Phone: (407) 823-2608 [main office] | Credit Hours: Three (3) |
| E-mail: drew.lanier@ucf.edu | |

“Democracy is the worst of all possible systems—except for all the rest.”

—Winston Churchill

“Energy in the executive is a leading character in the definition of good government. It is essential to the protection of the community against foreign attacks; it is not less essential to the steady administration of the laws; to the protection of property against those irregular and high-handed combinations which sometimes interrupt the ordinary course of justice.”

— Alexander Hamilton, *Federalist No. 70*

COURSE OBJECTIVES:

This course is designed to prepare graduate students who hope at some point in their graduate careers to conduct original research, such as an MA Thesis, teach in various areas of American Politics (at the secondary or post-secondary level), or those who simply wish to acquire greater and deeper knowledge about the American Presidency. This graduate seminar is, therefore, intended to provide a broad overview of some major research topics and literature on the American Presidency. While we will not be able to cover every aspect of the presidency in a single semester, the topics covered will be relevant to anyone wishing to conduct research on the presidency or executive politics more generally. As well as focusing on the role of the president in the American political system, we will also address the interaction between the president and other relevant political actors and institutions. Additionally, this course will provide a solid foundation for more specialized graduate seminars in the institutions of the American government and their literature for those students who intend to go on at some point in their career to enter a doctoral program.

For most of you, this course is the inauguration of your socialization into the academic study of political science and, more particularly, of the American Presidency. While most of you have completed undergraduate courses in American Politics or other related courses, the study of political science is qualitatively and quantitatively different at the graduate level. The transition from undergraduate to graduate study can be a shocking one as one moves from being consumers of knowledge, as most undergraduates are to some extent, to producers of knowledge, as some graduate students eventually become. Indeed, to that end, another goal of this seminar is to have you produce an original piece of research on the American Presidency and American Politics generally.

Moreover, a graduate seminar such as this generally aims to acquaint students with the breadth of the work in the subfield of the American presidency and do so at the expense of its depth. In many ways, this course will be no different. But the breadth of the work in this area of study is expansive and we will not be able to cover it all—or even a large portion of it. Those gaps will be filled in by your later course work.

Nonetheless, American Politics can be considered in two hemispheres: *institutions* and *behavior*. The lines that define these areas, however, are blurred at best. Let me make my own bias clear (which was ground into me by my training): my research and most of my teaching focuses on the *behavioral approach* to the study of politics and thus this seminar will follow that focus. The selected topics and readings will, however, provide you with an introduction to a wide array of concerns, intellectual problems, controversies, theoretical approaches, research design and methods of inquiry.

Scholarly research on the presidency has often been critiqued as being atheoretical and descriptive in nature, qualities that are anathema to rigorous, thought-provoking work. Therefore, across the semester, we will continually address how existing research on the presidency can be improved, both theoretically and methodologically. Thus, in addition to introducing you about topics and controversies in studying the American presidency, I hope this seminar will hone your ability to conduct your own research and to help you become a producer -- not just a consumer -- of theoretically-driven, rigorous political science knowledge. Hopefully, this course might also stimulate ideas for potential thesis topics for students in the MA or Ph.D. programs in Political Science.

Apart from a sense of what we know and what we do not know about American Politics, I hope that during this semester that you will acquire a deep and profound awareness of how political scientists think about, formulate and execute empirical research. Along these lines, a large part of the class will be spent doing more than simply regurgitating the findings of published works. While it is important to understand what the readings communicate, it is also important for us to think conceptually how we might as producers of knowledge contribute to the body of new research on the different topics and themes dominate in the American Presidency and American Politics generally that we will explore. Let us begin.

TEXTS:

Barber, James David. 2008. *The Presidential Character: Predicting Presidential Performance in the White House*. 4th ed. New York: Routledge. ISBN 978-0-205-65259-4. [hereafter Barber].

Edwards, George C., III, and William Howell. 2011. *The Oxford Handbook of the American Presidency*. New York: Oxford University Press. ISBN 978-0-199-60441-8. [hereafter Edwards and Howell]. [This is a reference work only in case you need a deeper understanding of aspects of the American Presidency. You are not obligated to obtain it as we will not read selections from it as we will with the other required texts.]

Howell, William. 2003. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton: Princeton University Press. ISBN 978-0-691-10270-2. [hereafter Howell]

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 Kennedy).

Kernell, Samuel. 2007. *Going Public: New Strategies of Presidential Leadership*. 4th ed. Washington, DC: CQ Press. ISBN 98-1-56802-899-6. [hereafter Kernell]

Nelson, Michael. 2018. *The Presidency and the Political System*. 11th ed. Washington, DC: CQ Press. ISBN 978-1-544-31729-8. [There is a newly-released 12th edition of this work. You do not need to obtain it.] [hereafter Nelson]

Rossiter, Clinton, ed. 2003. *The Federalist Papers*. New York: Penguin. ISBN 978-0-451-52881-0. [hereafter *The Federalist Papers*]

These texts should be available at the University bookstore or the off-campus outlets. Other course readings assigned will be on reserve or available through the various databases accessible through the UCF Library's homepage. Many of the articles are downloadable from JSTOR as well (<http://www.jstor.org>). I strongly suggest that you download them, print them, and organize them in a three-ring binder for later retrieval and efficient organization.

OTHER REFERENCES:

Finifter, Ada W., ed. 1983. *Political Science: The State of the Discipline*. Washington, DC: APSA.

Finifter, Ada W., ed. 1993. *Political Science: The State of the Discipline II*. Washington, DC: APSA.

Katznelson, Ira, and Helen V. Milner, eds. 2002. *Political Science: State of the Discipline*. Centennial ed. New York: W.W. Norton.

Kennedy, David M. 1999. *Freedom From Fear: The American People in World War II. Part II*. New York: Oxford University Press.

Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-686-9.

Pollock, Philip H., III. 2012. *An SPSS Companion to Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-687-6.

Wilson, James Q., and John J. Dilulio, Jr., with Meena Bose. 2011. *American Government: Institutions and Policies*. 12th ed. Boston: Wadsworth/Cengage.

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.

RELEVANT ORGANIZATIONS

The American Political Science Association (<http://www.apsanet.org>), the Midwest Political Science Association (<http://www.mpsanet.org>) and the Southern Political Science Association (<http://www.spsa.net>) are key organizations of political scientists with various areas of expertise and methodological approaches. They each hold annual conferences at which new research is presented to the academic community. They each also publish academic journals with cutting-edge research dealing with various topics in the discipline.

CODEBOOKS AND DATA BASES:

An invaluable resource is the **Inter-university Consortium for Political and Social Research (ICPSR)** (<http://www.icpsr.org>) that archives literally hundreds of datasets (including several versions of the National Election Survey (NES) and the General Social Survey (GSS)) from the most important and ground-breaking studies in political science and other fields of inquiry. There are many studies here on American Politics.

Spaeth, Harold J. 1997. *Expanded United States Supreme Court Judicial Database, 1946-1968 Terms*. Second ICPSR version. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6557. These data are available from public data archives.

Spaeth, Harold J. 2008. *United States Supreme Court Judicial Database, 1953-2007 Terms*. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 9422. These data are available from public data archives.

Songer, Donald R. 1997. *United States Courts of Appeal Database 1925-1996*. These data are available from public data archives.

Federal Judicial Center. 1996. *Federal Court Cases: Integrated Data Base, 1970-1994*. Fifth and Sixth ICPSR Editions. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 8429. These data are available from public data archives.

Gary Zuk, Deborah J. Barrow, and Gerard S. Gryski. 1997. *Multi-User Database on the Attributes of United States Appeals Court Judges, 1801-1994*. First ICPSR Edition. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6796. These data are available from public data archives.

Note also that many of these datasets may be obtained directly by navigating to the homepage for the Judicial Research Initiative (JuRI) headquartered at the University of South Carolina (www.cas.sc.edu/poli/juri) that contains links to all kinds of data (even sets that are archived in other locations) pertaining to judicial politics.

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 course-related questions.

COURSE REQUIREMENTS:

As graduate students, it is obvious that you are **expected be well-prepared each week as this is fully online course, requiring you to do much of the instruction**. Yes, you are required to be able to teach yourself. This marks the beginning of your journey as self-directed scholars as opposed to undergraduates who are often without the requisite experience or often self-directed motivation to guide their own scholarly journey.

As this is a graduate seminar, you will learn that there is no place to hide—even virtually. You are expected to have read the assignments carefully and should be prepared to discuss them intelligently rather than passively absorbing something approaching knowledge while lurking in the back of a class of 70 or so undergraduates. I, thus, cannot overemphasize the importance of completing the readings prior to the weekly online discussions. Such discussions presume that you have completed the required weekly reading (which is substantial) and, thus, they consider its importance, its consequences, and its limitations.

Hence, there will be no shirking. If you do, it will be apparent to me and everyone else and it will affect your grade. Moreover, it will also affect your training. If you do not invest the time now to complete the readings sincerely, then thinking and the analysis of the works that we will examine will elude you and you miss a wonderful and unique opportunity to invest in your future career.

When I say “read the material,” what I mean is that you will, at a minimum, read them carefully, annotate in the articles, make notes in the margins, and otherwise be prepared as if you were required to meet with the authors of the books and articles and question what they have done and why they completed the research in the manner that they did (see “Format for Analysis of Readings”). As this is not a lecture class, if you fail to read and prepare as I have outlined here, we will likely each week staring at each other (digitally, of course) with silence as our companion.

In fact, you will be assigned to make presentations to the class on selected assignments (via the Discussion Tab on Canvas) on a recurring basis. Regular class participation is *expected*. The instructor will not spend any time going over missed material with those students who failed to complete the weekly assignments, unless he or she has a valid medical or other excuse. The following methods of assessing student performance will be used:

| | |
|--------------------------------|-----------------------|
| Critical Review Essays (2) | 20% (two at 10% each) |
| Literature Review Term Paper | 20% |
| Research Paper/Research Design | 30% |
| Class participation/critiques | 20% |
| Weekly Questions/Summaries | 10% |

Late papers will not be accepted. “Late” means **any** time after the due date and time listed below, for each assignment. Plan accordingly.

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, January 13, 2023**. 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).

WEEKLY DISCUSSION, SUMMARIES, AND CRITIQUES

As the course is fully online, there are a number of responsibilities that fall upon you as students that replace the discussion we would have completed if we held the seminar meeting in a face-to-face environment.

Each week, students must first claim responsibility for summarizing an article or other work required for that week for the benefit of the entire class. State your claim in the Discussion tab for the relevant week to summarize that work. Then, summarize that article, its theories, methodologies, findings, etc, (using the Format of Analysis of Readings, attached to the Canvas site) by the **associated Tuesday (by 5 pm) of each week** for which we have required readings. Post these titled summaries in the Discussion tab for each week. These then form the basis of the discussion to be had among all class members during the week. These summaries comprise 10 percent of your final course grade.

Then by the **corresponding Thursday (by 5 pm) each week for which we have required readings**, respond to, in the relevant Discussion thread, another student’s summary and critique about the article/work that they have summarized for the week. Address whether the original student’s conception and review was correct and complete, or if they missed or overlooked key findings or issues with the published work in question. These reviews and critiques comprise 20 percent your final course grade. Thus, there is a greater emphasis placed on objectively reviewing and analyzing another person’s work, just as professional scholars do on a daily basis.

Only one student may summarize a particular work each week. This means, that you will have to review what articles/works other students have claimed. You may review/summarize any of the required readings for the week or those noted as “for reference.”

GRADING SCALE (as a Percentage of Total Points)

| GRADE | PERCENTAGE |
|-------|------------|
| A | 90-100 |
| B+ | 89-87 |
| B | 86-80 |
| C+ | 79-77 |
| C | 76-70 |
| D+ | 69-67 |
| D | 66-60 |

F

59 or less

CRITICAL REVIEW ESSAY GUIDELINES

Students will prepare two review essays on book length monographs that are NOT assigned in the Seminar. The monographs should not be textbooks or edited collections (known sometimes as “readers”), but research works. They may represent any approach to the study of American Politics, so long as they represent work that is directly relevant to political science concerns with American Political institutions or behavior. The instructor will be happy to advise you as to the appropriateness of a work that you would like to review. In fact, it would be wise to ask, lest you review a work that is not appropriate and, thus, waste your time.

Review essays should follow this outline:

1. Full and proper citation of the work to be reviewed
2. Basic purpose of the work.
3. Qualifications of the author(s).
4. Why you wanted to review the work.
5. Summary of the basic argument, results, and findings of the work.
6. Assessment of the strengths AND weaknesses of the work using the broad topics included in the Format for Analysis of Readings as a baseline.

Each essay will be from 5-7 pages long approximately, word processed double-spaced, using the style of the *American Political Science Review* or the style convention of your home discipline if it is not political science.

Due dates for the review essays are **Wed., Feb. 8, 2023 by 5 pm** and **Wed., Feb. 22, 2023 by 5 pm**; these dates are also noted on the course schedule, listed below.

RESEARCH PAPER

I have already mentioned the importance of moving from being a consumer to a producer of political knowledge. Indeed, students in the graduate program will eventually write a thesis or dissertation—whether that is done in the field of political science or some related discipline. Thus, a research paper is a critical part of this (or any) graduate class. The topic can be anything within the subfield of American Politics or the specific topic of the American Presidency that you want, but it is advisable that you confine the paper to one of the broad topics that are covered here in this seminar.

The research paper will be similar to many of the journal articles that you read this semester. It should be something that could be potentially presented at a professional conference or even submitted to an academic journal. Many students use their research paper as a beginning to develop what eventually becomes their MA thesis.

The research paper will adhere to the following guidelines:

1. The paper should be approximately 20 pages. They should be word processed on white paper, double-spaced throughout (including notes and references), with one inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style sheet of your home discipline if it is not political science.
2. The research paper must adhere to the following general outline:
 - a. Justify the topic. Indicate why this is an important topic. Why should the reader be interested in this topic or issue? Concentrate on its *theoretical* significance.

- b. State the problem to be studied. Use specific hypotheses where appropriate.
- c. Review the relevant literature. Describe what kinds of research have been done on your topic and indicate the problems or shortcomings of the existing literature.
- d. Specify what approach, model, or theory you are testing or the ways in which a particular approach of model directs you to the problem you are investigating and how it shapes the questions you are asking or the hypotheses you are testing. It need not be a highly sophisticated quantitative approach, but it must be quantitative in nature.
- e. Assert hypotheses derived from your theory. State the empirically-derived research questions that guide your research: that is, what phenomenon are you testing? How will you determine if the hypothesis has been satisfied or not?
- f. Give specific operational definitions of the concepts you are using.
- g. Indicate what kind(s) of data you will need and how you would get it. Discuss the problems you face in obtaining the data and putting them to appropriate use.
- h. Indicate the research skills you will use complete the project: languages, statistical and computer skills, library research, etc.
- i. Results and Discussion: describe and present the results of your study. Were your hypotheses satisfied or not? If not, why not? Describe the results in a clear and understandable manner to an educated reader.
- j. Conclusion: Discuss what the study has found and the implications of those findings. What has the reader learned? What additional questions do your results provoke? Are their limitations to your findings?

Research paper topics must be approved by the instructor. For this purpose, an *approved* one to two page final description and outline of the paper must be turned in to Lanier's email no later than **5 pm on Wed., Feb. 15, 2023**. The outline should have **at least** five relevant, scholarly sources (books, academic articles, etc.) included in it. Students who fail to turn in an appropriate term paper description and outline on time will be penalized one-half a letter grade on the final term paper, regardless of the quality of that paper.

Brief conferences concerning proposed topics will be a part of the seminar's activities. Students are encouraged to discuss term paper topics with the instructor at any time, and to seek formal approval for their description/outlines as soon as they are ready, preferably well in advance of their due date.

It will be helpful to think of the research paper as the first stage in the preparation of a thesis, even if you do not plan to prepare a thesis in American Politics. The instructor will try to suggest good research ideas as we go through the readings of the course and to give you an understanding of the theories, data, and methods underlying the research works that we do read. You are encouraged to suggest research ideas also, both in and out of class, as well as to discuss your ideas on such research possibilities with your classmates and the instructor.

For those students who have not completed Quantitative Methods of Political Analysis (POS 6746) or other similar course, they may submit a research design, as opposed to a finished piece of research. The course will acquaint you with the methods to empirically study The American Presidency. Pollock's volumes can assist you here.

The final version of the research paper is due **Wednesday, April 19, 2023 (via Canvas)**. The paper must be formatted in the .pdf protocol. You will present its results publicly in a *virtual poster session format* during the final week of the course. More details to follow.

LITERATURE REVIEW GUIDELINES:

Each student will prepare a term paper which is a review essay on the literature in some area of American Politics. Published political science, or social science, articles can be used as examples of the kind of essay the instructor has in mind, remembering, of course, that student papers may be significantly narrower in scope, given the limitations of a one semester course.

Literature Review Term Papers should generally be from 15 to 20 pages in length, excluding the space consumed by tables or appendices, if any, or bibliography/references. They should be word processed on white paper, double-spaced throughout (including notes and references), with one-inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style conventions of your home discipline if it is not political science. The final version of the literature review is due **Wednesday, April 12, 2023**. It should follow the structure and elements listed above for the Research Paper.

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/ica/asssets/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>>).

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 Canvas or Knights email for any alterations to this course should this occur.

Deployed Active Duty Military Students

A deployed, active duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they intend to miss class or miss an assignment to observe a holy day of their religious faith. Students who fail to provide this required notice will be deemed to have waived their opportunity to miss class because of a religious observance.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well as an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit <http://www.turnitin.com>.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

**POS 6415
SEMINAR IN THE AMERICAN PRESIDENCY**

**TENTATIVE COURSE OUTLINE AND
SCHEDULE OF ASSIGNMENTS**

You are responsible for obtaining the readings listed on the syllabus, whether books or articles. Many, if not most, of the articles listed are available online through JSTOR (<http://www.jstor.org>) or EBSCOHOST through the library. If you are off-campus and seeking access to these resources, you will need to log-in via a proxy server. The library staff can assist with that process. Other articles may require the tried-and-true, old-fashioned method (*i.e.*, one must physically travel to and enter the library and locate the hardcopy of the article in the stacks).

JANUARY 9, 2023

**Introduction to the Course, Review of Course Requirements and
Technological Demands, and the
Academic Study of the American Presidency**

Complete the mandatory self-introduction assignment. 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, January 13, 2023**. 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).

**TOPIC 1: THE STRUCTURE OF THE PRESIDENCY, ITS HISTORY, AND WHY WE STUDY IT
ACADEMICALLY**

The structure of the U.S. presidency is a direct reflection of the events surrounding the founding. Why was it structured in that way? What are its powers? How is presidential success to be evaluated? How can we as academics understand the sweep and history of the institution across time? How can presidential power be evaluated in light of the federal Constitutional Republic characterizing the U.S. government?

These readings for week 1 are foundational to our understanding of the development of the American presidency. You are not required to discuss them in detail as they are introductory. You will, however, have to discuss in detail the readings for the weeks following.

Read:

- Hamilton, Alexander. *Federalist* No. 70 [read this work in particular very carefully].
- Milkis, Sidney M., and Marc Landy. "The Presidency in History: Leading From the Eye of the Storm," in *Nelson*.
- Ragsdale, Lyn. "Studying the Presidency: Why Presidents Need Political Scientists," in *Nelson*.
- Tulis, Jeffrey K. "The Two Constitutional Presidencies," in *Nelson*
- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14 [available on JSTOR and on the Canvas Course Reserves, under the Discussion Tab].
- Kennedy, Prologue and Chapter 1.

For Reference:

- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.
- Sigelman, Lee. 1979. "A Reassessment of the Two Presidencies Thesis." *The Journal of Politics* 41: 1195-1205.
- Shull, Stephen A., and Lance T. LeLoup. 1981. "Reassessing the Reassessment: Comment on Sigelman's Note on the 'Two Presidencies' Thesis." *The Journal of Politics* 43: 563-64.
- Fleisher, Richard, Jon R. Bond, Glen S. Krutz, and Stephen Hanna. 2000. "The Demise of the Two Presidencies." *American Politics Research* 28: 3-25.
- Meernik, James, and Michael Ault. 2001. "Public Opinion and Support for the U.S. Presidents' Foreign Policies." *American Politics Research* 29: 352-73.

JANUARY 16, 2023

TOPIC 2: PRESIDENTIAL ELECTIONS

How does a large, diverse nation elect a single individual to guide the policies of that country? Are there different audiences to whom presidential candidates appeal? How can we approach presidential opinion polls from a scientific perspective? What effect, if any, do vice-presidential candidates have on the outcome of the presidential election?

Read:

- Edwards, George. "The Faulty Premises of the Electoral College," in *Nelson*.
- Brown, Lara. "The Presidency and the Nominating Process," in *Nelson*.
- Burden, Barry C., and D. Sunshine Hillygus. 2009. "Polls and Elections: Opinion Formation, Polarization, and Presidential Reelection." *Presidential Studies Quarterly* 39(3): 619-35.
- Hamilton, Alexander. *Federalist* Nos. 10 and 68.
- Holbrook, Thomas M., and Scott D. McClurg. 2005. "The Mobilization of Core Supporters: Campaigns, Turnout, and Electoral Composition in United States Presidential Elections." *American Journal of Political Science* 49(4): 689-703.
- Parkin, Michael. 2010. "Taking Late Night Comedy Seriously: How Candidate Appearances on Late Night Television Can Engage Viewers." *Political Research Quarterly* 63: 3-15.
- Ulbig, Stacy G. 2010. "The Appeal of Second Bananas: The Impact of Vice-Presidential Candidates on Presidential Vote Choice, Yesterday and Today." *American Politics Research* 38(2): 330-55.
- Madison, James. *Federalist No. 51*.
- Kennedy, Chapter 2.

For Reference:

- Baum, Matthew. 2005. "Talking the Vote: Why Presidential Candidates Hit the Talk Show Circuit." *American Journal of Political Science* 49 (2): 213-234.

JANUARY 23, 2023

TOPIC 3: THE PRESIDENT AND THE MEDIA

How do the media cover the incumbent president? Has that coverage changed over time? Is there media bias against the president? How does the president engage a diverse and multifaceted nation? Are there empirically discernible patterns in the coverage of the presidency as an institution?

Read:

- Barabas, Jason. 2008. "Presidential Policy Initiatives: How the Public Learns about State of the Union Proposals from the Mass Media." *Presidential Studies Quarterly* 38 (2): 195-222.
- Barrett, Andrew W. 2007. "Press Coverage of Legislative Appeals by the President." *Political Research Quarterly* 60 (4): 655-68.
- Farnsworth, Stephen J., and S. Robert Lichter. 2011. "The Return of the Honeymoon: Television News Coverage of New Presidents, 1981-2009." *Presidential Studies Quarterly* 41 (3): 590-603.
- Groelling, Tim. 2008. "Who's the Fairest of them All? An Empirical Test for Partisan Bias on ABC, CBS, NBC, and Fox News." *Presidential Studies Quarterly* 38 (4): 631-57.
- Groeling, Tim and Samuel Kernell. 1998. "Is Network News Coverage of the President Biased?" *The Journal of Politics* 60: 1064-86.
- Beckmann, Matthew N., and Joseph Godfrey. 2007. "The Policy Opportunities in Presidential Honeymoons." *Political Research Quarterly* 60: 250-62.
- Kernell, Samuel, and Laurie L. Rice. 2011. "Cable and the Partisan Polarization of the President's Audience." *Presidential Studies Quarterly* 41 (4): 693-711.
- Young, Gary, and William Perkins. 2005. "Presidential Rhetoric, the Public Agenda, and the End of Presidential Television's 'Golden Age.'" *Journal of Politics* 67 (4): 1190-1205.
- Kennedy, Chapt. 3.

For Reference:

- Cronin, Thomas E., and Michael A. Genovese. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.

JANUARY 30, 2023

TOPIC 4: THE PUBLIC PRESIDENCY

How does the president use the rhetorical opportunities uniquely afforded to the office to engage the public about important policy proposals? What goals or motivations might the president have in doing so? Do those change over time as he progresses through his administration? What effect, if any, do pending elections have on the shape and content of those rhetorical events?

- Miroff, Bruce. "The Presidential Spectacle," in *Nelson*.
- Hershey, Marjorie Randon. "The President and the Media: The Case of Donald Trump," in *Nelson*.
- Beckmann, Matthew N., and Joseph Godfrey. 2007. "The Policy Opportunities in Presidential Honeymoons." *Political Research Quarterly* 60: 250-62.

- Kernell, *all* (can be divided into sets of two chapters: Chapters 1-2, 3-4, 5-6, and 7-8; one student can claim one set; other students can claim others chapter sets for purposes of weekly assignments).
- Kennedy, Chapt. 4.
- Edwards, George C., III, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59: 200-12.
- Barrett, Andrew W. 2004. "Gone Public: The Impact of Going Public on Presidential Legislative Success." *American Politics Research* 32: 338-70.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *The Journal of Politics* 66: 663-83.

FEBRUARY 6, 2023

**CRITICAL REVIEW ESSAY #1 IS DUE BY WEDNESDAY (FEB. 8) BY 5:00 PM
TO CANVAS (IN .PDF FORMAT)**

TOPIC 5: PRESIDENTIAL APPROVAL AND PUBLIC PERCEPTIONS OF THE PRESIDENT

How can we assess the performance of the president while in office? Are the expectations that the public infers to the office reasonable given the structural limitations on the powers of the presidency? Are there differences in the style of an incumbent president that may bear upon the relative level of approval that the incumbent observes? Are there partisan differences? Are there time considerations to the manifest approval ratings of a president?

Read:

- Christenson, Dino, and Douglas Kriner. 2020. "Beyond the Base: Presidents, Partisan Approval, and the Political Economy of Unilateral Action." *Journal of Political Institutions and Political Economy* 1(1): 79-103.
- Cohen, Jeffrey E., and Richard J. Powell. 2005. "Building Public Support from the Grassroots Up: The Impact of Presidential Travel on State-Level Approval." *Presidential Studies Quarterly* 35 (1): 11-27
- Edwards, George C., III, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59 (1): 200-12.
- Hibbs, Douglas A., Jr. 1977. "Political Parties and Macroeconomic Performance." *American Political Science Review* 71: 1467-79.
- Donovan, Kathleen M., and Matthew J. Lebo. 2022. "Weakened Ties: The Economy and Presidential Approval in the U.S." Manuscript (see Reserve Readings link under Discussion in Canvas).
- MacAvoy, Gregory E. 2008. "Substance versus Style: Distinguishing Presidential Job Performance from Favorability." *Presidential Studies Quarterly* 38 (2): 284-99.
- Nicholson, Stephen P., Gary M. Segura, and Nathan D. Woods. 2002. "Presidential Approval and the Mixed Blessing of Divided Government." *The Journal of Politics* 64 (3): 701-20.
- Waterman, Richard C., Hank C. Jenkins-Smith, and Carol L. Silva. 1999. "The Expectations Gap Thesis: Public Attitudes Toward an Incumbent President." *The Journal of Politics* 61 (4): 944-66.
- Kennedy, Chapt. 5.

For Reference:

- Cronin, Thomas E., and Michael A. Genovese. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.
- Druckman, James N., and Justin W. Holmes. 2004. "Does Presidential Rhetoric Matter? Priming and Presidential Approval." *Presidential Studies Quarterly* 34 (4): 755-78.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *The Journal of Politics* 66: 663-83.
- Mayhew, David R. 2005. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*. 2d edition. New Haven: Yale University Press. ISBN 978-0-30010-288-8.

FEBRUARY 13, 2023

**FINAL (APPROVED) RESEARCH DESIGN/PROJECT DESCRIPTION/OUTLINE
DUE BY WED. (FEBRUARY 15) AT 5 PM TO CANVAS**

TOPIC 6: THE PRESIDENT AND POLITICAL PARTIES

How are American political parties formed? How does the president relate to this idea of political parties? What electoral consequences flow from that conception? What policy consequences flow from that conception? How is the president the informal leader of the party? What consequences flow from that idea? Are political parties antiquated objects of some distant past?

Read:

- Milkis, Sidney M. "The Presidency and Political Parties," in *Nelson*
- Tichenor, Daniel J. "The Presidency and Interest Groups: Allies, Adversaries, and Policy Leadership," in *Nelson*
- Crockett, David A. 2000. "The President as Opposition Leader." *Presidential Studies Quarterly* 30 (2) 245-74.
- Coleman, John J. and Paul Manna. "Above the Fray? The Use of Party System References in Presidential Rhetoric." *Presidential Studies Quarterly* 37(3): 399-426.
- Jacobson, Gary C. 2009. "The Effects of the George W. Bush Presidency on Partisan Attitudes." *Presidential Studies Quarterly* 39(2): 172-209.
- Mellen, Rob, and Kathleen Searles. 2013. "Predicting Presidential Appearances During Midterm Elections: The President and House Candidates, 1982-2010." *American Politics Research* 41 (2): 328-47.
- Sellers, Patrick J., and Laura M. Denton. 2006. "Presidential Visits and Midterm Senate Elections." *Presidential Studies Quarterly* 36(3): 410-32.
- Edwards, George C., III, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59: 200-12.
- Kennedy, Chapt. 6.

For Reference:

- Epstein, Leon. 1986. *Political Parties in the American Mold*. Madison: University of Wisconsin Press. ISBN 0-299-10704-3.
- Eldersveld, Samuel J. 1964. *Political Parties: A Behavioral Analysis*. Chicago: Rand-McNally.
- Epstein, Leon D. 1967. *Political Parties in Western Democracies*. New York: Praeger.
- Gelman, Andrew, David Park, Boris Shor, Joseph Bafumi, and Jeronimo Cortina. 2009. *Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way They Do*. Expanded ed. Princeton: Princeton University Press. ISBN 978-0-69114-393-4.
- Riordan, William L. 1991. *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics*. New York: Meridian.

FEBRUARY 20, 2023

**CRITICAL REVIEW ESSAY #2 IS DUE BY WEDNESDAY (FEB. 22)
BY 5:00 PM TO CANVAS (IN .PDF FORMAT)**

TOPIC 7: THE PRESIDENT AND THE CONGRESS

The president and the Congress are designed as separate institutions sharing power. Each sets their own internal rules. How do the two institutions inter-relate? Does divided government shape that interaction? How do we measure the success of the president in the legislative arena? How do pending elections complicate the relationship between the two branches who are not required to cooperate with each other? How do the practicalities of constitutional law-making force them to work together? Are there different paces to the constitutional operation of each branch?

Read:

- Dickinson, Matthew. "The President and Congress," in *Nelson*.
- Porter, Roger B. "Presidential Power and Public Policy," in *Nelson*.
- Canes-Wrone, Brandice, and Scott de Marchi. 2002. "Presidential Approval and Legislative Success." *The Journal of Politics* 64(2): 491-509.
- Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government." *American Journal of Political Science* 41(2): 545-63.
- Eshbaugh-Soha, Matthew. 2010. "The Importance of Policy Scope to Presidential Success in Congress." *Presidential Studies Quarterly* 40(4): 708-24.
- Gilmour, John B. 2011. "Political Theater or Bargaining Failure: Why Presidents Veto." *Presidential Studies Quarterly* 41(3): 471-87.
- Krehbiel, Keith. 1988. "Spatial Models of Legislative Choice." *Legislative Studies Quarterly* 13: 259-319.
- Lee, Francis. 2008. "Dividers, Not Uniters: Presidential Leadership and Senate Partisanship." *The Journal of Politics* 70(4): 914-28.
- Stimson, James A., Michael B. MacKuen, and Robert S. Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89: 543-65.
- Kennedy, Chapt. 7.

For reference:

- Aldrich, John H. and David W. Rohde. 2000. "The Consequences of Party Organization in the House." In *Polarized Politics: Congress and the President in a Partisan Era*, eds. Jon R. Bond and Richard Fleisher. Washington, DC: Congressional Quarterly Press.
- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.
- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.
- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14.
- Madison, James. *Federalist No. 51*.

FEBRUARY 27, 2023

TOPIC 8: THE PRESIDENCY AND THE TWO-PRESIDENCY THESIS

How do the two institutions of the presidency and the Congress inter-relate as it applies to foreign and domestic policy? Is the president more successful in converting his proposals into legislation in either arena as he is perceived to be "government personified"? Does he have an edge when it comes to foreign policy in that "politics stops at the water's edge"? Why might that be? If there is a difference in the president's success rate, does that difference hold true for both Democrats and Republican legislators? Or does it apply only to presidents of one party? Is there a period effect here? In what policy realms might we observe that? What do these disparate findings tell us about these institutions?

Read:

- Canes-Wrone, Brandice, William Howell, and David Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Re-Evaluation of the Two Presidencies Thesis." *The Journal of Politics* 70(1): 1-16.
- Fleisher, Richard, and Jon R. Bond. 1988. "Are There Two Presidencies? Yes, But Only for Republicans." *The Journal of Politics* 50 (3): 747-767
- Fleisher, Richard, Jon R. Bond, Glen S. Krutz, and Stephen Hanna. 2000. "The Demise of the Two Presidencies." *American Politics Quarterly* 28 (1): 3-25.
- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.
- Madison, James, and Alexander Hamilton. *The Federalist Papers*, Nos. 51 and 69.
- Marshall, Bryan W., and Richard L. Pacelle, Jr. 2005. "Revisiting the Two Presidencies: The Strategic Use of Executive Orders." *American Politics Research* 33 (1): 81-105.
- Sigelman, Lee. 1979. "A Reassessment of the Two Presidencies Thesis." *The Journal of Politics* 41 (4): 1195-1205.
- Schraufnagel, Scot, and Stephen Shellman. 2001. "The Two Presidencies, 1984-98: A Replication and Extension." *Presidential Studies Quarterly* 31(4): 699-707.
- Kennedy, Chapt. 8.

For reference:

- Tulis, Jeffrey K. "The Two Constitutional Presidencies," in *Nelson*
- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14 [available on JSTOR and on the Canvas Course Reserves, under the Discussion Tab].

MARCH 6, 2023

RESEARCH DESIGN/PAPER TOPICS SHOULD BE APPROVED BY THIS DATE

TOPIC 9: THE PRESIDENT AND THE JUDICIARY

How does the federal judiciary stand apart from the president and the Congress? How does a president, whose time in office is limited, create a lasting legacy through judicial nominations? How does the president influence the court who cannot be directly lobbied as can the Congress and the executive branch itself?

Read:

- Yalof, David A. "The President and the Judiciary," in *Nelson*
- Bailey, Michael, Brian Kamoie, and Forrest Maltzman. 2005. "Signals From the Tenth Justice: The Political Role of the Solicitor General in Supreme Court Decision Making." *American Journal of Political Science* 49(1): 72-85.
- Cameron, Charles and Jee-Kwang Park. 2011. "Going Public When Opinion is Contested: Evidence from Presidents' Campaigns for Supreme Court Nominees, 1930-2009." *Presidential Studies Quarterly* 41(3): 442-470.
- Graham, Barbara L. 2002. "Executive-Judicial Interaction as a Factor in Explaining Presidential Policy Making." *Presidential Studies Quarterly* 32(3): 509–59.
- Hamilton, Alexander. *The Federalist Papers*, No. 78.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Nomination." *The Journal of Politics* 66(3): 663-83.
- Maltzman, Forrest and Paul Wahlbeck. 1996. "Strategic Policy Considerations and Voting Fluidity on the Burger Court." *American Political Science Review* 90: 581-92.
- Segal, Jeffrey, Richard Timpone, and Robert Howard. 2000. "Buyer Beware? Presidential Success through Supreme Court Appointments." *Political Research Quarterly* 53(3): 557-73.
- Kennedy, Chapt. 9.

For Reference:

- Baird, Vanessa A. 2007. *Answering the Call of the Court: How Justices and Litigants Set the Supreme Court Agenda*. Charlottesville, VA: University of Virginia Press.
- Cross, Frank. 2007. *Decision Making in the U.S. Courts of Appeals*. Stanford: Stanford University Press.
- Lanier, Drew Noble. 2003. *Of Time and Judicial Behavior: Time Series Analyses of United States Supreme Court Agenda-Setting and Decision-Making, 1888-1997*. Selinsgrove, PA: Susquehanna University Press.
- McCloskey, Robert G. 2005. *The American Supreme Court*. Rev. ed. by Sanford Levinson. Chicago: University of Chicago Press. ISBN 979-0-226-55682-4.
- O'Brien, David M. 2011. *Storm Center: The Supreme Court in American Politics*. 9th ed. New York: W.W. Norton.

- Schubert, Glendon. 1965. *The Judicial Mind: Attitudes and Ideologies of Supreme Court Justices, 1946-1963*. Evanston, Ill.: Northwestern University Press

MARCH 20, 2023

TOPIC 10: THE UNILATERAL PRESIDENCY: LAWMAKING WITHOUT THE LEGISLATURE

It is often said that the legislature makes the laws, the executive implements the laws, and the judiciary interprets the law. This idea does not capture the nuances in presidential power. The president may create law, through executive orders and other executive actions. What are the conditions that lead a president to take up that pen? When do such efforts lead to increases in the president's popularity? Is the Congress itself partially responsible for the president's striking out alone—despite the public protestations of its members that the president is acting like a “king”? Are there partisan factors underlying these actions?

Read:

- Rudalevige, Andrew. "The Presidency and Unilateral Power: A Taxonomy," in *Nelson*.
- Skowronek, Stephen. "The Development of Presidential Power: Conservative Insurgency and Constitutional Construction," *Nelson*.
- Bolton, Alexander, and Sharece Thrower. 2016. "Legislative Capacity and Executive Unilateralism." *American Journal of Political Science* 60 (July): 649-63.
- Howell, William G. 2003. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton: Princeton University Press. [For Weekly discussion purposes, sets include Preface and Chaps. 1-2; Chaps. 3-4; Chaps. 5-6; and, Chapt. 7 and Appendix 2 ("Proofs of Propositions in the Unilateral Politics Model")].
- Lanier, Drew Noble, and Brett Michael Jones. 2018. "Public Opinion and the President's Use of Executive Orders: The Long-Run Impact of Unilateral Powers, 1953-2012." *Presidential Studies Quarterly* 48(Dec.): 845-59.
- Warber, Adam L., Yu Ouyang, and Richard W. Waterman. 2017. "Landmark Executive Orders: Presidential Leadership Through Unilateral Action." *Presidential Studies Quarterly* 48 (Jan.): 110-26.
- Kennedy, Chapt. 10.

MARCH 27, 2023

TOPIC 11: THE VICE PRESIDENCY AND FIRST LADIES

How has the office of the vice president changed over time? Does it reflect the ebb and flow of power much like the office of the president itself? What historical events have contributed to the growth and prestige of the office recently? How have the individuals who have served as vice-president changed over time? How do we consider the influence of the First Lady? Does she hold a position similar to that of a key policy advisor to the president? Or there is a qualitatively different conception that matches our empirical experience?

Read:

- Cronin, Thomas E., and Michael A. Genovese. 2018. "The American Vice Presidency." [Chapter 8]. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.
- Goldstein, Joel K. 2008. "The Rising Power of the Modern Vice Presidency." *Presidential Studies*

Quarterly 38(3): 374–89.

- Hiller, Mark, and Douglas Kriner. 2008. "Institutional Change and the Dynamics of Vice-Presidential Selection." *Presidential Studies Quarterly* 38(3): 401–21.
- Jones, Charles O. 2008. "Vice Presidents and Other Heirs Apparent: The Historical Experience of Experience." *Presidential Studies Quarterly* 38(3): 422–32.
- Moe, Richard. 2008. "The Making of the Modern Vice Presidency: A Personal Reflection." *Presidential Studies Quarterly* 38(3): 390–400.
- Sulfaro, Valerie A. 2007. "Affective Evaluations of First Ladies: A Comparison of Hillary Clinton and Laura Bush." *Presidential Studies Quarterly*. 37(3): 486–514.
- Ulbig, Stacy G. 2010. "The Appeal of Second Bananas: The Impact of Vice-Presidential Candidates on Presidential Vote Choice, Yesterday and Today." *American Politics Research* 38(2): 330–55.
- Watson, Robert P. 2003. "Source Material: Toward the Study of the First Lady: The State of Scholarship." *Presidential Studies Quarterly*. 33(2): 423–41.
- Kennedy, Chapt. 11.

For Reference:

- Baumgartner, Jody C. 2006. *The American Vice Presidency Reconsidered*. Westport, CT: Praeger.
- Goldstein Joel Kramer. 1982. *The Modern American Vice Presidency: The Transformation of a Political Institution*. Princeton: Princeton University Press.
- Light, Paul C. 1983. *Vice-Presidential Power: Advice and Influence in the White House*. Baltimore: The Johns Hopkins University Press.
- Pika, Joseph A., John Anthony Maltese, and Andrew Rudalevige. 2020. *The Politics of the Presidency*. Washington, DC: CQ Press.

APRIL 3, 2023

TOPIC 12: THE PSYCHOLOGICAL PRESIDENCY: ASSESSING PRESIDENTIAL CHARACTER

Read:

- Nelson, Michael. "The Psychological Presidency," in *Nelson*.
- Barber, James David. 2009. *The Presidential Character: Predicting Presidential Performance in the White House*. 4th ed. New York: Pearson/Longman. [For purposes of the Weekly reading assignments, sets include: Preface, Chapt. 1-2; Chapt. 3-4; Chapt. 5-6; Chapt. 7-8; Chapt. 9-10; Chapt. 11-12; Chapt. 13-15].
- Kennedy, Chapt. 12 and 13 (these are separate readings for the purposes of the Weekly reading assignments).

For Reference:

- O'Brien, Shannon Bow. 2020. "Why Does Any of This Matter? What Can We Learn From These Strategies?" In Bow, Shannon, *Donald Trump and the Kayfabe Presidency: Professional Wrestling Rhetoric in the White House*. London: Palgrave/MacMillian.

APRIL 10, 2023

There are no formal reading or discussion assignments due this week. Submit your literature reviews to Lanier as stated below. Use the time, too, this week to work on and polish your research papers that are due Wednesday, April 19, 2023 to Canvas.

**FINAL DRAFT OF LITERATURE REVIEWS DUE TO
CANVAS ASSIGNMENT (IN .PDF FORMAT) BY
NOON, WEDNESDAY, APRIL 12.**

APRIL 17, 2023

There is no formal reading or discussion assignment this week. Submit your research papers/designs to Lanier as stated below. Use the time, too, this week to work on and polish poster presentations that are due during finals weeks.

**FINAL DRAFT OF RESEARCH PAPERS DUE TO
CANVAS ASSIGNMENT TAB (IN .PDF FORMAT) BY
NOON, WEDNESDAY, APRIL 19.**

APRIL 24, 2023

Upload your poster presentations to the Discussion Tab for this week by Tuesday, Apr. 25 at 5 pm. Include a brief summary of what you seek to do (if you created a research design) and why, and what you expect that you might find if in fact you completed the study as stated. If you completed an actual study, by contrast, include a brief summary of your topic, its importance, what hypotheses that you have tested, your results, and what your findings suggest about the American Presidency.

Then, by Thursday, Apr. 27 at 5 pm, respond in the Discussion thread to another student's research design or completed study, completing the critique and review that we have done with the published studies that we have read all semester. Remember, be polite and helpful, but objective.

*Many thanks to Professor Jonathan Knuckey, Dept. of Political Science, Univ. of Central Florida, for the generous sharing of his American Presidency graduate seminar syllabus.

POLITICAL SCIENCE 3413:
THE AMERICAN PRESIDENCY

Spring 2023

| | |
|---|--|
| Professor: Dr. Drew N. Lanier | Office Hours: TR, 10:30-12:30; <i>or by app't</i> ; Zoom available |
| Office: Phillips Hall 302O | Class Time and Place: TR, 09:00-10:15 (BA1-121) |
| 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.

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., and Michael A. Genovese. 2023. *The Paradoxes of the American Presidency*. 6th ed. New York: Oxford University Press. ISBN 978-0-19-764131-6 (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, Jan. 13, 2023**. 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).

Grading

Exams (300 points)

Each of three exams during the course is worth 100 points. The tests will be composed entirely of *very challenging* multiple-choice questions.

Internet Assignments (100 points (5 @ 20 points each))

In addition, you are required to complete several Internet assignments across the term. *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*. These assignments are designed to make you more familiar with the Internet and the sites relevant to the study of the American Presidency. They are due at THE BEGINNING OF CLASS for each of the due dates. "Beginning of Class" means at 09:00 AM and not one minute later. If you come to me with an exotic tale of woe about your not submitting on time your assignments, I will nod relatively sympathetically and then point to this warning. Abiding by deadlines, arbitrary as they may be, is part of any professional life. Learn to do it now and it will be easier later, I assure you.

Internet assignments must be stapled once in the upper left-hand corner and must bear the name of the student author. Assignments not satisfying these requirements will be penalized.

Class Participation (50 points)

Class topics are discussed using the Socratic Method. You are expected to 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 will take attendance each class period through various methods. 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 final course 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. Students who regularly miss class will find that their exam grades are adversely affected. The bulk of the material (although not all of it) that appears on my exams will be discussed in class.

Daily Survey Completion (50 points: daily survey)

Your usage of the Canvas course site will be assessed at the end of the term to distribute this portion of the course grade. This includes completing the survey once per lecture day. **Surveys are due by 8:00 am of the next lecture day.** If we have lecture on Tuesday, for example, the survey for that class is due by the following Thursday at 08:00 am. Days on which we have tests scheduled or days on which there is a University holiday are not "lecture days." Students should become familiar with all of their fellow colleagues, even those who do not speak during every class. Your usage of the Survey tool will be assessed at the end of the term to distribute this portion of the course grade.

Specific assignments for you will be announced on the Canvas site. You, thus, must check the site regularly. It is made a component of the course so as to facilitate communication between you as members of the class. 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 later in life once you enter the "real world."

This portion of your grade includes ten (10) percent for the completion of the **daily survey**, allocated based on the proportion of surveys that you complete throughout the term. Completing the daily surveys is a good way to check your comprehension of the day's material, and it is an easy way to earn points for the final course grade. Ignoring them is dangerous to your understanding (and, thus, your final course grade).

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.
- **Do NOT submit blank responses for the daily 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. Once again, past classes have tested me on this and I have been forced to implement this rule, which is quite troublesome for instructor and students alike.
- **Failing to complete even a small number of the daily surveys will negatively affect your final course grade.**

Course Point Allocation

| <i>Component</i> | <i>Weight</i> |
|------------------|---------------|
| Exam I | 100 Points |
| Exam II | 100 Points |
| Exam III | 100 Points |
| Internet Assgn. | 100 Points |

The American Presidency (POS 3413) – Page 4

| | |
|---------------------|------------|
| Class Participation | 50 Points |
| Daily Surveys | 50 Points |
| <i>TOTAL</i> | 500 Points |

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 |

Course Policies (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.

Seating Chart

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the implementation of the Socratic Method. Please decide where you would like to sit within the first few days of class. You should note that I use the display monitors extensively during lectures. 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 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 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

Caveat Emptor

Fifth, this is an upper division course. I expect that you will devote **several hours per week outside of class** studying, reading, and discussing topics introduced in class. Make no mistake: this is not an easy course. This is an upper-division course with correspondent responsibilities for you. Just as in a democracy, this class places responsibilities on you to be informed and active. Democracy cannot survive without active and engaged citizens. Knowledge of the presidency is vital to that endeavor.

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 as I treats you like adults. 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 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 cannot give you the "benefit of the doubt!"

Laptops and Audiotaping

I prohibit the use of laptops in class. Laptops, while useful in some contexts, represent a barrier between professor and student and actually may make student understanding more difficult as students are transformed from learners into typists. Also, other students' use of laptops may represent a distraction from lecture and class discussion. If you have concerns about this policy, please see me.

If you have 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.

Extra Credit

Ninth, throughout the session there **may or may not** be opportunities for you to earn extra credit points. Prior assignments have included pop quizzes on current events and looking up specific questions that other students or myself may ask about the subject material. This extra credit is announced in class on a sporadic basis. If you miss class, you should check with classmates about missed opportunities. I reserve the right to NOT give you the extra credit option should you miss the class period that the extra credit was assigned. All extra credit assignments are due the next class period after they have been announced in class.

Word Processing Required

Tenth, all assignments (with the exceptions of exams and quizzes done in class) must be typewritten or word processed. THIS INCLUDES THE INTERNET ASSIGNMENTS. HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED. 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 one letter grade per calendar day late.

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 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. If you already have an email account (either through the University or a commercial server), please do not sign-up for an additional account, but provide 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 course-associated web sites.

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 need" does not include job-related responsibilities or issues. How would you act once you manage to find a job in the "real world"? Would you arrive late or leave early? Submit assignments and reports late? Act in a disruptive manner? Act professionally now and it will be easier to transition later to the professional world.
- Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material and I will ask you about it.
- Do not listen to or watch any electronic device, read a newspaper or other material not previously assigned for class. If you do so, you will be counted ABSENT FOR THE DAY. Repeated violation of this rule will result in a grade of WF or F.
- PLEASE SILENCE YOUR CELL PHONES AND OTHER ELECTRONIC DEVICES. Repeated violation of this rule constitutes "continuous unruly behavior." (See Classroom Decorum Policy No. 5 below).
- Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your class grade.

Time-Sensitive Communications and Assignments

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the Canvas Mail 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 announced in class, sent on e-mail, or posted on one of the course-associated web sites. Therefore, you are responsible for any changes that may occur during the course of the session. If you are late, you should check with your colleagues 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/WEEK | TOPIC | READINGS | ASSIGNMENT |
|--|---|--|---|
| Jan. 9 – Jan. 20 | Course Requirements; Introduction and Historical Background | Syllabus and attachments C&G, Chapt. 1-2 | Self Intro (due by Fri. Jan. 13 by 09:00 am – on Canvas Discussion Board) Internet Assgn. 1 (due Thurs., Jan. 19 by 09:00 am) |
| Jan. 23 – Feb. 3 | Presidential Selection and Presidential Character | C&G, Chapt. 3 | |
| Feb. 6 – Feb. 17 | Institutional Presidency <i>The Executive Office</i> | C&G, Chapt. 7 | Internet Assgn. 2 (due Thurs., Feb. 16 by 09:00 am) |
| Feb. 20 – Feb. 24 | Institutional Presidency <i>The Congress</i> | C&G, Chapt. 6 | |
| THURS., FEB. 23 | *** TEST I *** | | |
| Feb. 27 – Mar. 3 | Institutional Presidency <i>The Supreme Court</i> | C&G, Chapt. 9 | Internet Assgn. 3 (due Thurs., Mar. 2 by 09:00 am) |
| Mar. 6 – Mar. 10 | Institutional Presidency <i>The Bureaucracy</i> | C&G, Chapt. 7 (re-read) | |
| MAR. 13 – MAR. 17 | *** SPRING BREAK *** | | |
| Mar. 20 – Mar. 24 | Institutional Presidency <i>The Vice Presidency</i> | C&G, Chapt. 8 | |
| Mar. 27 – Mar. 31 | Institutional Presidency <i>The Vice Presidency (continued)</i> | | |
| THURS., MAR. 30 | *** TEST II *** | | |
| Apr. 3 – Apr. 7 | The Public Presidency <i>Rhetoric and the Presidency</i> | C&G, Chapt. 2 | Internet Assgn. 4 (due Thurs., Apr. 6 by 09:00 am) |
| Apr. 10 – Apr. 14 | President as Policy Leader <i>Domestic</i> | C&G, Chapt. 4 | Internet Assgn. 5 (due Thurs., Apr. 13 by 09:00 am) |
| Apr. 17 – Apr. 21 | President as Policy Leader <i>Economic</i> <i>Foreign</i> Catch-Up, Summary, and Conclusions | C&G, Chapt. 5 (pp. 114-126) C&G, Chapt. 5 (pp. 126-149) K, All | |
| THURS., APR. 27, 07:00-08:15 AM | *** TEST III *** | | 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>>).

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.

Deployed Active-Duty Military Students

A deployed, active duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they

intend to miss class or miss an assignment to observe a holy day of their religious faith. Students who fail to provide this required notice will be deemed to have waived their opportunity to miss class because of a religious observance.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well as an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After

the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit <http://www.turnitin.com>.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

**POS 4300.0001: Research Methods and Intelligence
Spring 2023 (3 credits)**

Tuesday and Thursday, 10:30-11:50 am EST
Location: CB1 0120

Instructor: Dr. Kelsey Larsen

Office: HPH 302F

Email: kelsey.larsen@ucf.edu

Phone: 407-823-2608

Office Hours (either in person or via Zoom):

- Tuesday 12-2pm
- Thursday 4-5pm
- 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 provide students with elite training in advanced quantitative skills for 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

Course Prerequisite:

As indicated by the Course Catalog, there is a prerequisite for this course (POS3703 Scope and Methods in Political Science, or an equivalent course in research methods for social sciences). If you are unsure if you have met this requirement, consult with your academic advisor as soon as possible to be sure you qualify to be enrolled in the course.

Recommended Textbooks (hard copy or digital):

Note that there is no required textbook for this course—key intelligence and statistical principles will be explained in-class rather than via an assigned text (meaning attendance is particularly important).

However, if you are planning on a career in intelligence analysis, it's highly recommended you consider purchasing/consulting the following text:

- Waltz, Edward (2017). Quantitative Intelligence Analysis. Lanham, MD: Rowman & Littlefield.
 - Purchase/viewing options: 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](#)). A course copy is also available on reserve at the UCF Main Library.

In addition, if you're feeling uncertain about your knowledge from the course's statistics prerequisite (POS3703 or equivalent course), you might find it helpful to 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).

Course Technology Requirement:

At various points, this course will draw upon software applications designed to enhance how we develop, execute, and communicate quantitative intelligence analyses. One specific application we will use is STATA, which is free to access for all course students via [UCF Apps](#). Note that accessing STATA in the UCFApps universe can require some time depending on your unique operating system and computer access (and that anytime you need help with that process, head directly to [UCF IT](#) for assistance). It also means that anytime the University's main network is down, you may experience connectivity issues. Therefore, it's highly recommend you do one of three things: first, always start your homework as early as is feasibly possible, to ensure that your connection is never an issue! Second, attend the HPH310 computer lab—all computers there are pre-loaded with STATA, meaning you can skip the UCFApps process entirely. Third, for those students who prefer downloading a personal copy of STATA directly to their computer, they can do so for approximately \$48 through the [STATA website](#).

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. While it is possible to occasionally miss a course meeting, it is very difficult to be successful in the course if you do not plan to attend at least 90% of the course meetings. 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 software for statistical/other analyses. 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. Students will be evaluated according to both their individual contributions and their group products.

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 Homework

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. However, keep in mind that this policy applies only to homework assignments, and not other categories of assessments like the final project.

Policy on Absences

As noted in the Class Participation grade section, it is expected that any student enrolling in the course is committed to attending every class session, completing course tasks, and engaging in course discussions. Excused absences apply to when a student experiences an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit)—any students in this category should contact the instructor as soon as possible to talk about opportunities to catch up on material. However, if a student chooses to miss class for a work obligation, a previously scheduled appointment, non-University affiliated travel, other reasons, that absence is not considered excused, and it is recommended the students book Office Hours appointments or borrow notes from classmates to ensure they do not fall behind.

Important Registrar Dates and Deadlines:

- Drop/Swap deadline: Friday January 13, 2023 by 11:59pm EST
- Withdrawal deadline: Friday March 24, 2023 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): April 24, 2023

Instructor Contact Information

Office Hours will be held in-person and via Zoom every Tuesday (12-2pm) and Thursday (4-5pm) unless otherwise noted in class. 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 as soon as possible (between 24-36 hours during the week, 36-48 hours during the weekend). 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 send a message and ever don't receive a response within those weekday/weekend time limits, send it again-- Dr. Larsen never intentionally ignores any message, so it may have just gone to the wrong folder!

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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.

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4. Falsifying or misrepresenting the student's own academic work.
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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: talk to your instructor, make a plan, take a compromise rather than a shortcut.

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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:

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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:

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 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.

Authorized University Events/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>>.

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.

General Technology Requirements:

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

Academic Engagement Requirement:

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 Webcourses@UCF quiz in the course site 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.

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 |
|------------|--|---|--|
| 10 January | Course introduction | - None | |
| 12 January | Intelligence: Actors, Institutions, Ethics | <ul style="list-style-type: none">- Read:<ul style="list-style-type: none">- Central Intelligence Agency (2016). <i>Telling Data Stories: an Interview with CIA's Dr. Calvin Andrus</i>. <https://www.cia.gov/stories/story/telling-data-stories-an-interview-with-cias-dr-calvin-andrus/>.- Browse:<ul style="list-style-type: none">- U.S. Intelligence Community (2022). <i>How Intelligence Works</i>. <https://www.intelligencecareers.gov/icintelligence.html>.- Office of the Director of National Intelligence (2022). <i>Members of the IC</i>. <https://www.dni.gov/index.php/what-we-do/members-of-the-ic>.- Office of the Director of National Intelligence (2022). <i>Principles of Professional Ethics for the Intelligence Community</i>. <https://www.dni.gov/index.php/how-we-work/ethics>. | Homework #1 due by 1/15 at 11:59pm EST |
| 17 January | Models in intelligence: Mental | <ul style="list-style-type: none">- Danzig, R. (2011). <i>Driving in the Dark: Ten Propositions About Prediction and National Security</i>. Washington, DC: Center for a New American Security.- (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i>. Lanham, MD: Rowman & Littlefield. Pp. 39-51. | |
| 19 January | Models in intelligence: Conceptual | <ul style="list-style-type: none">- Rittel, H. and Webber, M. (1973). "Dilemmas in a General Theory of Planning." <i>Policy Sciences</i>, Vol. 4 No. 2, pp. 155-169. | |

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| | | - (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 11-27. | |
| 24 January | Collecting indicators | Office of the Director of National Intelligence (2022). <i>What is Intelligence?</i> < https://www.dni.gov/index.php/what-we-do/what-is-intelligence >. | |
| 26 January | Validating/ authenticating indicators | - West, D. (2017). <i>How to combat fake news and misinformation</i> . Brookings Institution. < https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/ >. | |
| 31 January | Validating/ authenticating indicators | - Saylor, K. (2022) <i>Deep Fakes and National Security</i> . Congressional Research Service. < https://crsreports.congress.gov/product/pdf/IF/IF11333 > | HW #2 due 1/31 by 11:59pm EST |
| 02 February | Intelligence indicator resources | - Central Intelligence Agency (2022). <i>CIA World Factbook</i> . < https://www.cia.gov/the-world-factbook/ >. - | |
| 07 February | Operationalizing and organizing indicators | - Matthews, W. (2002). "FBI struggles with data management," <i>Federal Computer Week</i> . URL: < https://fcw.com/articles/2002/12/01/fbi-struggles-with-data-management.aspx >. | |
| 09 February | Operationalizing and organizing indicators | - Al-Attrash, F. (2017) "What Government needs to know about data management." <i>GovLoop</i> . < https://www.govloop.com/government-needs-know-data-management/ >. | |
| 14 February | Descriptive findings – methods and tools | - Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 152-157. | |
| 16 February | Descriptive findings – methods and tools | - Central Intelligence Agency (1962). <i>Special National Intelligence Estimate: Communist China's Nuclear Weapons Program</i> . Washington, DC. | |

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| 21 February | Correlative findings – methods and tools | - Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 28-31. | |
| 23 February | Correlative findings – methods and tools | - Central Intelligence Agency (1987). <i>National Intelligence Estimate: Insurgency and Counterinsurgency in Peru, Colombia, and Ecuador</i> . Washington, DC. | |
| 28 February | Predictive findings– methods and tools | - Central Intelligence Agency (1984). National Intelligence Estimate: <i>Warning of War in Europe</i> . Washington, DC. - | |
| 02 March | Predictive findings– methods and tools | - Central Intelligence Agency (1971). <i>National Intelligence Estimate: The Soviet Role in Latin America</i> . Washington, DC. | HW #3 due 10/4 by 11:59pm EST |
| 07 March | Midterm Review | - Review course materials | |
| 09 March | Midterm Exam | - N/A | |
| 14 March | NO CLASS – Spring Break | - N/A | |
| 16 March | NO CLASS – Spring Break | - N/A | |
| 21 March | Alternative predictive methods | - TBA | |
| 23 March | Injecting probability into our estimates | - Nye, J. (1994) “Peering into the future.” <i>Foreign Affairs</i> , pp. 82-93. Schrage, M. (2005). - “What Percent Is 'Slam Dunk'? Give Us Odds on Those Estimates.” <i>The Washington Post</i> . < https://www.washingtonpost.com/wp-dyn/articles/A37115-2005Feb19.html > - | |

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|-----------------|---|--|--------------------------------|
| 28 March | Probability cont'd | Davis, B. (2022). "A Forecasting Model Used by the CIA Predicts a Surprising Turn in U.S.-China Relations." <i>Politico</i> . < https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104 >. | |
| 30 March | Integrating descriptive, correlative, predictive, and probabilistic findings for intelligence | <ul style="list-style-type: none"> - Major, J. (2014). <i>Communicating with Intelligence</i>. Lanham, MD: Rowman & Littlefield. Pp. 239-249. - Office of Training and Education (n.d.). <i>Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook</i>. Washington, DC: Central Intelligence Agency, pp. 71-79. | |
| 04 April | Integrating findings cont'd | <ul style="list-style-type: none"> - Major, J. (2014). <i>Communicating with Intelligence</i>. Lanham, MD: Rowman & Littlefield. Pp. 239-249. - Office of Training and Education (n.d.). <i>Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook</i>. Washington, DC: Central Intelligence Agency, pp. 71-79. | Homework #4 due by 11:59pm EST |
| 06 April | RACE Introduction + work day | - Webcourses documents released in-class | |
| 11 April | RACE work day | - Webcourses documents | |
| 13 April | RACE work day | - Webcourses documents | |
| 18 April | RACE Briefings | - None | RACE due |
| 20 April | Next steps in quantitative analysis | - Colonomos, A. (2016). The Normative Implications of "Knowing the Future" for Preventive War. <i>Journal of Military Ethics</i> , 15(3), 205-226. | HW #5 due 11/29 by 11:59pm EST |

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| | | - Cruickshank, I. (2020). "The ABCs of AI-Enabled Intelligence Analysis," <i>War on the Rocks</i> . URL: < https://warontherocks.com/2020/02/the-abcs-of-ai-enabled-intelligence-analysis/ >. | |
| 02 May | FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 11:59 PM EST | | |

**INR 7337.0001 Issues in International Security
Spring 2023 (3 credits)**

Thursday, 1:00-3:50pm EST
Location: HPH 305G

Instructor: Dr. Kelsey Larsen

Office: HPH 302F

Email: kelsey.larsen@ucf.edu

Phone: 407-823-2608

Office Hours (either in person or via Zoom):

- Tuesday 12-2pm
- Thursday 4-5pm
- By appointment

You can pre-reserve your Office Hours slots at

<https://calendly.com/kelseyarsen/officehours>

(see Instructor Contact Information below for more guidance)

COURSE INFORMATION

Course Description:

The purpose of this course is to train doctoral students in understanding and analyzing issues in international security. Its overarching goals are twofold: first, it aims to cultivate students' mastery of major theoretical perspectives within existing security studies research. Second, it aims to nurture students' own research abilities and foster their unique contributions to the security studies literature. Each module of the course will cover some of the most influential areas within international security studies, drawing on classical and modern works—both from dominant and critical approaches—to grow students' understanding of what we do (and do not) know about how international security 'works.'

Course Objectives:

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

- Accurately describe and critically evaluate the key arguments and findings across the international security studies subfield, including but not limited to arguments about the nature of the international system, alliances, coercion, diplomacy, nuclear weapons, and human security
- Locate and integrate emerging research, as well as historical/contemporary examples, into existing paradigms
- Clearly communicate original ideas and theoretical contributions, both in speech and in writing

Graded Assignments:

- Participation (20%)
- Reading Responses (15%)
- Mock Field Core Exam I (20%)
- Mock Field Core Exam II (20%)
- Review Essay (25%)

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. The seminar nature of the course means that while there will be some guiding instructor, significant portions of the coursework will be expected to be discussions led by the students—meaning students will be expected to arrive with both knowledge of and questions about the organizing themes/works of the week. Students should expect at least one ‘cold call’ during the semester, in which they are asked to provide contemporaneous thoughts.

Reading Responses:

As the semester progresses, students will be expected to complete a total of three Reading Responses. Two reading response dates will be assigned; the student can complete their third reading response for a class period of their choosing. These responses are between 900-1100 words, and reflect critically on one or more of the assigned readings for that week. Reading Responses are due by 11:59pm EST on the Wednesday before the student’s assigned session. More information and recommendations for writing the Reading Responses will be provided in-class.

Mock Field Core Exams I and II:

There will be two exams, held for the purposes of helping students prepare for their Field Core Exams that typically fall in the following August. These exams will be held during the assigned class period, and will involve students preparing 1500-3500 word responses (not including references) to instructor provided prompts. These prompts will challenge students to synthesize, critically evaluate, and propose future solutions to themes addressed during the course. More information and tips for preparing for the mock exams will be provided in-class.

Review Essay:

Students will complete a 4000-6000 word review essay at the end of the course. This essay will critically engage a question, subject, or literature in security studies of the student’s choice, by analyzing the arguments of at least three total pieces of international security research. 1-2 of the pieces should come from the course assigned readings; the additional 1 or more pieces should come from the student’s own review of the literature. More information on the review essay will be provided in-class.

Grading Scale

Grading will be based on a course total of 1000 points, and will follow the scale provided below.

| 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

Doctoral-level students are expected to submit all assignments the assigned due dates. Late work will only be accepted when students experience an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit). Students experience such emergencies should communicate with the instructor as soon as possible.

Important Registrar Dates and Deadlines:

- Drop/Swap deadline: Friday January 13, 2023 by 11:59pm EST
- Withdrawal deadline: Friday March 24, 2023 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): April 24, 2023

Instructor Contact Information

Office Hours will be held in-person and via Zoom every Tuesday (12-2pm) and Thursday (4-5pm) unless otherwise noted in class. 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 as soon as possible (between 24-36 hours during the week, 36-48 hours during the weekend). 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 send a message and ever don't receive a response within those weekday/weekend time limits, send it again-- Dr. Larsen never intentionally ignores any message, so it may have just gone to the wrong folder!

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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.
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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.

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If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

Course Accessibility:

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

Campus Safety:

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

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

Deployed Active Duty Military:

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

Authorized University Events/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>>.

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.

General Technology Requirements:

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

Academic Engagement Requirement:

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 Webcourses@UCF quiz in the course site 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.

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 |
|------------|---|--|
| 12 January | Course introduction – What is ‘international security’? | <ul style="list-style-type: none"> - Avey, P. C., & Desch, M. C. (2014). What do policymakers want from us? Results of a survey of current and former senior national security decision makers. <i>International Studies Quarterly</i>, 58(2), 227-246. - Hoagland, J., Oakes, A., Parajon, E., & Peterson, S. (2020). The Blind Men and the Elephant: Comparing the Study of International Security Across Journals. <i>Security Studies</i>, 29(3), 393-433. |
| 19 January | The levels of analysis and a world of anarchy | <ul style="list-style-type: none"> - Waltz, Kenneth (1979). “Laws and Theories,” in <i>Theory of International Politics</i> (pp. 1-17). Long Grove, IL: Waveland Press. - Dunn, F. S. (1948). The scope of international relations. <i>World Politics</i>, 1(1), 142-146. - Singer, J. D. (1961). The level-of-analysis problem in international relations. <i>World Politics</i>, 14(1), 77-92. - Jervis, R. (1974). Chapter One. Perception and the Level of Analysis Problem. In <i>Perception and Misperception in International Politics</i> (pp. 13-31). Princeton: Princeton University Press - Nye & Welch (2017). “Explaining Conflict & Cooperation: Tools and Techniques of the Trade” in <i>Understanding Global Conflict & Cooperation</i> (pp. 37-61). Upper Saddle River, NJ: Pearson. - Allison, G. T. (1969). Conceptual models and the Cuban missile crisis. <i>American Political Science Review</i>, 63(3), 689-718. |
| 26 January | (neo)Realism and the balance of power | <ul style="list-style-type: none"> - Thucydides, “The Melian Dialogue”. Adapted from Thucydides, <i>The Pelopponesian War</i> (New York: Random House, 1951), by Suresht Bald, Willamette University. - Hans J. Morgenthau, (1978). “The Six Principles of Political Realism”, in <i>Politics Among Nations: The Struggle for Power and Peace</i>, Fifth Edition, Revised (pp. 4-15). New York: Alfred A. Knopf. |

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| | | <ul style="list-style-type: none"> - Walt, S. (1987). "Explaining Alliance Formation," in <i>The Origins of Alliances</i> (pp. 17-49). Ithaca: Cornell University Press. - Tang, S. (2009). The Security Dilemma: A Conceptual Analysis. <i>Security Studies</i>, 18(3), 587-623. - Powell, R. (1991). Absolute and relative gains in international relations theory. <i>American Political Science Review</i>, 85(4), 1303-1320. - Mitzen, J. (2006). Ontological security in world politics: State identity and the security dilemma. <i>European journal of international relations</i>, 12(3), 341-370. |
| 02 February | (neo)Liberalism and cooperation | <ul style="list-style-type: none"> - Moravcsik, A. (1997). Taking preferences seriously: A liberal theory of international politics. <i>International organization</i>, 51(4), 513-553 - Oneal, J. R., & Russett, B. (1999). The Kantian peace: The pacific benefits of democracy, interdependence, and international organizations, 1885–1992. <i>World politics</i>, 52(1), 1-37. - Jervis, R. (1999). Realism, neoliberalism, and cooperation: understanding the debate. <i>International security</i>, 24(1), 42-63 - Rosato, S. (2003). The Flawed Logic of Democratic Peace Theory. <i>The American Political Science Review</i>, 97(4), 585-602 - Mearsheimer, J. J. (1994). The false promise of international institutions. <i>International Security</i>, 19(3), 5-50 - Hellmann, G., & Wolf, R. (1993). Neorealism, neoliberal institutionalism, and the future of NATO. <i>Security Studies</i>, 3(1), 3-43. |
| 09 February | Constructivist identities and norms | <ul style="list-style-type: none"> - Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. <i>International organization</i>, 46(2), 391-425. - Finnemore, M., & Sikkink, K. (1998). International norm dynamics and political change. <i>International organization</i>, 52(4), 887-917 - Hopf, T. (1998). The promise of constructivism in international relations theory. <i>International security</i>, 23(1), 171-200. - Ruggie, J. G. (1998). What makes the world hang together? Neo-utilitarianism and the social constructivist challenge. <i>International organization</i>, 52(4), 855-885 |

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| | | <ul style="list-style-type: none"> - Schmidt, S. (2014). Foreign military presence and the changing practice of sovereignty: A pragmatist explanation of norm change. <i>American Political Science Review</i>, 108(4), 817-829 - Sterling-Folker, J. (2000). Competing paradigms or birds of a feather? Constructivism and neoliberal institutionalism compared. <i>International studies quarterly</i>, 44(1), 97-119. |
| 16 February | Causes of war | <ul style="list-style-type: none"> - Levy, J. S. (1998). The Causes of War and the Conditions of Peace. <i>Annual Review of Political Science</i>, 1(1), 139-165. - Gilpin, R. (1981). Introduction and The Nature of International Political Change. In <i>War and Change in World Politics</i> (pp. 1-49). Cambridge: Cambridge University Press. - Fearon, J. D. (1995). Rationalist explanations for war. <i>International organization</i>, 49(3), 379-414 - Debs, A., & Monteiro, N. P. (2014). Known unknowns: Power shifts, uncertainty, and war. <i>International Organization</i>, 68(1), 1-31. |
| 23 February | Coercion and credibility | <ul style="list-style-type: none"> - Schelling, T. (1966). <i>Arms and Influence</i> (pp. 1-125). New Haven, CT: Yale University Press. - Huth, P. K. (1999). Deterrence and international conflict: Empirical findings and theoretical debates. <i>Annual Review of Political Science</i>, 2(1), 25-48 - Katagiri, A., & Min, E. (2019). The credibility of public and private signals: A document-based approach. <i>American Political Science Review</i>, 113(1), 156-172 - Fearon, J. D. (1994). Signaling versus the balance of power and interests: An empirical test of a crisis bargaining model. <i>Journal of Conflict Resolution</i>, 38(2), 236-269 - Trager, R. F. (2016). The diplomacy of war and peace. <i>Annual Review of Political Science</i>, 19(1), 205-228. |
| 02 March | Nuclear Weapons | <ul style="list-style-type: none"> - Sagan, S. D. (1996). Why do states build nuclear weapons?: Three models in search of a bomb. <i>International security</i>, 21(3), 54-86 - Monteiro, N. P., & Debs, A. (2014). The strategic logic of nuclear proliferation. <i>International Security</i>, 39(2), 7-51 - Bell, M. S. (2015). Beyond emboldenment: How acquiring nuclear weapons can change foreign policy. <i>International Security</i>, 40(1), 87-119 - Tannenwald, N. (1999). The nuclear taboo: The United States and the normative basis of nuclear non-use. <i>International organization</i>, 53(3), 433-468. |

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| | | - Mueller, J. (1988). The essential irrelevance of nuclear weapons: Stability in the postwar world. <i>International Security</i> , 13(2), 55-79 |
| 09 March | Mock Field Core Exam I | |
| 16 March | NO CLASS – Spring Break | - None |
| 23 March | Human Security | <ul style="list-style-type: none"> - Pape, R. A. (2012). When duty calls: A pragmatic standard of humanitarian intervention. <i>International Security</i>, 37(1), 41-80. - Ogata, S., & Cels, J. (2003). Human security--protecting and empowering the people. <i>Global Governance</i>, 9(3), 273-283. - Paris, R. (2001). Human security: paradigm shift or hot air?. <i>International security</i>, 26(2), 87-102 - King, G., & Murray, C. J. (2002). Rethinking Human Security. <i>Political Science Quarterly</i>, 116, 585-610 Thomas, N., & Tow, W. T. (2002). The utility of human security: sovereignty and humanitarian intervention. <i>Security Dialogue</i>, 33(2), 177-192. - Bellamy, A. J., & McDonald, M. (2002). The utility of human security': Which humans? What security? A reply to Thomas & Tow. <i>Security Dialogue</i>, 33(3), 373-377 |
| 30 March | U.S. Hegemony | <ul style="list-style-type: none"> - Wohlforth, W. C. (1999). The Stability of a Unipolar World. <i>International Security</i>, 24(1), 5-41 - Posen, B. R. (2003). Command of the commons: the military foundation of US hegemony. <i>International security</i>, 28(1), 5-46. - Layne, C. (2006). The unipolar illusion revisited: The coming end of the United States' unipolar moment. <i>International security</i>, 31(2), 7-41 - Brooks, S. G., Ikenberry, G. J., & Wohlforth, W. C. (2012). Don't come home, America: the case against retrenchment. <i>International Security</i>, 37(3), 7-51 - Layne, C. (2012). This time it's real: the end of unipolarity and the Pax Americana. <i>International studies quarterly</i>, 56(1), 203-213. - Wang, Y. K. (2020). The Durability of a Unipolar System: Lessons from East Asian History. <i>Security Studies</i>, 29(5), 832-863. |

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| 06 April | Individual leaders | <ul style="list-style-type: none"> - Byman, D. L., & Pollack, K. M. (2001). Let us now praise great men: Bringing the statesman back in. <i>International security</i>, 25(4), 107-146 - Saunders, E. N. (2009). Transformative choices: Leaders and the origins of intervention strategy. <i>International Security</i>, 34(2), 119-161 - Horowitz, M. C., & Stam, A. C. (2014). How prior military experience influences the future militarized behavior of leaders. <i>International Organization</i>, 68(3), 527-559 - Dafoe, A., & Caughey, D. (2016). Honor and war: Southern US presidents and the effects of concern for reputation. <i>World politics</i>, 68(2), 341-381 - Yarhi-Milo, K., Kertzer, J. D., & Renshon, J. (2018). Tying hands, sinking costs, and leader attributes. <i>Journal of Conflict Resolution</i>, 62(10), 2150-2179. |
| 13 April | Contemporary IS | <ul style="list-style-type: none"> - McDermott, R. (2015). Sex and death: Gender differences in aggression and motivations for violence. <i>International Organization</i>, 69(3), 753-775 - Barnhart, J. N., Trager, R. F., Saunders, E. N., & Dafoe, A. (2020). The suffragist peace. <i>International Organization</i>, 74(4), 633-670 - Jones, B. G. (2008). Race in the ontology of international order. <i>Political Studies</i>, 56(4), 907-927. - O'Rourke, Lindsey A. "The Strategic Logic of Covert Regime Change: US-Backed Regime Change Campaigns during the Cold War." <i>Security Studies</i> 29.1 (2020): 92-127 - Horowitz, Michael C. "Do Emerging Military Technologies Matter for International Politics?" <i>Annual Review of Political Science</i> 23 (2020): 385-400. - Lindsay, Jon R. "Stuxnet And the Limits of Cyber Warfare." <i>Security Studies</i> 22, no. 3 (2013): 365-404. |
| 20 April | Mock Field Core Exam II | N/A |
| 02 May | REVIEW ESSAY DUE VIA WEBCOURSES@UCF AT 11:59 PM EST | |

COURSE OUTLINE

POT 6007 0001 (15696)

Graduate Seminar in Political Theory Spring 2023

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

Instructor: Dr. Daniel Marien. Contact via Daniel.Marien@ucf.edu or course email.

**Class time: Mondays, 6:00 pm to 8:50 pm.
Class location: VAB 217.**

INSTRUCTOR'S OFFICE HOURS

Wednesdays 1:30 pm to 3:00 pm.
Thursdays 11:00 am to 4:00 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

This seminar introduces participants to contemporary normative and empirical debates about equality, inequality, and social justice. From a normative standpoint, we are particularly interested in examining under what conditions various forms and extent of inequalities in material conditions and life-chances are ethically justifiable. The normative discussion is accompanied by a parallel social scientific description of the forms, causes, and consequences of social inequalities.

The course structure fosters the development of oral communication and critical thinking skills. We will debate a common set of readings in a seminar format. The course concludes with the composition of a capstone essay discussing the extent to which American society is just or unjust.

II. Books to Buy and Other Materials We Will Consult

You will need to have ready access to these books:

Milton and Rose Friedman, *Free to Choose: A Personal Statement*. Mariner Book, 1990.

Charles Hurst et al., *Social Inequality : Forms, Causes, and Consequences*. Routledge. Tenth edition, 2020. ISBN: 978-0-367-22588-9.

Michael Sandel, *Justice: What's the Right Thing to Do?* Farrar, Strauss and Giroux, ISBN: 978-0374532505.

Thomas Piketty, *A Brief History of Equality*, The Belknap Press of Harvard University Press, 2022.

Other assigned readings will be available on the Web, in Webcourses and/or through the UCF library.

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbooks; (3) to attend class regularly and refrain from engaging in distracting behavior (cell phone, etc.); (4) take quizzes and submit assignments in due time in normal circumstances; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) In most cases to paraphrase contents from the textbook rather than use direct quotes.

IV. Student Learning Outcomes

LO-1: During this course, students will become familiar at an introductory level with the arguments and assumptions structuring academic debates in contemporary political philosophy on these themes and theories of justice: utilitarianism; libertarianism; egalitarian liberalism; socialism; racial issues; gender issues.

LO-2: During this course, students will become familiar with empirical trends in social inequality as to degrees, forms, causes and consequences.

LO-3: During this course, students will learn to write an effective capstone essay demonstrating mastery of conflicting arguments about whether American society is just or unjust.

V. Assessment Overview

Assessment Overview

| WHAT Description | WHEN Deadlines | WORTH Full Course Points | WHY Purpose |
|--|--|--------------------------------|--|
| Before Course Perception of Social (in-equality) and Social Justice | Friday 1/13, 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 | Saturday Evenings | 58 | UNDERSTANDING To verify mastery of assigned materials with multiple choice questions. |
| Discussion Posts In Yellow Dig | Sunday Evenings | 20 | EVALUATION |
| Oral participation in class debates | During Seminar | 5 | CONTRIBUTION TO DEBATES |
| Capstone Essay In 2,500 to 4,000 words | Wednesday 4/26 at 11:58 PM | 15 | APPROPRIATING COURSE CONTENTS FOR ONESELF To provide the opportunity to research a specific question particularly relevant to you. |

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|---|---|------------|---|
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| After Course Perception of Social (in-equality) and Social Justice | Friday 4/29 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. |
| TOTAL | | 100 | See the Grading Scale below |

| <u>Grading Scale (%)</u> | |
|--------------------------|----|
| 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

VIII. Course Credits

3 credits

IX. Course Schedule

NOTE: Updates may adjust the schedule below.

Weeks 1-3: Meeting on Monday 1/23: Utilitarianism

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 1/21 at 11:58 pm in Webcourses.

Read:

Sandel chapters 1-2.

Charles Hurst, *Social Inequality*, chapters 1-2; 4.

Week 4: Meeting on Monday 1/30: Libertarianism I

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 1/28 at 11:58 pm in Webcourses.

Read:

Sandel, chapter 3. Nozick.

Milton and Rose Friedman, *Free to Choose*, chapter 1 (The Power of the Market) and chapter 5 (Created Equal) and pp. 64-69 (Controls and Freedom).

Charles Hurst, *Social Inequality*, chapter 6, Classical Explanations of Inequality.

Piketty, Introduction, chapter 1.

Week 5: Meeting on Monday 2/6: Libertarianism II

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 2/4 at 11:58 pm in Webcourses.

Read:

Milton and Rose Friedman, *Free to Choose*, chapters 7 (Who Protects the Consumer?) and chapter 8 (Who Protects the Worker?)

Charles Lindbloom, "The Market as Prison."

Jamelle Bouie, "This Is What Happens When Workers Don't Control Their Own Lives." NYT, December 14, 2021.

Charles Hurst, *Social Inequality*, chapter 4, Contemporary Explanation of Inequality.

Piketty, chapter 2.

Week 6: Meeting on Monday 2/13: Libertarianism III

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 2/11 at 11:58 pm in Webcourses.

Read:

Nozick, Preface to *State, Anarchy, Utopia*.

Kymlicka, *Intro to Contemporary Political Philosophy*, chapter 4, selections TBA.

Piketty, chapter 3.

Week 7: Meeting on Monday 2/20: Egalitarian Liberalism I

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 2/18 at 11:58 pm in Webcourses.

Read:

Sandel, chapter 6: Rawls

Rawls, "The Role of Justice," pp. 3-6 of *A Theory of Justice*.

Kymlicka, chapter 3, selections TBA.

Hurst, chapter 3.

Piketty, chapter 6.

Week 8: Meeting on Monday 2/27: Egalitarian Liberalism II

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 2/25 at 11:58 pm in Webcourses.

Read:

Dworkin, Introduction to *Sovereign Virtue* (7 pages, in Files).

Kymlicka, chapter 3, selections TBA.

Week 9: Meeting on Monday 3/6: Socialism

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 3/4 at 11:58 pm in Webcourses.

Read:

Marx, selection TBA.

Lenski, "Marxist Experiments in De-stratification : An Appraisal."

Hurst, chapter 5. Power.

Piketty, chapters 7 and 10

Week 10: Spring Break

Week 11: Meeting on Monday 3/20: Racial Issues I

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 3/18 at 11:58 pm in Webcourses.

Sandel chapter 7, Affirmative Action.

Katznelson, "When Affirmative Action Was White."

Hurst, chapter 10.

Piketty, chapters 3 and 9.

Week 12: Meeting on Monday 3/27: Racial Issues II

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 3/25 at 11:58 pm in Webcourses.

Sandel, chapter 9.

Coates, "The Case for Reparations."

Williamson, "The Case Against Reparations."

Piketty, chapter 4.

Week 13: Meeting on Monday 4/3 Gender Issues.

Deadline:

Quiz and Yellow Dig Discussion Posts: Saturday 4/1 at 11:58 pm in Webcourses.

Hurst, chapter 8.

Kymlicka, chapter 9 selections TBA
Coontz, "Why Gender Equality Stalled."
Miller, "As Women Take Over a Male Dominated Field, The Pay Drops."

Week 14: Capstone Essay

Week 15: Capstone Essay

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, a supporting document, and a request for a specific deadline extension. You may receive an extension. Note that my flexibility on deadlines vanishes with the approach of the end of the semester.

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary, respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Turinitin.com:

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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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Deployed Active-Duty Military Students

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Third-Party Software and FERPA

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

COURSE OUTLINE

PUP 3203 0M01 (19889)

Spring 2023

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: TBA. Contact via course email.

CLASS TIME AND LOCATION: M and W. 12:30 pm to 1:20 pm, in CB1, room 319.

OFFICE HOURS

Wednesdays 1:30 pm to 3:00 pm.

Thursdays 11:00 am to 4:00 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

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).

between environmental integrity and economic growth must be lessened through 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 16 weeks. (Counting spring break.)

Week 1 starts on Monday 1/9 and ends on Monday 1/16.

Week 2 starts on Monday 1/16 and ends on Monday 1/23 and so on for the rest of the semester.

Before Course Perception of environmental issues **is due on Friday 1/13** (Activity Verification to free up financial aid).

Early semester modules extend over two weeks. Later semester modules extend over one week.

For any given module, the Quiz and Part A Questions are due on Monday nights in Webcourses. For the same module, Part B posts are usually due in Packback on the Friday nights following the related Part A and Quiz deadline.

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 1/13, 11:58pm Late submission accepted until Fr. 1/13 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 Each quiz is over 43 points. A semester average is used for calculating the course grade. | Selected Monday Evenings (Bi-weekly or weekly) | 48 | UNDERSTANDING To verify understanding of assigned materials with multiple choice questions. |
| Weekly Discussion Post Average Part A | Selected Monday Evenings 11:58 P.M. | 20 | Articulates a personal response to the readings. |

| | | | |
|--|---|-----------------------------|---|
| Each assignment is over 20 points. A semester average is used for calculating the course grade. | Weekly or Bi-Weekly. | | |
| Part B Posts in Packback Each assignment is over 30 points. A semester average is used for calculating the course grade. | Selected Friday Evenings Following the Part A Monday Deadline | 30 | CRITICAL EVALUATION To make meaning of the assigned materials through dialogue with class participants. |
| After Course Perception of Enviro Issues | Saturday 4/29 at 11:58 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. |
| TOTAL | | 100 | See the Grading Scale below |
| Extra Credit Points for Attendance | Throughout | 5 See scale below | To reward regular attendance and participation. |

Extra Credit Points for Attendance

Presence at all sessions except 2: +5 points

Presence at all sessions except 4: +3 points

Presence at all sessions except 6: +2 points

Absence at more than 6 sessions: 0 points

NOTE: This scale is indifferent about the reasons for absences.

| 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 1/23 at 11:58 pm in Webcourses.

Part B Posts: Friday 1/27 at 11:58 pm in Packback.

Read and Watch: (preferably in this order)

Jared Diamond, *Why Societies Collapse*, a 20-minute Ted Talk Available at: https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374
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 various 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 2/6 at 11:58 pm in Webcourses.
Part B Posts: Friday 2/10 at 11:58 pm in Packback.

Stephen Meyer, *The End of the Wild*. A short essay focused on biodiversity. The rate of biodiversity lost constitutes a second area where planetary boundaries are overstretched.

The Nature Conservancy, *Gulf of Mexico Dead Zone*. This is one example of pollution by excessive run off of nitrogen. The nitrogen cycle is a third area where planetary boundaries are overstretched. Available at: <https://www.nature.org/en-us/about-us/where-we-work/priority-landscapes/gulf-of-mexico/stories-in-the-gulf-of-mexico/gulf-of-mexico-dead-zone/>

Lester Milbrath, *Envisioning a Sustainable Society*, 1989. Selected excerpts critically examining cornucopian arguments for conventional growth.

Assignments:

A Quiz + Part A Posts (in Webcourses) + Part B Posts (in Packback).

Part A questions and one of Part B tasks are questions formulated by the instructor. These questions are uploaded in the (bi-) weekly module in Webcourses in Discussions.

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 2/20 at 11:58 pm in Webcourses.

Part B Posts: Friday 2/24 at 11:58 pm in Packback.

Read:

Layzer/Rinfret, chapter 1: A Policy-Making Framework.

Layzer/Rinfret, chapter 2: The Nation Tackles Air and Water Pollution.

Excerpts on the National Environmental Policy Act.

Weeks 7-8-9: Case Studies of Environmental Policy Conflict

Quiz and Part A Post: Monday 3/20 at 11:58 pm in Webcourses.

Part B Posts: Friday 3/24 at 11:58 pm in Packback.

NOTE: Both deadlines come after spring break. However, for greater flexibility it will be possible to complete the assignments during the week preceding spring break.

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

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PART 3

A PATH TOWARDS GREENER GROWTH

Week 10: Spring Break

Week 11: Brown Growth and Green Growth

Deadlines:

Quiz and Part A Post: Monday 3/27 at 11:58 pm in Webcourses.

Part B Posts: Friday 3/31 at 11:58 pm in Packback.

Read:

Fiorino, *A Good Life on a Finite Planet*, Foreword and Preface, chapters 1-3.

Week 12: Reconciling Ecology and Economy

Deadlines:

Quiz and Part A Post: Monday 4/3 at 11:58 pm in Webcourses.

Part B 3 separate posts: Friday 4/7 at 11:58 pm in Packback.

Read:

Fiorino, *A Good Life on a Finite Planet*, chapters 4-5.

Week 13: Ecological Governance and Economic Inequality

Deadlines:

Quiz and Part A post: Monday 4/10 at 11:58 pm in Webcourses.

Part B 3 separate posts: Friday 4/14 at 11:58 pm in Packback.

Read:

Fiorino, *A Good Life on a Finite Planet*, chapter 6.

Week 14: A Green Growth Policy Agenda

Deadlines:

Quiz and Part A post: Monday 4/17 at 11:58 pm in Webcourses.

Part B 3 separate posts: Friday 4/21 at 11:58 pm in Packback.

Read:

Fiorino, *A Good Life on a Finite Planet*, chapter 7.

Week 15:

Deadlines:

Quiz and Part A post: Monday 4/24 at 11:58 pm in Webcourses.

Part B 3 separate posts: Friday 4/28 at 11:58 pm in Packback.

Read:

Fiorino, *A Good Life on a Finite Planet*, chapter 8.

After Course submission: Saturday 4/29 at 11:58 pm in Webcourses.

X. Policy Statements

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

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

In Case of Faculty Illness

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

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

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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

Spring 2023

WEB-Online (W)

Professor Justin R Miller

Office hours

Tuesday & Thursday 6:30 -7:30 pm via **ZOOM** (register via Zoom)

or email to request an off-schedule appointment (*be flexible*)

Email: **use WebCourse Email** (*I monitor Webcourse email Tuesday - Saturday daily*)

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 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 (*Class Files*)
- (4) National Security Act of 1947 (*updated February 2021*) (*Class File*)

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 (1050 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

| | | |
|--|---|-------------|
| Discussion (4) | 200 (50 pts each) | 19% |
| Simulation (4 submissions) ** Two are individual submissions **Two are Group Assignments (6-10 people per group) | 300 (75 pts each) | 28% |
| Research Paper / Topical Essay (2 parts) <i>Paper Topic Submission – 50 Points</i> <i>Final Submitted Paper in APA Format 200 points</i> | 250 (50 pts for pre-approved topic submission and 200 submitted paper) | 24% |
| Final Exam | 250 | 24% |
| Course Summarization | 50 pts | 5% |
| | 1050 pts | 100% |

Course Requirements:

- Four discussion postings comprise ~24% of the final grade:** An introduction post, two academic discussion posts**, and a professionalism post on the dangers of groupthink and the importance of Diversity, Objectivity, and the dangers of Groupthink within the intelligence community will make up nearly 20% of the final course grade.
 - Specifically, each of the four 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.
- 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. Two of them require group collaboration to simulate wide-area

**Editorial commentaries are risky sources 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. Your sourcing is your credibility!*

| 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 |

collaboration and complex group dynamics in decision-making and collective risk management and threat prioritization.

- i. **Simulation Part 1** (*individual ranking of foreign-based geopolitical or transnational threats under the purviews of the ODNI, CIA, Departments of State, Treasury, and Energy*)
- 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 (FBI), Homeland Security, and other public security and safety agencies (i.e., the DEA)*)
- 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 |

3. A research paper/topical essay will be submitted in two parts: (1) a formal topic proposal; and (2) a short paper. Combined they are worth 24% of the final grade.

- Students will need to identify a relevant paper topic and provide a scope of the paper for approval by the professor (450-550 words, not including initial sources informing research). An initial research proposal (literature review/abstract/description) with an initial list of academic resources guiding their proposed research essay topic. (Topic will be approved if it is directly related to the learning objectives of this course, considers a topic or issue raised any course text, or considered within a class discussion board). Submission will be worth ~5% of final course grade.

| Paper Topic Rubric (450-550 words) | | |
|------------------------------------|--|----|
| Topic: | 50 Points | |
| Paper Focus | Research Topic Proposal addresses a relevant course topic and context | 10 |
| | Provides initial resourcing, research materials, and references in APA formatting (at least 3-4 to support the initial proposal) | 10 |
| | 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 | 10 |
| | Properly cites sources, references | 10 |

- A final research paper/topical essay (1500-2000-word paper - *not including a reference listing to convey proper, credible sourcing through credible sources and formal academic citations*).
- The final paper will be ~19% of the final course grade. The final paper will require use of 5-8 sources - reviewed academic articles or professional references.

| Rubric for Paper/Essay (1500-2000 words) | | |
|--|--|----|
| Paper: | 250 Points | |
| Paper Focus | 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 | 25 |
| | 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 - <i>Introduction and Thesis, Discussion and Analysis, Conclusion</i> | 75 |
| | Paper conclusion is crisp and clear | 25 |
| Administrative Quality Control | Free of spelling and grammatical errors | 15 |
| | Uses concise language | 15 |
| | Properly cites sources, references | 20 |

200

****References must be credible within the academic and professional communities and to intelligence and national security practitioners (peer reviewed writing, extensive professional experience, and or a reputable research firm or think tank).**

- 4. Final Exam is 24% 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 technical information and policy resources, as well as the important contexts discussed throughout the course that are available to you as a citizen and aspiring professional.
- 5. 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 provide 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

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.

- Consider attending the four course lectures (online via Zoom) throughout the semester

- Submitting a movie review that meets the Extra Credit discussion requirements (*follow the guidance in the discussion board*).
- *Submit thoughtful, academically rigorous discussion posts and responses and you may find extra points awarded in your submission grade.*

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-percent point penalty will apply for assignments that are accepted late (point penalties will continue to accrue weekly). This means that submissions provided after the submission deadline are considered late and *may 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.**
- ****Generally, I will not take late points off if the assignment is submitted before I finish grading that assignment for the class. When in doubt – turn it in!!!**

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." **Expect to give this class nine hours of time each week (reading, researching, writing, editing, collaborating).**

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 or online Zoom discussions. 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 any class Zoom 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 (or other campus related challenges) for Spring 2023

- **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 with COVID or any other emergent illness (*obtain the required documentation for the university should you need it*) 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.

COMMENT: This is a class that covers national security issues and the importance of transparency, high levels of personal and professional accountability, and the need to defend one's research that theoretically will affect national security, international stability, and accountable governance in a democratic-republic. If you lie, steal, cheat, or use technology to augment your research drafts or undermine your learning experience in this class it will affect your ability to earn a clearance if you need one in the future, as you will have to self-report on your own integrity and your academic background will be considered in an evaluation. If you cheat, or accommodate dishonesty, in these classes (intelligence and national security, specifically) you may be missing the point entirely.

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 Assignment** by the end of the first week of classes or as a disbursement of your financial aid. It is a personal statement acknowledging that you have started this class and intend to complete the course barring no emergencies.

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.

INR4360: The Intelligence Process
University of Central Florida
School of Politics, Security, and International Affairs

Spring 2023

WEB-Online (W)

Professor Justin R Miller

Office hours

Tuesday & Thursday 6:30 -7:30 pm via [ZOOM](#) (register via Zoom)

or email to request an off-schedule appointment (*be flexible*)

Email: [use WebCourse Email](#) (*I monitor Webcourse email Tuesday - Saturday daily*)

Description: This course introduces students to intelligence operations and the processes and products that are used to inform decisionmakers. It also provides students an insight into the overall functioning and public administration that goes into intelligence operations (budgeting, manpower, operations planning, leadership and management, and training and education). The course explores structured analytic techniques, threat profiling, and intelligence dissemination. The intelligence cycle is presented and collaborative coursework challenges students to actively provide value added work to support a broader team and think critically in small group settings.

Objectives: This course is meant to inform students on the discipline of intelligence analysis and the methodologies and techniques that inform the making of national security intelligence products to inform policy makers and decisionmakers, as well the public when appropriate.

The course will help students: discuss intelligence – and provide an operational definition and convey its primary purpose; recognize what constitutes a threat and how to assess and profile varying types of threats; understand the evolution of the profession and the intelligence community within the national foreign policy, military, and law enforcement communities – to include a bottom up review of a mission profile; become familiar with intelligence operations centers, what their main functions are, and the challenges that are faced by professionals and leaders in the field; differentiate between data, information, and knowledge and help them evaluate applied uses and employment methodologies; understand what is meant to data mine in support of intelligence analysis; identify planning factors associated with building an intelligence team – to include staffing requirements and the importance of a good work environment; identify and employ the steps within the intelligence cycle; conduct preliminary analysis and differentiate it from detailed and profiling products; deliver intelligence products

are concise, tailored to inform the customer’s information requirements, and formatted for delivery to ensure customer ingestion; understand how intelligence informs operations.

Course learning objectives:

- (1) Identify the operational definition and primary purpose of intelligence.
- (2) Recognize what constitutes a threat and recognize how threats have evolved.
- (3) Identify how intelligence has evolved in the United States and recognize the six major factors that are changing operations in the field today.
- (4) Differentiate intelligence operations from intelligence centers.
- (5) Identify the differences and purposes of data, information, and knowledge.
- (6) Identify the steps and actions that comprise the intelligence process and specifically its analytic component and how it shapes the delivery of tailored products to consumers.
- (7) Demonstrate collaborative skills necessary to collect, process, analyze and report, and disseminate intelligence products (reports and briefing slides).

Required Textbooks, Readings:

- (1) Kleinsmith, Erik. (2020). "**Intelligence Operations: Understanding Data, Tools, People and Processes.**" Cognella Academic Publishing, Inc.
- (2) Major, James S. (2009). "**Writing Classified and Unclassified Papers for National Security**" Scarecrow Press.

Course Writing Style Guide Options:

Option 1: "Writing Classified and Unclassified Papers for National Security Facts and Fears: Hard Truths from a Life in Intelligence"

or

Option 2: [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 (1050 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

| | | |
|--|---|-------------|
| Discussion (3) | 150 (50 pts each) | 14% |
| Threat Project Collection Resources (7 participation submissions) | 350 (50 pts each - go/no go) | 33% |
| January 6 Threat Research Paper & Group PowerPoint (2 parts) <i>Group (6-10) PowerPoint - 50 Points (10 points per content slide)</i> <i>Final Individual Paper (Major Citation Format, with Works Cited) 200 points</i> | 250 (50 pts for group Threat Summary and 200 individually submitted paper) | 24% |
| Final Exam | 250 | 24% |
| Course Summarization | 50 pts | 5% |
| | 1050 pts | 100% |

Course Requirements:

1. **Three discussion postings comprise ~14% of the final grade:** An introduction post and two academic discussion posts will make up nearly 14% of the final course grade.
 - i. Specifically, each of the four participation posts are worth ~5% of the final grade.
 - a. The initial post will be worth 40 points (450-550 words).
 - b. 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.

| 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 |

**Editorial commentaries are risky sources 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. Your sourcing is your credibility!*

2. **A seven-part collection and intelligence sharing simulation for conducting detailed analysis and threat profiling comprises ~33% of the final grade.** This assignment also serves as an opportunity to demonstrate the nature of competitive analysis given a common set of collection sources – some students may find that there is not a remaining threat, and their analysis makes January 6, 2022 a “one-off” event that no longer poses a threat. There will be seven intelligence collection discussion board submissions throughout the semester, each one is worth ~5% of your grade. This assignment simulates intelligence collection and sharing and provides students an opportunity to assess source credibility and manage risks when considering whether to use the pool of collection sources to inform the analytical product using publicly available information and open, reputable published resources students will provide:

- i. **Collections and Sharing Simulation Part 1:** (*Identifying possible threat actors – movements, organizations, and/or inspired lone wolves to inform a **Detailed Analysis and Threat Profiling***)
- ii. **Collections and Sharing Simulation Part 2:** (*Using threat actors from Part 1, or additionally discovered actors not posted to Part 1, by providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's **Motivations, Goals, and Objectives** – See Kleinsmith p. 235*)
- iii. **Collections and Sharing Simulation Part 3:** (*Using threat actors from Part 1 (or those added in part 2) providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's **Demographics and Psychographics** – See Kleinsmith p. 236*)
- iv. **Collections and Sharing Simulation Part 4:** (*Provide resources that can inform providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's **Network, Organization and Leadership** – See Kleinsmith p. 238*)
- v. **Collections and Sharing Simulation Part 5:** (*Provide resources that can inform providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's Potential or likely **Targets**– See Kleinsmith p. 242*)
- vi. **Collections and Sharing Simulation Part 6:** (*Provide resources that can inform by providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's **Methods of Operation**– See Kleinsmith p. 246*)
- vii. **Collections and Sharing Simulation Part 7:** (*Provide resources that can inform by providing sources that can help provide an assessment/threat profile component of one of the actors'/movements'/lone wolf's **Sustainment, Logistics, and Communications** – See Kleinsmith p. 250*)

viii. Simulation Grade Criteria/Submission Evaluation

- i. 50 points will be awarded on a go/no-go basis.
 - a. Students must comply with the submission format in an accurate way (intelligence requirement data formatting) to receive full points.
 - b. Non-submission or poorly formatted citations will not be awarded points.
 - c. Class peers (*notional IC analysts*) will either leverage the source provided for further collections and analysis, or disregard the source provided. Students should care about the quality of the accumulated sources given that we are simulating a real threat environment.

3. A final Analysis and Compiled Threat Profile product that leverages the seven-part collection and intelligence sharing simulation to provide a preliminary assessment of the security environment and a threat profile given the attack on the U.S. Capitol Building in Washington D.C. on January 6, 2021.

The assignment will be submitted in two parts: (1) an individually written paper; and (2) a group crafted (7) slide PowerPoint Presentation (Title, 5 content slides, references/works cited slide). Combined these deliverables are worth 24% of the final grade.

- i. Outline for Final Paper:
 - a. Title Page
 - b. Current Threat Environment and Situational Snapshot given the attack on the Capitol Building on January 6, 2021. (No more than one page)
 - i. January 6, 2021, synopsis
 - ii. Post January 6, 2021, Security Situation and Threat Environment
 - iii. Post January 6, 2021, Security Situation and Threat Environment
 - c. Detailed Analysis and Threat Profile posed by the actor *(the overall movement, one of the organizations researched, or an inspired lone wolf type extremist)*
 - i. Motivations, Goals, and Objectives Profile *(no more 1,000 words)*
 - ii. Demographic and Psychographic Profile *(no more than 250-350 words)*
 - iii. Network, Organization, and Leadership Profile *(no more than 500 words, consider graphic)*
 - iv. Targets Profile *(no more than 250-350 words)*
 - v. Methods of Operation Profile *(no more than 250-350 words)*
 - vi. Sustainment, Logistics, and Communications *(no more than 250-350 words)*
 - d. Concluding Assessment and Threat Summary
- ii. The final paper will be ~19% of the final course grade. The final paper will require use of 5-8 sources - reviewed academic articles or professional references.

| Rubric for Threat Profile Paper | | |
|---------------------------------|--|----|
| Paper: | 200 Points | |
| Paper Focus | 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 | 25 |
| | 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 - Current Threat Environment and Situational Snapshot, Detailed Analysis and Threat Profile, Concluding Assessment and Threat Summary | 75 |
| | Paper conclusion is crisp and clear | 25 |
| Administrative Quality Control | Free of spelling and grammatical errors | 15 |
| | Uses concise language | 15 |
| | Properly cites sources, references | 20 |

200

****References must be credible within the academic and professional communities and to intelligence and national security practitioners (peer reviewed writing, extensive professional experience, and or a reputable research firm, or think tank).**

- iii. The Group (*comprised of 6-10 students*) will collaborate on a PowerPoint that will provide a seven-slide presentation that is meant to inform the general public on the Threat Profile posed by the actor (*the overall movement, one of the organizations researched, or an inspired lone wolf type extremist*).
 - a. The outline for the presentation is provided:
 - i. Title Slide, with group members listed
 - ii. Slide One: Motivations, Goals, and Objectives Profile
 - iii. Slide Two: Demographic and Psychographic Profile
 - iv. Slide Three: Identifying Symbols and Key Influential Dates in History
 - v. Slide Four: Threat Actor Potential Courses of Action
 - 1. Most Likely COA
 - 2. Most Dangerous COA
 - 3. Possible COA
 - vi. Slide Five: Indications and Warnings (I&W) cues to look for given
 - 1. Most Likely COA
 - 2. Most Dangerous COA
 - 3. Possible COA
 - vii. Formatted citations/references slide
- iv. Grading Criteria for the group PowerPoint product
 - a. Points will be deducted for failing to comply with content requirements, low sourcing quality, and quality control issues related to grammar, spelling, and punctuation.

4. **Final Exam is 24% 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 technical information and policy resources, as well as the important contexts discussed throughout the course that are available to you as a citizen and aspiring professional.
5. **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 provide 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

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.

- Consider attending the four course lectures (online via Zoom) throughout the semester
- Submitting a movie review that meets the Extra Credit discussion requirements (*follow the guidance in the discussion board*).
- *Submit thoughtful, academically rigorous discussion posts and responses and you may find extra points awarded in your submission grade.*

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-percent point penalty will apply for assignments that are accepted late (point penalties will continue to accrue weekly). This means that submissions provided after the submission deadline are considered late and *may* 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.**
- ****Generally, I will not take late points off if the assignment is submitted before I finish grading that assignment for the class. When in doubt – turn it in!!!**

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." **Expect to give this class nine hours of time each week (reading, researching, writing, editing, collaborating).**

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 or online Zoom discussions. 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 any class Zoom 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 (or other campus related challenges) for Spring 2023

- **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 with COVID or any other emergent illness (*obtain the required documentation for the university should you need it*) 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.

COMMENT: This is a class that covers national security issues and the importance of transparency, high levels of personal and professional accountability, and the need to defend one's research that theoretically will affect national security, international stability, and accountable governance in a democratic-republic. If you lie, steal, cheat, or use technology to augment your research drafts or undermine your learning experience in this class it will affect your ability to earn a clearance if you need one in the future, as you will have to self-report on your own integrity and your academic background will be considered in an evaluation. If you cheat, or accommodate dishonesty, in these classes (intelligence and national security, specifically) you may be missing the point entirely.

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 Assignment** by the end of the first week of classes or as a disbursement of your financial aid. It is a personal statement acknowledging that you have started this class and intend to complete the course barring no emergencies.

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.



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

UCF
Spring 2023
Credit hours: 3

Professor: Demet Mousseau
Office: 311G Howard Phillips Hall
Phone: 407- 823 - 6025
E-mail: Demet.Mousseau@ucf.edu
Teaching Assistant: Angelika Yeboah

Office Hours: Tuesdays 12 PM – 2:00 PM,
Thursdays 1:30 PM – 2:30 PM, and by
appointment

UCF Catalogue Description: International Political Economy: PR: ENC 1102 or POS 2041 or C.I. Interrelationship of political and economic phenomena of both advanced industrial societies and less developed countries.

Course Goals/Objectives: Develop knowledge about how politics and economics interactively affect policy outcomes in different countries; improve critical and analytical thinking; promote research and writing skills.

Detailed Section-specific Description of the Course: Topics include approaches and concepts in international political economy, the role of the state in the economy, varieties of capitalism and economic policies of states in industrialized countries, institutional foundations of global economy, international trade and monetary relations, economic development and transition in developing and newly industrialized states. Module I begins with the discussion of different approaches, paradigms and concepts in international political economy; Module II focuses on globalization of the political economies of industrialized states and their welfare politics; Module III proceeds with the discussion of institutional foundation of international political economy and globalization, including trade and monetary relations; and Module IV analyzes development policies in developing and newly industrialized states and addresses debates on financial and multinational dimensions of global production.

Required Text:

David Balaam and Bradford Dillman, "Introduction to International Political Economy" (7th edition)

Additional books (not required for purchase)

Ben Clift, "Comparative Political Economy: States, Markets and Global Capitalism"

Theodore H. Cohn, "Global Political Economy"

Course Web Page: All lecture Power Point slides, including pictures, graphs, videos, and web links, as well as supplementary materials, will be made available on the course web page at Webcourses@UCF.

| Course Outline | |
|-------------------------|--|
| MODULE I | APPROACHES, CONCEPTS, AND DEFINITIONS IN INTERNATIONAL POLITICAL ECONOMY |
| <i>January (Week 1)</i> | <u>Introduction and General Discussion</u> |
| <i>January 13</i> | <u>Important Deadline for the Webcourse Assignment! (See the webcourse)</u> |
| <i>January 17-20</i> | <u>What is Political Economy?</u> <i>Reading:</i> Balaam: Introduction, Chapter 1 |
| <i>January 23-27</i> | <u>Classical Liberalism and Economic Nationalism</u> <i>Reading:</i> Balaam: Chapters 2 and 3 |
| <i>January 30-Feb 3</i> | <u>Structuralism, Marxism, and Constructivism</u> <i>Reading:</i> Balaam: Chapters 4 and 5 |

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|------------------------------|---|
| <p><i>February 6-10</i></p> | <p><u>The Role of the State in the Economy</u> <i>Reading:</i> Streeten, P. (1993). Markets and states: Against minimalism. <i>World Development</i>, 21 (8), 1281-1298.</p> |
| <p>MODULE II</p> | <p>FIRST STAGE OF GLOBALIZATION: POLITICAL ECONOMY OF INDUSTRIALIZED STATES</p> |
| <p><i>February 13-17</i></p> | <p><u>Varieties of Capitalism and Industrialization</u> <i>Reading:</i> Clift, Chapter 9 See the webcourse for this reading</p> |
| <p><i>February 20-24</i></p> | <p><u>Political Economy of Industrialized States</u> <i>Reading:</i> Lairson & Skidmore, Chapter 7 (Competition and Conflict). See the webcourse for this reading</p> |
| <p><i>February 24-27</i></p> | <p><u>Welfare State</u> <i>Reading:</i> Clift, Chapter 11 See the webcourse for this reading</p> |
| <p><i>Feb 27</i></p> | <p>Paper topic proposals are due!</p> |
| <p><i>Feb 28-March 6</i></p> | <p>Midterm Exam!</p> |

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|------------------------|--|
| MODULE III | THE SECOND STAGE OF GLOBALIZATION AND INTERNATIONAL POLITICAL ECONOMY |
| <i>Feb. 28-March 3</i> | <p><u>Institutional Foundation of the Post-war Global Economy</u> <i>Reading:</i> Balaam: Chapter 6 Schwartz, Chapter 9 (See the webcourse for this reading)</p> |
| <i>March 6-10</i> | <p><u>International Trade</u> <i>Readings:</i> Balaam: Chapter 7 Goldstein, Judith L., Douglas Rivers, and Michael Tomz. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." <i>International Organization</i> 61 (1): 37-67.</p> |
| <i>March 20-24</i> | <p><u>International Monetary Relations</u> <i>Reading:</i> Balaam: Chapter 8 Lance Taylor. 1997. The Revival of the Liberal Creed. <i>World Development</i> (25): 2.</p> |
| <i>March 27</i> | Paper Outline and Sources are Due! |
| <i>March 27-31</i> | <p><u>Security and International Knowledge Structure</u> <i>Reading:</i> Balaam: Chapters 9, 10</p> |
| MODULE IV | <p>POLITICAL ECONOMY OF DEVELOPMENT AND DEVELOPING STATES</p> <p><u>Political Economy of Development and Transition</u></p> |

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|--------------------|--|
| <i>April 3-7</i> | <p><i>Reading:</i> Balaam: Chapters 11, 12</p> |
| <i>April 10-14</i> | <p><u>The Rise of Newly Industrialized Countries</u> <i>Reading:</i> Balaam: Chapter 13</p> |
| <i>April 17-21</i> | <p><u>International Development, Middle East, and Africa</u> <i>Reading;</i> Balaam: Chapter 14 Desbordes, Rodolphe, and Julien Vauday. 2007 "The Political Influence of Foreign Firms in Developing Countries." <i>Economics & Politics</i> 19 (3):421-51.</p> |
| <i>April 27</i> | <p>Papers are Due!</p> <p>The Date of the final exam will be announced by the registrar's office!</p> |
| | |
| | |

Course Calendar

Date Details

| Date | Details |
|----------------------|---|
| Fri January 13, 2023 | Webcourse First Assignment |
| February 27 | Paper Topics are Due |
| Feb 28-March 6 | Midterm Exam |
| March 27 | Paper Outline and Sources are Due |
| Final Exam | TBA |
| April 27 | Paper due by 11:59pm Upload papers in the Webcourse (This date is preliminary and may change) |

Course Requirements & Methods of Evaluation

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

18% - Participation and group discussions.

20%-Video Assignments and reflection essays.

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

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

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

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

Late Paper Policy: Late papers are not acceptable.

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

Letter/Grade Equivalencies:

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

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Paper Rules and Guidelines

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

Focus on the following topic:

Analyze an issue of political economy in a specific country. A list of issues and more information about the paper and country selections will be distributed shortly after the 1st week of classes.

Country Assignments: You will pick a country and a political economy question for analysis in that country, and write a one page proposal due on Feb 27. If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

Rules

- Expected length is 8-10 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: “(last name(s) year: page number(s))”. For example, (Horowitz 2000, 8–9).” when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else’s arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

Sources:

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

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

University Writing Center

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

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

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/zgrade>Links to an external site..

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or

publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording. Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#)[Links to an external site.](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, 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[Links to an external site.](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> [Links to an external site.](#) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu [Links to an external site.](#) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter \(Links to an external site.\)](#))



) about how to manage an active shooter situation on campus or elsewhere.

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



INR 4075-OM01

HUMAN RIGHTS POLICY

School of Politics, Security, and International Affairs

UCF

Spring 2023

Credit hours: 3

Professor: Demet Mousseau
Hybrid Class (online and classroom)
Phone: 407- 823 - 6025
E-mail: Demet.Mousseau@ucf.edu
Teaching Assist.: Mohammed Al
Awwad

Office Hours: Tuesdays 12:00 PM – 2:00
PM, Thursdays 1:30 PM – 2:30 PM, and by
appointment
Classroom: BA1 0121 (Meets on Thu 12
pm-1:15 pm)

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:

Jack Donnelly, *Universal Human Rights in Theory and Practice*; (3rd edition). E-book is recommended.

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 RIGHTS

Week 1- Introduction and General Discussion
January 9-
13

Webcourse Assignment (Due: August 27, Friday)

Important: First Assignment Due date:

Students must document academic activity in the Webcourse in the first week of classes. Complete the assignment created in the webcourse by the deadline below:

Deadline: Friday, Jan 13th

Jan 17-20 **What are Human Rights?**
Reading:
Jack Donnelly, chapters 1 and 2

Jan 23-27 **A Brief History of Human Rights**
Reading:
Jack Donnelly, chapter 5

**Jan 30-
Feb 3** **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

Feb 6-10 **Internationalization of Human Rights and the United Nations**
Reading:
Jack Donnelly, chapter 11

Feb 13-17 **Regional Applications of Human Rights**
Reading:
Jack Donnelly, chapter 11

Feb 20-24 **Human Rights and Foreign Policy**
Reading:
Jack Donnelly, chapter 12

Feb 24 Deadline for Paper Topic Proposals!

Feb 27 Non-state Actors and Human Rights

Feb 28-
March 7 Midterm Exam!

Module III ETHNICITY, GENDER, DEMOCRACY AND HUMAN RIGHTS

March 6-10 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>

March 20-
24 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>

March 31 Paper Outline and Sources are Due

Module IV DEVELOPMENT, DEMOCRATIZATION AND HUMAN RIGHTS

March 27-
April 3 Development and Human Rights Policy

Reading:
Jack Donnelly, chapters 13 and 14

April 7-14 **Democratization and Human Rights**

Reading:
Jack Donnelly, chapters 13 and 14
<http://www.un.org/en/globalissues/democracy/>

April 17-21 **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

April 26 **Papers are due!**

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

Course Calendar

| Date | Details |
|----------------|-------------------------------------|
| Fri Jan 13 | Webcourse Assignment due by 11:59pm |
| Feb 24 | Paper Topic Proposals |
| Feb 28-March 7 | Midterm Exam |
| March 31 | Paper Outline and Sources are due |
| Final Exam | Final exam week (April 26-28) |
| April 26, 2023 | Paper due by 11:59pm |

Course Requirements & Methods of Evaluation

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

18% - Participation and group discussions.

20%-Video Assignments and reflection essays.

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

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

20% - Paper. Due April 26 (upload papers in the webcourse).

2%-Paper proposal. (Paper topics + outline/sources)

Late Paper Policy: Late papers are not acceptable.

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

Letter/Grade Equivalencies:

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

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Paper Rules and Guidelines

You will each write an 8 page (double-spaced) research paper on the question below. Cover page is additional and not included, but the bibliography is included in 8 pages. The papers are due on April 26. Upload papers in the webcourse by this deadline.

Focus on the following topic:

Analyze an issue of human rights in a specific country. It should be a current issue. More information about the paper and country selections will be provided.

In analyzing the above topic you will pay attention to the following questions:

What kind of human rights are weak or violated in this country, civil and political, minority, or social and economic. Define specific human rights violations with respect to the Universal Declaration of Human Rights in the United Nations. This section should be short no more than one and half pages. And then, analyze these specific human rights that you think are very problematic and crucial in that country such as political freedoms, labor rights, minority rights, women’s rights and so on mostly focusing on the post-2000 era, until today. Try to show cases and examples of these violations. Analyze political, cultural and economic factors in that country during this period, that lead to or affect such kind of violations. If these violations have been changing, identify which factors have been changing them (i.e., policy, laws, democratization, external aid and others). Your analysis will be the essential part of the paper.

Country Assignments: You will pick a country and a human rights question for analysis in that country. Then you will write a proposal with that topic which is due on Feb 24. Instructions for the proposal will be announced. If that topic is already taken you may be asked to come up with another one. After your topic is decided and confirmed by the teacher, if you write a paper on a different topic at the end, the paper will not be valid.

Rules

- Expected length is 8 pages (cover page is not included; bibliography is included).
- Use Microsoft Word.
- Use double spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: “(last name(s) year: page number(s))”. For example, (Horowitz 2000, 8–9).” when referring to particular pages. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else’s arguments, research, or quotations (otherwise you are plagiarizing). However, avoid long quotations. Instead try to express quotes in your own sentences, still citing them.
- Number your pages.
- Align text left.
- Divide your papers into sections, including introduction, conclusion and bibliography. You should have subsections in the body.
- Grammar and spelling should be correct.

Sources:

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

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

University Writing Center

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

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

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

UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the

instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Academic Integrity. The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://www.academicintegrity.org/icaai/assets/FVProject.pdf> (Links to an external site.)

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to

infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgradeLinks> to an external site..

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording. Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in

alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#)[Links 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.html[Links to an external site.](#)
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter \(Links to an](#)



[external site.](#))

on campus or elsewhere.

) about how to manage an active shooter situation

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 6007 - Seminar in International Politics

College of Sciences - Department of Political Science

Course is Online Only

UCF Catalogue Description. Introduces the student to the advances in international relations theory and research through a broad sampling of approaches and methods.

Course Goals/Objectives. To understand how field scholars think about international politics, with particular emphasis on the causes of war and peace.

Learning Outcomes. Understanding the primary theoretical approaches in the field of international politics, and how to assess them. By the end of this course students will be able to think and write logically and knowledgeably on the leading theories of international politics.

Credits: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): Admission to a graduate degree-seeking program 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.
- **Class Meetings:** Online Course.
- **Office Hours:** Tuesdays 1:30 to 2:30 and Fridays 3:00 to 5:00, and by appointment, Howard Phillips 302 M. If no one is in the office just knock on my door.

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

****Make sure your settings allow for alerts of all course announcements**, otherwise you are likely to miss important course communications regarding assignments, grades, etc.

Books Recommended to Purchase or Rent (most chapters are assigned):

- Kenneth Waltz, *Man, the State and War: A Theoretical Analysis*. New York: Columbia University Press, 1959.
 - This book is available for free at the UCF library [here](#)
- Kenneth Waltz, *Theory of International Politics*. Addison-Wesley Pub. Co., 1979.

- Philip Cunliffe, *The New Twenty Years' Crisis: A Critique of International Relations, 1999-2019*. McGill-Queen's University Press, 2020.
 - This book is available for free at the UCF library [here](#)

For the UCF library books you are permitted to read the textbook online or download content to read offline. Note that there is a daily limit on downloads. To ensure continued access in case any internet or system issues arise, you can download one chapter per day early in the semester. Please recognize that authors work hard and publishers need to profit, so any unauthorized sharing of the textbook content is in violation of the license agreement between the publisher and university.

Supplemental Texts (only a chapter or three are assigned):

- John Gerard Ruggie. *Constructing the World Polity: Essays on International Institutionalization*. Routledge,
- Robert O Keohane., *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton, NJ: Princeton University Press,
- Alexander Wendt, *Social Theory of International Politics*. New York: Cambridge University Press,
- Manus Midlarsky, ed., *Handbook of War Studies II*. Ann Arbor, MI: The University of Michigan Press,
- Jack S. Levy and William Thompson, *Causes of War*. Wiley-Blackwell, 2010.
- John A. Vasquez, *What Do We Know About War?* 2nd Edition. Lanham, MA: Rowman & Littlefield, 2012.
- John Mearsheimer, *The Tragedy of Great Power Politics*. WW Norton, 2014 [2001].

NOTE: All book chapters in this course were obtained from the UCF library for your convenience. Any markings in these chapters are not mine.

Evaluation:

- [Module Essays \(one for each of twelve modules\)](#), 48%
- [Participation](#), 24%
- [Course Paper](#), 23%
- [Presentation](#), 5%

Academic Activity Quiz to be completed by the first **Friday of the semester before 11:59pm**

Late Policy: 0.5% drop in grade for every hour late. This includes the Sunday submissions of essays and paper presentations and the Friday submissions of competed essays and the paper (no participation responses are accepted after the Tuesday deadline for these). If unusual circumstances emerge, send me an email. If for some technical reason you find that you cannot submit your essay or paper, you can keep a record of your time of completion by (in Word)

going to "file" and then "info". Take a picture of the time of the last modification of your document, and I can use that as your submission time.

Make-up Policy: There are no exams to make up.

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.

Method of Grade Reporting: Webcourses@UCF.

Final exam date: No Final Exam.

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 [guide](#).
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be

complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations for various styles are found here: <http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/>.

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<http://www.academicintegrity.org/icai/assets/FVProject.pdf>

[Links to an external site.](#)

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

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

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>

[Links to an external site.](#)> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording. Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

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

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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.
- 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 ([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 mixed module

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.](#) or [POS 2041Links 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.
- **Class Meetings:** Tuesdays 12:00 to 1:15 in BA1 O121.
- **Office Hours:** Tuesdays 1:30 to 2:30 and Fridays 3:00 to 5:00, and by appointment, Howard Phillips 302 M. If no one is in the office just knock on my door.
- **Graduate Teaching Assistant:** Sarah Holland skholland@ucf.edu.

Books to Purchase or Rent. I try to select books that are informative and easy to read. I am also proud of my affordability book badge:



Course texts:

- Loch K. Johnson, *The Third Option: Covert Action and American Foreign Policy*. Oxford University Press, 2021. Selected chapters.
- Michael K. Mandelbaum, *Mission Failure : America and the World in the Post-Cold War Era*. Oxford University Press, 2016. Selected chapters.

****Digital version of both books are 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.](#)

Course Format. As a mixed-mode course, all lectures are in online videos. The limited face-to-face meetings are for free discussion and exams.

Evaluation. To keep things simple, **everything is always due on Tuesdays.**

- **Three Short-answer Quizzes (20% each).** In-class. See link [here](#).
- **Two Homework Projects (20% each).** See link [here](#).

Bonus Point Options:

- **Academic Activity Quiz (1%).** You may be asked on anything above the three dots (***) below, including all the content the links (that stay in the course, including the link "[Learn How I Travel Through Time and Space!](#)"). You have 10 minutes to answer ten true-false questions with one optional re-take. You can take the quiz [here](#).
- **Attendance & Participation (20%).** Link [here](#).

Late Paper Policy: 0.5% drop in grade for every hour late. If for some technical reason you find that you cannot submit your paper, you can keep a record of your time of completion by (in Word) by going to "file" and then "info". Take a picture of the time of the last modification of your document. I can then use that as your submission time if you do not again change the document and also send your paper directly to my email box.

Make-up Policy: Everyone has the option of repeating one of the exams at a 10% discount during the final examination period. If a report of a medical authority is submitted, the 10% discount is not applied and an extra optional exam will be permitted.

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

Method of Grade Reporting: Webcourses@UCF.

Final Exam: There is no final exam. However, students have the option of re-taking one of the exams at a 10% discount during finals week. The questions on the re-take exam will not be the same as the original exam. If a report of a medical authority is submitted, the 10% discount is not applied and an extra optional exam will be permitted. If you wish to re-take an exam you must inform me by email by 5pm on the last day of classes.

* * *

Read to here and definitely check the links above before turning in any assignment.

Read below as needed.

* * *

Note on Recommended Course Load: Full time students take 10 courses a year, such as 4 in the fall and spring semesters and 2 in the summer. At full time, a student should work no more than 10 hours weekly. I know that this may not be an option for some, but any quality college course requires a commitment of time learning material.

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 \(Links to an external site.\)](#)?

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 |

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 [guide](#).
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations for various styles are found [here](#).

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 [here](#).

You can see more information about UCF's Rules of Conduct [here](#).

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.

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- [Links to an external site.](#)) about how to manage an active shooter situation on campus or elsewhere.

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UNIVERSITY OF
CENTRAL FLORIDA

POS 3703: Scope and Methods of Political Science
School of Politics, Security, and International Affairs
College of Sciences
3 Credit Hours

Course Syllabus

| | | | |
|---------------|----------------------------|---------------------|--------------|
| Instructor: | Jonathan Powell | Term: | Spring 2023 |
| Office: | HPH 302 | Class Meeting Days: | Online |
| Office Hours: | Tues 10-12; Wed 12-2, oba | Class Meeting Time: | Asynchronous |
| Phone: | 407-823-2608 (main office) | Class Location: | Canvas |
| Email: | jonathan.powell@ucf.edu | Course Modality: | Online |

| | | | |
|---------|-----------------|--------|-------------------------|
| GTA(s): | Devyn Escalanti | Email: | Devyn.Escalanti@ucf.edu |
|---------|-----------------|--------|-------------------------|

*As a general rule, contact the GTA regarding questions from the *Companion* workbook.

Enrollment Requirements

Prerequisites: POS 2041

Note:

This class is required for the Political Science major.

Course Description

Catalog Description

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

Additional Details

This course will help you gain an understanding of the research process in political science. This will include interpreting, conducting, presenting, and analyzing research. In doing so, students will learn how to properly conceptualize and measure important concepts, how to develop testable research questions, how to select appropriate tools to answer those questions, and—finally—will learn relevant statistical methods.

Learning Objectives

Students will learn the application of the scientific method to the study of politics. In doing so, students will:

1. Learn to construct testable (and falsifiable) hypotheses related to politics.
2. Identify and/or construct data that will allow hypotheses to be tested.
3. Utilize methodological tools to assess the association between variables.
5. Draw inferences from data.
6. Be familiar with the limitations of the tools that they, and other political scientists, utilize.

Communication

This is an online, asynchronous course, meaning you will not have regular one-on-one interaction with a faculty member. Consequently, communication is very important.

Announcements

The instructor will make regular announcements and students should make it a point to read these in their entirety, as occasionally adjustments to the course schedule or clarifications about assignments might be necessary. There will be a regularly scheduled announcement at the beginning of each week that provides a reminder of upcoming assignments that are due and a zoom link for office hours. Another announcement later in the week will provide an overview of common issues on previously graded assignments, occasional mini-lectures that review such issues, and other pertinent announcements for the class.

Office Hours

Office hours will be held via zoom. A unique zoom link will be used each week. This link will be provided in the weekly Monday announcements. When joining zoom, you will be added to a waiting room. If I am already meeting with a student, you will remain in the waiting room until I am available. Students can request in-person appointments or appointments outside of office hours.

Email

Emails and Canvas messages will typically be responded to within 24 hours. Keep in mind that you may not receive near-instantaneous responses from either the instructor or the GTA. Messages asking for clarification on assignments, for example, should be submitted 48 hours prior to due dates. I can only correspond with your official knights.ucf email address. Messages from other email addresses may be ignored.

Canvas Messages

In my experience, Canvas often experiences delays in delivering messages, messages are occasionally lost, and attachments frequently disappear. My preference is to communicate directly via official UCF email addresses rather than the Canvas platform, though both will be regularly checked.

Grading Errors and Assignment Problems

Occasionally there will be grading errors, either through instructor error or a glitch in Canvas. If you believe something was graded incorrectly, email the instructor with an explanation that includes specific references to the assignment and question number. If you believe there is an error in the wording of a question on an assignment that adversely impacted your answer, communicate the issue to the instructor. The issue, however, will not be addressed, and necessary grade adjustments made, until the assignment has closed for the class.

Course Pace

There is at least one assignment, and usually two, due each week that classes are in session. Assignments are almost exclusively due on Fridays. Due dates are reflected in the leftmost column in the course schedule at the end of this syllabus. Assignments will usually open one week prior to the due date. Assignments will not be opened early, and no assignment will be graded until after the due date. It is very important to be proactive in completing assignments. Late work will not be accepted, and the knowledge gained via assignments is also cumulative. Failure to complete a specific assignment can have adverse consequences for performance on subsequent assignments.

Workload

UCF policy on credit hours is as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates 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 for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (a) of this definition for academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A three-credit hour class in a 15-week semester requires “a minimum” of three hours per week direct faculty instruction and six to nine hours outside of a classroom environment (or its “equivalent...over a different amount of time”). This equals a *minimum* of 135 hours of total work, which translates to 9 hours a week during a 15-week semester. You should be fully prepared to commit to at least 9 hours of work toward this class per week.

The reading load in this class may appear to be “light” relative to others. Do not interpret this as being easy. The reason the reading load is light is because the material can be very difficult, should probably be read several times, and you will dedicate significant time to using statistical software.

Required Books

The Essentials of Political Analysis. 6th Edition. By Philip Pollock and Barry Edwards. Sage. ISBN: 978-1506379616.

An R Companion to Political Analysis. 3rd Edition. Philip Pollock and Barry Edwards.

Important Dates

| | |
|-------------|---------------------|
| January 9 | Classes begin |
| January 13 | Drop/Swap Deadline |
| March 13-19 | Spring Break |
| March 24 | Withdrawal Deadline |
| April 24 | Classes End |
| April 26 | Final Exam Opens |
| May 2 | Final Exam Closes |
| May 5 | Semester Grades Due |

Technology Requirements

You are expected to have near-daily access to the internet and email, since I will be emailing you regularly 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 computers 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>.

You will be required to use R for your assignments. Consequently, whatever computer you use, you must have [R installed](#). Also be aware that your computer must meet [minimum requirements](#), and that re-takes due to technology issues will only be permitted if any arising problems can be attributed to Canvas itself rather than the student's system.

Assignment Submission

Assignments will be submitted via Canvas. This includes completing assignments directly on the platform (in the case of quizzes) and uploading files for other assignments.

Grading Methods

Syllabus Quiz (5%)

This quiz will test student knowledge of the syllabus and course policies.

Essentials Quizzes (30%)

A timed quiz will be completed for each chapter of *Essentials*. Regardless of the length of a particular quiz, they are all of equal value. Quiz results will not be available until after the due date. Late submissions will not be accepted.

Companion Exercises (25%)

You are required to read all listed material in the *R Companion* book and will complete and submit the end-of-chapter exercises to Canvas as a single PDF. For the purposes of the exams, you must be prepared to execute all tasks described in the *R Companion*.

Exams (40%)

There will be two exams – a midterm and a final. Each will be a combination of identification, short answer, T/F, multiple choice, short essay, and R questions. The exams are designed to test your familiarity with the general course material as well as your independent ability to apply

what you have learned. They will include a timed portion completed on Canvas and an applied portion in which you will use R and submit your work to canvas a file.

Grading Scale

A: 94.00-100 A-: 90.00-93.99

B+: 87.00-89.99 B: 84.00-86.99 B-: 80.00-83.99

C+: 77.00-79.99 C: 74.00-76.99 C-: 70.00-73.99

D+: 67.00-69.99 D: 64.00-66.99 D-: 60.00-63.99

F: 0-59.99

Make-up Exams and Assignments

Per university policy, students are allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students will be excused from class without penalty. The Undergraduate Catalog states: “Reasons for acceptable absences **may include** illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.” “Excused” delays in work will require students to demonstrate why they were unable to complete the assignment for the full period the assignment was open. That is, an excusable reason on the last day or hours that an assignment is due does not excuse the student from earlier times during which the assignment could have been submitted.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at

<https://scai.sdes.ucf.edu/student-rules-of-conduct/>.

According to the policy, “Academic Misconduct” sees students 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.

There is a complete **ZERO TOLERANCE** of academic misconduct. A single violation will result in an assignment of an **F grade for the entire course** and the case **will be forwarded to the office of student conduct**. 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 Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), 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.

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

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

Course Schedule (subject to change)

| Date | <i>Essentials of Political Analysis</i> | <i>Companion to Political Analysis</i> | <i>Assignments</i> |
|----------|---|---|---|
| 1/13 | Introduction Ch. 1: Definition & Measurement of Concepts | Introduction: Getting Acquainted with R | <i>Syllabus Quiz</i> <i>Essentials Quiz Ch 1</i> <i>Companion Exercises Intro</i> |
| 1/20 | Ch. 2: Measuring & Describing Variables | Ch. 1: The R Companion Package | <i>Essentials Quiz Ch 2</i> <i>Companion Exercises Ch 1</i> |
| 1/27 | Ch. 3: Proposing Explanations, Framing Hypotheses, & Making Comparisons | Ch. 2: Descriptive Statistics | <i>Essentials Quiz Ch 3</i> <i>Companion Exercises Ch 2</i> |
| 2/3 | Ch. 4: Research Design, Research Ethics, & Evidence of Causation | Ch. 3: Transforming Variables Ch. 4: Making Comparisons | <i>Essentials Quiz Ch 4</i> <i>Companion Exercises Ch 3-4</i> |
| 2/10 | Ch. 5: Making Controlled Comparisons | Ch. 5: Graphing Relationships and Describing Patterns | <i>Essentials Quiz Ch 5</i> <i>Companion Exercises Ch 5</i> |
| 2/17 | | Ch. 6: Random Assignment and Sampling Ch. 7: Making Controlled Comparisons | <i>Essentials Review Quiz 1</i> <i>Companion Exercises Ch 6-7</i> |
| 2/24 | MID-TERM EXAM | | |
| 3/3 | Ch. 6: Foundations of Statistical Inference | Ch. 8: Foundations of Statistical Inference | <i>Essentials Quiz Ch 6</i> <i>Companion Exercises Ch 8</i> |
| 3/10 | Ch. 7: Tests of Significance and Measures of Association | Chapter 9: Hypothesis Tests with One or Two Samples | <i>Essentials Quiz Ch 9</i> <i>Companion Exercises Ch 9</i> |
| 3/17 | SPRING BREAK | | |
| 3/24 | | Chapter 10: Chi-Square and ANOVA | <i>Essentials Review Quiz 2</i> <i>Companion Exercises Ch 10</i> |
| 3/31 | Ch. 8 Correlation and Linear Regression | Ch. 11: Correlation & Bivariate Regression | <i>Essentials Quiz Ch 8</i> <i>Companion Exercises Ch 11</i> |
| 4/7 | | Ch. 12: Multiple Regression | <i>Companion Exercises Ch 12</i> |
| 4/14 | Ch. 9: Logistic Regression | Ch. 14: Logistic Regression | <i>Essentials Quiz Ch 9</i> <i>Companion Exercises Ch 14</i> |
| 4/21 | | | <i>Essentials Review Quiz 3</i> |
| 4/26-5/2 | FINAL EXAM | | |

POS2041 (16428), American National Government

Spring Term 2023 Syllabus

(January 9 – May 2)

(Traditional/Lecture Course Format)

(Tuesday & Thursday, 1:30 – 2:50 P.M., MSB (0360))

(3 Credit hours)

Part 1: General Course Information.

Instructor: Alvin (AJ) Quackenbush

Email: alvin.quackenbush@ucf.edu

Office Hours: Spring 2022, **online via Webcourses:**

Monday, Tuesday, Wednesday, and Thursday from 3:00 – 4:00 P.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: 978-0-393-53888-5

Or Ebook: ISBN: 978-0-393-53887-8

Course Description: (3 Credits)

American National Government: A study of the dynamics of American national government, including its structure, organization, powers, and procedures.

Major Course Learning Outcomes:

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

Topics and Discussion:

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning.

Time will be dedicated every other week for in-class discussion. Please see the course schedule at the bottom of the syllabus.

Part 2: Classroom Policies.

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, January 13th during the first week of the semester to ensure student attendance in the course.

Tardiness: Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Email: It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

Cell Phone: Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

Laptop Computers: Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

Protected Course Learning Materials: Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

Part 3: Assignments.

Quizzes: There will be 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

Discussion Posts: During the semester there will be 6 discussion posts related to current events in American National Government. In your post you should answer the questions and reply to at least two other students. Please see the discussion rubric for additional information. Due dates will be indicated in the posts and in the course schedule at the bottom of the syllabus.

Examinations: There will be 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 submit quizzes late with a 20% 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 emergencies. 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: 20 points each (120 Total)
- Exams: 150 points each (450 Total)

(880 Total Points)

Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

Part 5: University Policies.

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students

are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

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

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> ([Links to an external site.](#)).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

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

Deployed Active Duty Military Students: Students who are deployed active duty military and/or

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

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu 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.

Spring 2023, January 9 – May 2, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2023/spring>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

Week 1: (January 9 – 15), **Drop Refund Deadline, January 13.**

Chapter 1: Introduction: The Citizen and Government

Syllabus Quiz due by 5:00 pm, on Friday, January 13th at 5:00 P.M.

Chapter 1 quiz due January 15.

Week 2: (January 16 – 22), **No Class Monday, 1/16, MLK Holiday.**

Chapter 2: The Founding and the Constitution

Chapter 2 Quiz and Discussion 1 due January 22.

Week 3: (January 23 – 29)

Chapter 3: Federalism

Chapter 3 Quiz due January 29.

Week 4: (January 30 – February 5)

Chapter 4: Civil Liberties

Chapter 4 Quiz and Discussion 2 due February 5.

Week 5: (February 6 – 12)

Chapter 5: Civil Rights

Chapter 5 Quiz due February 12.

Week 6: (February 13 – 19)

Exam 1: Chapters 1 - 5, Tuesday, February 14 in class.

Chapter 6: Public Opinion

Chapters 6 quiz and Discussion 3 due February 19.

Week 7: (February 20 – 26)

Chapter 7: The Media

Chapter 8: Political Parties and Interest Groups

Chapter 7 and Chapter 8 Quizzes due February 26.

Week 8: (February 27 – March 5)

Chapter 9: Participation, Campaigns, and Elections

Chapter 9 Quiz and Discussion 4 due March 5.

Week 9: (March 6 – 12)

Chapter 10: Congress

Chapter 10 Quiz due March 12.

Exam 2: Chapters 6 - 10, Thursday, March 9 in class.

Week 10: (March 13 – 19), **No classes, Spring Break.**

Week 11: (March 20 – 26), **3/24 Withdrawal Deadline.**

Chapter 11: The Presidency

Chapter 11 Quiz and Discussion 5 due March 26.

Week 12: (March 27 – April 2)

Chapter 12: Bureaucracy

Chapter 12 Quiz due April 2.

Week 13: (April 3 – 9)

Chapter 13: The Federal Courts

Chapter 13 Quiz and Discussion 6 due April 9.

Week 14: (April 10 – 16)

Chapter 14: Domestic Policy

Chapter 14 Quiz due April 16.

Week 15: (April 17 – 23)

Chapter 15: Foreign Policy

Chapter 15 Quiz due April 23.

Week 16: (April 24 - May 2), **Final Exam Period. No Classes, 4/25, Study Day.**

Examination 3: Tuesday, May 2, 1:00 pm. – 3:50 pm. Chapters 11 - 15.

INR 4764 - Cyberwarfare Policy
School of Politics, Security, and International Affairs
College of Arts and Sciences, University of Central Florida
COURSE SYLLABUS

| | | | |
|---------------|-------------------------------------|----------------------|-------------|
| Instructor: | Dr. Ted Reynolds | Term: | Spring 2023 |
| Office: | HPH 206B | Class Meeting Days: | T/TH |
| Phone: | 407-823-5702 | Class Meeting Hours: | 4:30-5:45pm |
| E-Mail: | teddy.reynolds@ucf.edu | Class Location: | CB-1 Rm 319 |
| Office Hours: | Tuesday/Thursday 1-3pm, 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

| Assessment | Percent of Final Grade |
|--------------------|------------------------|
| Midterm | 20% |
| Quizzes | 20% |
| Group Paper | 20% |
| Group Presentation | 20% |
| Final Exam | 20% |
| Total | 100% |

| Grading Scale (%) | | |
|-------------------|--|----|
| 90-100 | | A |
| 87 - 89 | | B+ |
| 80 - 86 | | B |
| 77 - 79 | | C+ |
| 70 - 76 | | C |
| 67 - 69 | | D+ |
| 60 - 66 | | D |
| 0 - 59 | | F |

The group research paper topic will be submitted to and approved by the instructor culminating in a 25-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.

Late Work Policy:

There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty of a full letter grade (10 points) per day late.

Writing assignments will not be accepted if overdue by more than four calendar days. There are NO makeups on missed quizzes.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Disability Access:

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

Attendance Policy: Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Rules of Conduct

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

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

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding **Plagiarism:** The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

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

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door.

Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

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 |
|------|---|------|--|
| 1/10 | First Day – No assignment Introduction, syllabus, expectations | 1/12 | Chapter 1 Information as a Military Asset |
| 1/17 | Chapter 2 Targets and Combatants | 1/19 | Chapter 3 Cyberwarfare, Law, and Ethics |
| 1/24 | Ohlin-TBD | 1/26 | Ohlin TBD |
| 1/31 | Chapter 4 Intelligence Operations in a Connected World | 2/2 | Chapter 5 – QUIZ-1 The Evolving Threat: From Script Kiddies to Advanced Attackers |
| 2/7 | Chapter 6 Social Engineering and Cyberwarfare | 2/9 | Chapter 7 Weaponizing Cyber: A History |
| 2/14 | Chapter 8 Nonstate Actors in Cyber | 2/16 | Chapter 9 Defense-in-Depth Strategies |
| 2/21 | QUIZ 2 Chapter 10 Cryptography and Cyberwar | 2/23 | Chapter 12 Defending Endpoints & Networks |
| 2/28 | Finalize research topic | 3/2 | Receive Midterm Exam |
| 3/7 | Discussion | 3/9 | Turn in Midterm Exam |
| 3/14 | NO CLASS-SPRING BREAK | 3/16 | NO CLASA-SPRING BREAK |
| 3/21 | Chapter 13 Defending Data | 3/23 | Chapter 14 Cyberwarfare and Military Doctrine |
| 3/28 | Chapter 15- Quiz-3 Pandora's Box: The Future of Cyberwarfare | 3/30 | Presentations |
| 4/4 | Presentations | 4/6 | Presentations |
| 4/11 | Presentations | 4/13 | Research Papers Due Receive Final Exam |
| 4/18 | Discussion | 4/20 | SUBMIT FINAL EXAM IN CLASS |
| | | | |

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

INR 4360: The Intelligence Process

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

COURSE SYLLABUS

| | | | |
|---------------|-------------------------------------|----------------------|-------------|
| Instructor: | Dr. Ted Reynolds | Term: | Spring 2023 |
| Office: | HPH 206-B | Class Meeting Days: | Monday |
| Phone: | 407-823-5702 | Class Meeting Hours: | 6-8:50 |
| E-Mail: | Teddy.reynolds@uc.edu | Class Location: | CB-1 Rm 319 |
| Office Hours: | Tuesday/Thursday 1-3pm, or by appt. | | |

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 intelligence is collected, analyzed, and reported. This will include a detailed examination of each type of collection and its 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.

Courses taught via Zoom will allow the student to engage in independent exercises as outlined that will be submitted and allow for substantive discussions during online/Zoom sessions.

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 counter-intelligence 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, espionage, and tradecraft
- (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 outside and inside threats
- (5) Analyze the increased role of technology: both the benefits and threats in an increasingly interconnected world

COVID-19 POLICY: To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

COVID-19 and Illness Notification – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

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

In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF 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.

Required Texts and Materials

Jeffrey T Richelson, *The US Intelligence Community*, Westview Press, 2015.

Antonio & Jonna Mendez. *The Moscow Rules*, Public Affairs, 2019.

James Olson. *To Catch a Spy*. Georgetown University Press, 2019.

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 |
|--------------------|------------------------|
| Quizzes | 20% |
| Midterm | 20% |
| Team Presentations | 20% |
| Team Paper | 20% |
| Final Exam | 20% |
| | 100% |
| | |

| Grading Scale (%) | | |
|-------------------|--|----|
| 90-100 | | A |
| 87 - 89 | | B+ |
| 80 - 86 | | B |
| 77 - 79 | | C+ |
| 70 - 76 | | C |
| 67 - 69 | | D+ |
| 60 - 66 | | D |
| 0 - 59 | | F |

The focus of the team projects will be approved by the instructor and will culminate in a 15 minute presentation and a group paper of 25 pages (double spaced). The details for this project will be provided in class as the term develops. **This is subject to change depending on logistics.**

Midterm and final exams will be essay exams.

Grade Dissemination: Graded tests and materials in this course will be returned individually only by request. Grades will be posted in Webcourses.

Late Work Policy:

There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty: a full letter grade (10 points) per day late. Writing assignments will not be accepted if overdue by more than four calendar days. There are NO makeups on missed quizzes.

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.

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.

Attendance Policy: Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

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.

INR 4360- Schedule:

| Date | READINGS | DISCUSSION |
|-------------|---|--|
| 1/9 | First day of class; Introduction to course. Richelson Ch:1-2 | What is the Intelligence Process The Intelligence Cycle |
| 1/16 | Richelson Ch: 3-6 | No Class- MLK Day |
| 1/23 | Richelson Ch: 7-12 | The element/agencies of the Intel Community The various intelligence disciplines: Signals Intelligence, Human Intelligence Open Source Intelligence, Geo Intelligence |
| 1/30 | Antonio & Mendez Ch: 1-7 | Quiz 1 Intelligence Tradecraft Establish country/region Teams |
| 2/6 | Antonio & Mendez Ch: 8-Epilogue Richelson Ch: 16 | Tradecraft (Cont.) Covert Action/Espionage |
| 2/13 | Olson: Fair Play Pp. 1-29 Scenarios 5,8,9,10 | Information Operations Ethics in Spying |
| 2/20 | Fair Play Scenarios 14,15,16,17,20,21 | Ethic is Spying (Cont.) Receive Midterm Exam |
| 2/27 | Complete and Turn in Midterm Exam | Turn in Midterm Exam |
| 3/6 | Prepare interim reports Richelson Ch:15 | Quiz 2 Team updates/interim reports |
| 3/13 | NO CLASS- Spring Break | NO CLASS- Spring Break |
| 3/20 | Olson To Catch a Spy Ch: Intro + Ch:4-7 | Presentations Counter Intelligence (CI) |
| 3/27 | Olson/Spy Ch: 2-3 Olson/Spy Ch 1 | Presentations CI Russia & Cuba, CI China |
| 4/3 | Olson/Spy Ch:8-conclusion | Presentations CI Cases |
| 4/10 | INSA Cyber Intel Cyber espionage articles | Quiz 3 Presentations The role of Cyber |
| 4/17 | Complete team papers | Turn in Final Papers Receive Final Exam |
| 4/24 | Submit Final Exam | Submit Final Exam IN CLASS |

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

Syllabus

INR2022 International Relations Theory and Practice

Spring 2023

Course Information

| | |
|---------------------|--|
| Course Name | International Relations – Theory and Practice |
| Course ID 7 Section | INR2022 – 0W61 |
| Credit Hours | 3 |
| Semester/Year | Spring 2023 |
| Location | Class is online and asynchronous in Webcourses |

Instructor Contact

| | |
|--------------|--|
| Instructor | Erika Ricci |
| Email | erika.ricci@ucf.edu |
| Office | 313 HPH |
| Office Hours | Tuesday and Thursday 10.00 am – 12 pm Meetings mostly by zoom; please email to schedule |

Prerequisite: ENC 1102

Course Objectives

- Increase knowledge of international relations theories and practices.
- Help students understand trends in developments in the practice of International Relations
- Help students understand the influence of international relations in their own lives
- Help students to improve their critical thinking skills and written communication

Course Description

In this course we will examine the fundamental principles and factors affecting interstate relations and their application to contemporary global development. The class deals with two primary dimensions of international politics.

- 1) The first covers important theories and concepts of international relations. This will be covered in
 - (short) class lessons and
 - the required textbook IR by Shiraev and Zubok 3rd edition. This book should be available at the UCF bookstore (as well as elsewhere on the Internet and in town).
- 2) The second primary dimension of the class revolves around current issues in the current international settings. To stay on top of international events, today's practices, and problems, students are required to read international news stories available for free by way of yahoo.com, I will show you how to access it and

what you should focus on. Pay close attention to recurring news and global happenings worldwide, including -but not limited to- wars, pandemics, climate change, global trade, and political and economic issues.

Required Material

- Shiraev, Eric, and Vladislav M. Zubok. International relations. Oxford University Press, 2019. Third Edition.
- International news at yahoo.com (free)

Course Requirements

To be successful in this course, students will:

- Watch the asynchronous videos
- Complete the assigned readings each week
- Complete the weekly quizzes
- Complete current events quizzes
- Complete two short papers
- Midterm Exam
- Final Exam

| Assignments | Due Dates | Percent of Final Grade |
|-------------------------------|------------------------|------------------------|
| 8 Quizzes on Course Material | Semester | 20% |
| First Short Paper | February 10 (11.59 pm) | 15% |
| First quiz on Current Events | February 23 (11.59 pm) | 5% |
| Mid-Term Exam | March 9 (11.59 pm) | 20% |
| Second Short Paper | April 6 (11.59 pm) | 15% |
| Second Quiz on Current Events | April 13 (11.59 pm) | 5% |
| Final Exam | April 27 (11.59 pm) | 20% |

Course Mode via Webcourses

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module. Each module will open on Wednesdays at 8.00 am.

You will need access to a computer and adequate Internet band with.

You can contact Webcourses@UCFSupport 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.

Assignments and General Expectations

Academic-activity Quiz

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 pm on Friday, January 13, 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.

Readings and Videos

Students are required to complete all readings and watch the videos weekly before the relevant assignment due date. They are important to understand concepts explained in the book. Students are also encouraged to think critically and understand how the class material finds application in the real world. Students are warmly encouraged to reach out to the instructor for any doubts concerning the material. Please note, I will not provide explanations on the same day of the quiz.

8 Weekly Quizzes throughout the semester: 20% of total (2.5% each)

Students are expected to complete weekly quizzes on the book chapters and short video lectures. There are 8 weekly quizzes on the textbook and video lectures out of 15 weeks because you will not have any overlap with other assignments. You have a weekly quiz during the following modules: 1-2-3-4-7-8-10-12 (please review the course schedule on the following pages for further details).

The quizzes will be helpful for students to know where they are at and get ready for the exams. The purpose of the quizzes is for students to know whether they understood the material and for the instructor to understand where students are struggling. You will have 10 questions and 20 minutes to complete each quiz. The weekly quizzes will open on Tuesdays at 12.01 am and are due on Thursdays at 11.59 pm. The lowest quiz grade will be dropped at the end of the semester.

Two Current Events Quizzes: 10% of total (5% each)

Students will complete two current events quizzes. Students are expected to read the news every day and take notes on them (no questions on news released only during the Spring Break will be asked, go and have fun!). The questions will be based on news reported at yahoo.com (the home, news, and world page). I will make a video to show you how to access these pages early in the semester. You will have 25 questions and 40 minutes to complete each quiz.

Two Short Papers: 30% of total (15% each)

Students are expected to complete two short papers. One paper is due on Thursday module 4 and the other during module 10. Students will have the whole week to complete the papers. Specific guidelines on the short papers can be found under "Module 0" and then "Papers: General Guidance". Each paper will be approximately 700 words (minimum 650 words, maximum 750 words). If you go over the word-count, you will have to re-write the paper to make the word limit and will receive a penalty of 5%.

Midterm Exam and Final Exam: 40% of total (20% each)

The knowledge of the material will be assessed through the mid-term and final exam. Each student will complete a midterm and a final exam to show what they have learned and what needs to be further studied. You will have plenty of time to complete them and know what to expect.

The mid-term exam will be administered after Module 7 and is due on Thursday, March 9, at 11.59 pm. The final exam will be administered after Module 12 and is due on Thursday, April 27, at 11.59 pm. You will have the whole week to complete the exams. You can check the textbook and your notes during the exams, but keep the timing in mind.

The final exam will be cumulative to the extent that it will cover some material from prior to the midterm exam, but it will be much more heavily weighted to cover material following the midterm exam. The exams will include 2 short essay questions on the textbook material. Finally, the exams will also have multiple choice questions on current events. Each exam will last 80 minutes.

Ungraded Weekly Discussion Board

After reading the weekly material, please feel free to use the Weekly Discussion Board to:

- Ask clarifying questions
- Ask "provoking" yet polite questions to start a conversation with your peers
- Share what you have found interesting about the weekly material
- Reply to your peers' questions about this module
- Comment on your peers' posts

This is not a graded assignment. I want to leave a space where students can freely share their ideas and ask questions without worrying about losing points. Again, there are no stupid questions, and not everything needs to be graded to be productive. The weekly discussion board is a great opportunity to interact with your peers, apply what you have learned during the module, and clarify your doubts before taking the quiz.

Missed Assignments/Make-Ups/No Extra Credit:

Quizzes and assignments 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, 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.

Make-up exams may be given without penalty in instances when students have an official UCF excuse or a reason that is sufficiently verifiable, 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.

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

Possible changes

If any changes to the syllabus or contents might be necessary during the course you will receive an announcement.

Course Schedule and Deadlines

| Modules | Week | Topics | Material | Assignments | Deadline | Notes |
|-----------------|--------------|--|--|---|----------------------------|--|
| Module 0 | 9-15 Jan | <ul style="list-style-type: none"> Syllabus week Why IR matter | Introductory Video Lecture(s) | Academic-activity Quiz | Friday, Jan 13 11.59 pm | Use this week to get the book |
| Module 1 | 16-22 Jan | Introduction to IR | <ul style="list-style-type: none"> Video Lecture(s) Chapter 1: Introducing IR | Weekly quiz | Thursday, Jan 19 11.59 pm | Take notes about the videos and the news if you have not done so already |
| Module 2 | 23-29 Jan | IR Evolution | Chapter 2: The Evolution of IR | Weekly quiz | Thursday, Jan 26 11.59 pm | Are you keeping track of the news? You should=) |
| Module 3 | Jan 30-Feb 5 | Major IR Theories | <ul style="list-style-type: none"> Video Lecture(s) Chapter 3: Realism and Liberalism | Weekly quiz | Thursday, Feb 2 11.59 pm | Be ready, next week is paper week! |
| Module 4 | 6-12 Feb | International Organizations and Global Governance | Chapter 6: International Law and International Organizations | 1 st short paper | Thursday, Feb 9 11.59 pm | No quizzes, focus on the 1 st paper. <u>You will have a single quiz on chapter 6 and hegemonic stability theories next week (due on Thursday, February 16 at 11.59)</u> |
| Module 5 | 13-19 Feb | Hegemonic Stability Theories | <ul style="list-style-type: none"> Video Lecture(s) No Chapters | Weekly quiz on both Chapter 6 & Hegemonic Stability Theories | Thursday, Feb 16 11.59 pm | <u>Next week you have ONLY the quiz on CURRENT EVENTS</u> |
| Module 6 | 20-26 Feb | Violent Conflicts | <ul style="list-style-type: none"> Video Lecture(s) Chapter 5 (only part of it) International Security | Quiz on Current Events | Thursday, Feb 23, 11.59 pm | <u>Since this week you have the current events quiz, there is no quiz on Violent Conflicts this week. You will have a single quiz on Violent Conflicts AND arms control</u> |

| | | | | | | |
|---|--------------------|---|---|---|------------------------------|--|
| | | | | | | next week (March 2) |
| Module 7 | 27 Feb – March 5 | Arms Control | <ul style="list-style-type: none"> • Video Lecture(s) • No Chapters | Weekly quiz on both Violent Conflicts and Arms Control | Thursday, March 2, 11.59 pm | |
| MID TERM EXAM | 6-12 March | Nothing | Nothing | MID TERM EXAM | Thursday, March 9, 11.59 pm | Last effort before Spring Break! |
| 13-19 March: SPRING BREAK. HAVE FUN! | | | | | | |
| Module 8 | 20-26 March | International Political Economy PART I | <ul style="list-style-type: none"> • Chapter 7: International Political Economy and Development (until page 241) | Weekly quiz | Thursday, March 23, 11.59 pm | Get ready, next week is paper week. |
| Module 9 | March 27 – April 2 | International Political Economy PART II | <ul style="list-style-type: none"> • Chapter 7: International Political Economy and Development (second part of the chapter) | Weekly Quiz on Chapter 7 | Thursday, March 30, 11.59 pm | |
| Module 10 | 3-9 April | Terrorism | <ul style="list-style-type: none"> • Video Lecture(s) • Chapter 8: Terrorism and Evolving Security Challenges | 2 nd Short Paper | Thursday, April 6 11.59 pm | No quizzes, focus on the 2 nd paper Next week you have ONLY the current events quiz. |
| Module 11 | 10-16 April | The Environment | <ul style="list-style-type: none"> • Video Lecture(s) • Chapter 9: Environmental issues | Quiz on Current Events | Thursday, April 6 11.59 pm | <u>The quiz on the environmental issues will be combined with the quiz on humanitarian concerns next week (April 20)</u> |

| | | | | | | |
|-------------------|-----------------|-----------------|---|---|------------------------------|--|
| Module 12 | 17-23 April | Global problems | <ul style="list-style-type: none"> Chapter 10: Humanitarian Concerns | Weekly Quiz on both environmental issues AND humanitarian concerns | Thursday, April 20 11.59 pm | Final next week and you are done! Well done! |
| FINAL EXAM | April 26- May 2 | Nothing | Nothing | FINAL EXAM | Thursday, April 27, 11.59 pm | |

Additional Deadlines

| Event | Date |
|------------------------------|---------------------------------|
| Drop/Swamp Deadline on myUCF | Friday, January 13, 2023 |
| Withdrawal deadline | Friday, March 24, 2023 11.59 pm |

Grading Scale

| | |
|----|-----------------|
| A | 93 or better. |
| A- | 90-92.99 |
| B+ | 87-89.99 |
| B | 83-86.99 |
| B- | 80-82.99 |
| C+ | 77-79.99 |
| C | 73-76.99 |
| C- | 70-72.99 |
| D | 60-69.99 |
| F | 59.99 and below |

Communicating with the Instructor Online

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 her UCF email address (erika.ricci@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as she can respond to emails much more quickly. To talk with the instructor please schedule an appointment during her office hours (Tuesday and Thursday 10.00 am – 12 pm). Check the class announcements in Webcourses several times each week for any changes or updates.

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.

Miscellaneous Course Policies

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).

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: (<https://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.

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) <https://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.

Academic Support Services

Student Academic Resource Center (SARC)

Trevor Colburn Hall, Room 117/ (407) 823-5130/ sarc@ucf.edu. If you have trouble with classes and desire to further improve your academic performance, 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 (<https://caps.sdes.ucf.edu/>). Please keep in mind that CAPS services are free for UCF students.

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 <https://uwc.cah.ucf.edu/>

INR4502: International Organizations Spring 2023 Syllabus

NOTE: The Full (45-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 Location | 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 only online by emails or appointments. |
| Office Phone | (407) 823-2608 |
| E-mail: | Only via our Course Mail In-Box in Canvas |

Course Information

| | |
|----------------------|---|
| Course Name | International Organizations |
| Course ID & Sections | INR4502, online (W) Course, No face-to-face meetings at all |
| Credit Hours | 3 |
| Semester/Year | Spring 2023, our class starts on 1/9/23 & our final exam is on 4/27/23. |
| Online (W) Section: | This W class meets only online without any face-to-face time. All its assignments and assessments are also online at our Canvas website. Video class lectures give hints about exams, quizzes, and other assignments. |

UCF Course Description:

The study of the structure and workings of international organizations of cooperation, including the UN, its affiliates, and various regional organizations.

Required Text

Kelly-Kate S. Pease, *International Organizations: Perspectives on Governance in the 21st Century*. 6th edition, NY (NY): Routledge, 2019. ISBN: 978-0-8153-8046-7.

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 (Spring 2023)

- Week 01: Module 0, Orientation & Background Information**
- Week 02: Module 1, Introduction & Development of IOs**
- Week 03: Module 2, Mainstream Approaches**
- Week 04: Module 3, Critical Approaches**
- Week 05: Module 4, First Midterm Exam**
- Week 06: Module 5, Global Security**
- Week 07: Module 6, Regional Security**
- Week 08: Module 7, International Trade**
- Week 09: Module 8, Second Midterm Exam**
- Week 10: Module 9-1, Development**
- Week 11: Module 9-2, Environment**
- Week 12: Module 10, Social & Humanitarian Issues**
- Week 13: Module 11-1, Global Governance: Global Powers**
- Week 14: Module 11-2, Global Governance: International Leadership**
- Week 15: Module 12, Extra Credit Opportunity & Final Exam (4/27/23)**

INR4274: International Politics of the Middle East Spring 2023 Syllabus

NOTE: The Full (45-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 Location | 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 only online by emails or appointments. |
| Office Phone | (407) 823-2608 |
| E-mail: | Only via our Course Mail In-Box in Canvas |

Course Information

| | |
|---------------------------------|---|
| Course Name | International Politics of the Middle East |
| Course ID & Sections | INR4274, online (W) Course, no face-to-face meetings at all |
| Credit Hours | 3 |
| Semester/Year | Spring 2023, our class starts on 1/9/23 & our final exam is on 4/27/23. |
| Online (W) Section: | This W class meets only online without any face-to-face time. All its assignments and assessments are also online at our Canvas website. Video class lectures give hints about exams, quizzes, and other assignments. |

UCF Course Description:

Examines foreign relations among Middle Eastern states and related actors, including, but not limited to, the great powers of the world.

Required Text

Louise Fawcett, *International Relations of the Middle East*, 5th ed., New York: Oxford University Press, 2019 (ISBN: **978-0-19-880942-5**).

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 (Spring 2023)

- Week 01: Module 0, Orientation & Background Information**
- Week 02: Module 1, Introduction, & Theory and History**
- Week 03: Module 2, Cold War & Post-Cold War**
- Week 04: Module 3, Oil Politics**
- Week 05: Module 4, First Midterm Exam**
- Week 06: Module 5, Political Reform & Identity**
- Week 07: Module 6, Islam & Middle East**
- Week 08: Module 7, Regionalism, Security, & Foreign Policy**
- Week 09: Module 8, Second Midterm Exam**
- Week 10: Module 9-1, Major Conflicts, Part 1: Arabs & Israel**
- Week 11: Module 9-2, Major Conflicts, Part 2: Oslo Process**
- Week 12: Module 10-1, Regional Challenges, Part 1. Persian Gulf**
- Week 13: Module 10-2, Regional Challenges, Part 2. Arab Spring**
- Week 14: Module 11, US, EU, China, & Russia**
- Week 15: Module 12, Extra Credit Opportunity & Final Exam (4/27/23)**

CPO3057: Contemporary Revolutions & Political Conflict Spring 2023 Syllabus

NOTE: The Full (45-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 Location | 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 only by emails or appointments. |
| Office Phone | (407) 823-2608 |
| 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 10:30-11:50am, CB1-220 |
| Credit Hours | 3 |
| Semester/Year | Spring 2023, class starts on 1/10/23 & final exam is on 4/27/23. |
| Face-to-Face Section: | This face-to-face class meets on Tu & Th 10:30-11:50am. 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 (Spring 2023)

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 (4/27/23)



UNIVERSITY OF
CENTRAL FLORIDA

POS 2041: American National Government

School of Politics, Security, and International Affairs

College of Sciences

Credit Hours: 3

Course Syllabus

| | | | |
|-------------------------|--|--|-----------------------------------|
| Instructor: | Bailey Sellers, Ph.D. Candidate in Security Studies | Term: Spring 2023 | Semester and year |
| Office Location: | N/A | Class Meeting Days: Tuesdays & Thursdays | Days |
| Office Hours: | Schedule by appointment | Class Meeting Time: 12:00 pm – 1:20 pm | Time |
| Phone: | N/A | Class Location: Mathematical Sciences Building, Room 359 | Building and room |
| Email: | Please use the course <i>Inbox</i> for all email communication. This is the best and quickest way to reach me. | Course Modality: Face to Face, P | P, W, M, RA, V, V1, RV |

Course Description

A study of the dynamics of American national government, including its structure, organization, powers, and procedures. This course is designed to be an introduction to American national government, its historical foundations, institutions, and political processes. The course will begin with an examination of how the US political system was created, how the Founders perceived the role of government, and how it has changed over time. Next, we will emphasize the functions and outputs of government investigating an array of topics including but not limited to civil rights and liberties, public opinion, the three branches of government, and voting and elections.

Course Objectives

The main objectives of this course are:

1. Comprehensively introduce students to the American system of government including its structure, organization, powers, and procedures.
2. Provide students with foundational knowledge of the ways in which the branches of the government, political parties, interest groups, public opinion, and the media operate in the context of American political institutions and processes.
3. Demonstrate how the primary political actors and institutions have evolved over time or stayed the same.

4. Provide students the skills to be active and engaged citizens.

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

Secondary goals:

1. Develop skills to effectively collaborate in groups.
2. Encourage the formation of interdisciplinary cohorts.

Enrollment Requirements

As this is an introductory course, there are no prerequisites.

Required Materials

The course textbook is an OpenStax textbook which means it is free to view and download. You may view it here and Webcourses by clicking the "**Textbook**" section on the Webcourse.

Citation for reference: Krutz, Glen & Sylvie Waskiewicz. 2021. *American Government 3e*. Openstax: Houston, TX. Available online <https://openstax.org/books/american-government-3e/pages/1-introduction>

Format of the Course

Each class will begin with a brief discussion of current events in US politics. Students should come prepared to discuss and present issues in the current news cycle. The remainder of class will consist of a mixture of lecture and discussion where students will break off into groups to critically analyze and deliberate certain questions. Each week there will be a *Weekly Quiz* that corresponds to course material for the respective week. For more information on readings, assignments, and quizzes, please refer to the **Course Schedule**.

Grading

The final grade will be calculated on the basis of points earned and it will have the following components:

| | |
|------------------------|-----|
| | |
| Protocol Points | 5 |
| Quizzes | 35 |
| Exams | 60 |
| Total: | 100 |

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 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 ethics 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 device during the class.
5. Fail to observe the protocols set forth in this syllabus.

Attendance and Participation Policy

This course integrates lectures, class discussions, and group work. Therefore, participation is a vital component of this course. With that being said, students are expected to have completed the readings before coming to class and to come prepared with any questions or issues they want to raise. Please note that it is not enough to just come to class. Rather, students are expected to actively contribute to class discussions. Each week students will break off into groups to deliberate questions derived from the week's topic. This classwork will also serve as preparation for the exams.

Students are allowed 3 absences during the term unless, of course, there is a valid medical or emergency reason that prevents them from coming to class. If this is the case, students are responsible for presenting supporting documentation. Each additional absence beyond the 3 allowed absences will be penalized by the loss of 5 points. However, if a student is absent for more than 8 classes for any reason, this will result in failing the class. Please keep in mind also that repeated late arrivals will result in loss of attendance and participation points.

The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays."

Course Activities

Quizzes: There will be quizzes every week there is not an exam in this course. Quizzes will ask questions regarding information that corresponds to course material for the respective week. Quiz questions may be multiple question, true/false, fill in the blank, or open ended. Tip: Reading the chapter!

Students will take quizzes using the Webcourse page. Students can find the quizzes by clicking on the "Quizzes" tab on the lefthand side of the Webcourse page. Quizzes are due **Friday at 11:59pm** for every week that includes a quiz.

Exams: There will be 4 exams in this course. The final exam will be cumulative. Students must take all four exams. If a student fails to take any of the exams, it will result in a grade of "F" for the course. In addition, please be punctual on the day of the exam. Students who arrive after the first student to complete an exam has left the room, will not be permitted to take the exam. In this case, the student will have to reschedule the exam since the instructor will have to make up a whole different exam.

Tip: Do 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 any of the exams, the student is responsible for contacting the instructor before the examination. In addition, the student is responsible for providing valid and convincing medical documentation. Please note that the format of any makeup examination may be different from that administered to the rest of the class.

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.

Please take note of the following course stipulations:

- There will be no extra credit 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 email me and provide reasoning & we can discuss.
- Please do not hesitate to reach out to me if you have any questions or are having a hard time understanding a concept. I am here to help!

Grade Distribution

The grade distribution for the course will be as follows:

A 94 -100

A- 90.0- 93.9

B+ 87.0 – 89.9

B 84.0 – 86.9

B- 80.0 - 83.9

C+ 77.0 – 79.9

C 74.0 – 76.9
C- 70.0 – 73.9
D+ 67.0 – 69.9
D 64.0 – 66.9
D- 61.0 – 63.9
F 0.0 – 60.9

Grade Dissemination

In general, grades for each assignment will appear within two weeks after the submission deadline (Weekly Quizzes will be less than a week, Exams will be closer to two weeks). You can access your scores at any time by logging into your course through Webcourses. Mistakes can be made while entering the grades, so students 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 may email me, and we can discuss.

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.

Course Policies

Technology and Media: 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.

Electronic Devices: Laptops and tablets may be used during class to increase individual research. Cell phones, however, are not permitted. Please make sure that they are all either turned off or set to "silent" during class. A violation of this request will result in loss of protocol points.

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.

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 Websites and Internet Resources: There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Distribution of Class Notes: Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be

aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

In-Class Recording: Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<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 <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- 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: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Course Schedule

Unit I: Students & The System

| Week | Topic | Chapter | Assignment/Notes | Due Dates |
|-------------|--|----------------|-------------------------|-------------------|
| 1 | American Government & Civic Engagement | 1 | Academic Activity Quiz | Jan 13 @ 11:59 pm |
| 2 | American Government & Civic Engagement | 1 | Quiz | Jan 20 @ 11:59 pm |
| 3 | The Constitution and Its Origins | 2 | Quiz | Jan 27 @ 11:59 pm |
| 4 | American Federalism | 3 | Quiz | Feb 3 @ 11:59 pm |

Unit II: Individual Agency & Action

| Week | Topic | Chapter | Assignment/Notes | Due Dates |
|-------------|--------------------------------|----------------|--|----------------------------|
| 5 | Civil Liberties | 4 | No quiz this week. Exam 1 on Tuesday. | Feb 7 th Exam 1 |
| 6 | Civil Rights | 5 | Quiz | Feb 17 @ 11:59 pm |
| 7 | The Politics of Public Opinion | 6 | Quiz | Feb 24 @ 11:59 pm |
| 8 | Voting and Elections | 7 | Quiz | Mar 3 @ 11:59 pm |

Unit 3: Towards Collective Action – Mediating Institutions

| Week | Topic | Chapter | Assignment/Notes | Due Dates |
|-------------|--------------|----------------|-------------------------|------------------------------|
| 9 | The Media | 8 | No quiz this week. | March 7 th Exam 2 |

| | | | | |
|----|------------------------------|--------------|--------------------|---------------------|
| | | | Exam 2 on Tuesday. | |
| 10 | SPRING BREAK | SPRING BREAK | SPRING BREAK | N/A |
| 11 | Political Parties | 9 | Quiz | March 24 @ 11:59 pm |
| 12 | Interest Groups and Lobbying | 10 | Quiz | March 31 @ 11:59 pm |

Unit 4: Delivering Collective Action – Formal Institutions

| Week | Topic | Chapter | Assignment/Notes | Due Dates |
|-------------|--------------------------|----------------|---|--|
| 13 | <i>The Congress</i> | 11 | No quiz this week. Exam 3 on Tuesday | April 4 th Exam 3 |
| 14 | <i>The Presidency</i> | 12 | Quiz | April 14 @ 11:59 pm |
| 15 | <i>The Courts</i> | 13 | Quiz | April 21 @ 11:59 pm |
| 16 | <i>Final Exam Period</i> | -- | Exam 4 on Thursday | April 27 th Exam 4 (cumulative) |

The Politics of LGBTQ+ Policy (CPO 4023)

University of Central Florida School of Politics, Security,
and International Affairs Spring 2023

Instructor: Miroslav Shapovalov, PhD

Course Modality: online (W)
3 credit hours

Office Hours (online, by appointment):
Mon, Wed: 9:00am-10:30am
Miroslav.shapovalov@ucf.edu

I. Description and Goals

The course examines LGBTQ+ politics in the US. Topics include political activism, civil rights, socio-political backlash, political behavior and representation, marriage equality and other LGBTQ+ policies.

This course will be a broad survey of the major events of the LGBTQ+ civil rights movement, its effect on policy, public opinion, political behavior, and representation. While this course will place an emphasis on American political developments, there will be a brief survey of the status of international LGBTQ+ political outcomes.

At the conclusion of this course, students will be able to:

- Compare and contrast historical and contemporary political experiences of the LGBTQ+ community.
- Identify and define factors relevant to LGBTQ+ policy debates (e.g., Marriage and Family Recognition).
- Discuss contemporary public-policymaking at the national, State, and local levels.
- Demonstrate improved written communication skills.
- Demonstrate critical research skills.

Enrollment Requirements

Prerequisite: ENC 1102

II. Course Activities

All assignments are to be completed or submitted via webcourses@UCF.

- ❖ News briefs (10%): Starting with week 2, students will get an option to submit and discuss short news briefs on the recent developments in LGBTQ+ politics in the US using popular news outlets (Twitter doesn't count). News briefs can be submitted throughout the week in the appropriate discussion in each module. In order to earn the maximum grade (10% of the course's total grade), each student is required to submit a news brief in **at least 4 different modules** throughout the course. A student can also submit more than one news brief or react to their peers' submissions each week which will count towards an extra credit at the end of the course.

Following structure should be used when submitting a news brief:

- **Headline**
First sentence describing the content of the news story and its significance¹
 - **A more detailed explanation, including why this development is important to be aware of (including in the context of our studies)**
 - **Source**
- ❖ Three short quizzes (10%) are composed of multiple-choice questions. Questions come from both the lectures and required readings of current and prior modules. All quizzes are due 11:59 pm on Fridays.
 - ❖ Discussion boards (20%). Four of the course modules have online discussion assignments dedicated to the topic you study in the module. Discussions are aimed at developing students' skills of analyzing complex theoretical and political environments, articulating, and defending their point of view. Discussions will last throughout the module during which each student will be required to submit **one initial post** and **one follow-up post** which can either be an answer to another student's post or an addition to the student's own initial post. The discussions are modeled after an actual real-life class discussion. This means that, when replying to someone's post, the students need to either add something of substance to what has already been said or engage their peer by critiquing their post and asking follow-up questions. Comments praising each other's ideas without adding to the answer will not be accepted. Similar to an actual class, your professor will closely monitor the discussion throughout the module and, if necessary, ask some of the students follow-up questions. If this happens, the student is required to respond, even if they have already submitted the initial and the follow-up posts of their own. **Failure to do so will result in a 10% grade penalty.**
 - ❖ Midterm exam (20%). A comprehensive test that covers the first half of the modules offered in the course. The test consists of one essay question (25 points) and 25 multiple choice questions (75 points).
 - ❖ Policy brief (20%): a policy brief is an "advocacy and policy-making tool that is generally used to communicate and persuade policy-makers and decision-makers on a certain course of action". Throughout the course, the students are allowed – and indeed encouraged – to choose a political and societal issue involving LGBTQ+ community (there is, unfortunately, no shortage of these) and produce a policy brief

¹ Important: please resist the temptation to post a news story involving White Lotus, Glass Onion, or any LGBTQ+ celebrity (unless that celebrity is running for or holding an office)! I make no promises to count it towards your participation grade!

that informs US State or Federal policy makers about the issue and offers potential solutions. For more information on how to write a policy brief and what constitutes a good policy brief, please see canvas resources dedicated to the topic.

Important dates to remember:

- Policy brief topic submission deadline: March 5th, 11:59pm. Submission is mandatory. The students are also encouraged to discuss their topic with the professor before the deadline. Submitting the topic on time does not mean it will be automatically accepted and is subject to feedback from the professor.
 - Policy brief draft submission: between March 27th and April 9th. Submission is not mandatory, but highly encouraged as an opportunity to get feedback on your ongoing work and improve the final product. Drafts are not accepted after the deadline.
 - Final policy brief submission deadline: April 20th, 11:59pm.
- ❖ Final Exam (20%). A comprehensive test that covers the entirety of the course's content.

Activity Submissions

All submissions are made through Webcourses. File uploads are made through specific assignment windows in each respective module. Discussion posts are posted in respective module discussions. Submissions via email or file sharing resources are not accepted. See the *Getting Started* module for guidelines regarding assignment formatting.

Late submissions, Make-up Exams and Assignments

The deadline dates are non-negotiable outside of the rules explained below. Students who fail to complete the assignments on time automatically receive **0 points for the assignment**.

Quizzes, exams and, policy briefs: students may submit their assignments up to two days late (10% of the assignment's grade penalty per 24 hours).

Discussion boards and News briefs: late submissions are not accepted.

Short exams: students who miss short exams are given make-ups only if they can provide **proper documentation** for their acceptable absence. Make-ups must be taken within four days of the original short exam date.

Per the Undergraduate Catalog, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If a student is experiencing any of these events, they should notify the instructor as soon as possible and request to submit the assignment later. If notification is provided post-factum, reasonable proof of the emergency will be required. The instructor reserves the right to select the content and format of the make-up assignment based on the material covered in the course.

The following grade scale is applicable in this class: A: 100-93, A-: 92-90, B+: 89-87, B: 86-83, B-: 82-80, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

III. Course 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.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by **an F for the course** without any exception and leniency. If you are not sure what constitutes as academic dishonesty while doing your research, you should consult Dr. Shapovalov at once.

Course Accessibility Statement

The UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has requested accommodations from the professor.

Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from Dr. Shapovalov.

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 regarding 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.

IV. Course Schedule & Readings

The following textbooks are used in this class in addition to other readings listed under each week. There may be changes in required readings throughout the semester, please make sure to follow course announcements for any changes. Additional readings may be offered during the course as we progress through the semester.

LGBTQ Politics: A Critical Reader. Editors Marla Brettschneider, Susan Burgess, and Christine Keating. New York University Press (2017). ISBN: 9781479834099

Morgan, Kyle and Rodriguez, Meg. 2020. *The American LGBTQ Rights Movement: An Introduction*. The book is available for free through the UCF Library and the webcourse.

Mezey, Susan Gluck. 2019. *Transgender Rights from Obama to Trump*. Routledge: New York. The book is available for free through the UCF Library and the webcourse.

Module I: 1/9-1/15

- *Course Introduction. Understanding Identity Politics, the 14th Amendment, and the Federalism Refresher*

1. Mary Bernstein. *Identity Politics* (2005).
2. The 10th and the 14th Amendment to the U.S. Constitution

Module II: 1/16-1/22

- *1900-1968 and Early Politics: the Cost of Coming Out. Theories of Contentious Politics and Emergence of a Political Movement*

1. LGBTQ Rights: Chs. 1 & 2
2. *One Inc v. Olesen* (1958)

Module III: 1/23-1/29

- 1969-1980: *Gay Liberation, Movement Consolidation, and Stonewall. Pride in Diversity*
 1. Huddy, L. 2013. "From Group Identity to Political Cohesion and Commitment"
 2. LGBTQ Rights: Chs. 3 & 4
 3. *Baker v. Nelson* (1972) overview

Module IV: 1/30-2/5

- 1973-1993: *Adversity, the AIDS Era, and Formal Political Organization.*
 1. LGBTQ Rights: Chs. 5 & 6
 2. *Bowers v. Hardwick* (1986)
 3. Critical Reader: Introduction & Chapter 4

Module V: 2/6-2/19

- 1993-2016: *LGBTQ Rights Movement*
 - Part I. State Movements on LGBTQ+ Rights and Hate Crimes Legislation*
 1. LGBTQ Rights: Ch 7
 2. *Romer v. Evans* (1996)
 3. *Boy Scouts of America v. Dale* (1999)
 4. *Lawrence v. Texas* (2003)
 - Part II. Marriage Equality*
 1. Defilippis, 2018. "Introduction"
 2. DeGagne. 2018. "Defining Sexuality through the Courts in California's Proposition 8"
 3. *United States v. Windsor* (2012)
 4. *Obergefell v. Hodges* (2015)
 5. Critical Reader: Chs. 19 & 21

Module VI 2/20-3/5

- 2016-present: *After Marriage Equality, Public Opinion of LGBTQ+ People.*
 - Part I.
 1. LGBTQ Rights: Epilogue
 2. *Masterpiece Cakeshop v. Colorado* (2017)
 3. Critical Reader: Ch. 14
 - Part II.
 4. Critical Reader: Ch. 15
 5. Kazyak and Stange. 2018. "Backlash or a Positive Response Public Opinion of LGB Issues after *Obergefell v. Hodges*".
 6. Lee. 2018. "Black LGB Identities and Perceptions of Same-Sex Marriage."

- Midterm Week: 3/6-3/12 -

Module VII: 3/20-3/26

● *LGBTQ Political Representation. Bringing the “Bs” in.*

1. Critical Reader: Chs. 6, 16, & 17

Module VIII: 3/27-4/9

● *The TQ+ - Gender Identity & Politics*

1. Murib, 2015. Transgender: examining an emerging political identity using three political processes
2. Trans Rights from Obama to Trump, Chs. 1-5
3. Castle, 2018. New Fronts in the Culture Wars? Religion, Partisanship, and Polarization on Religious Liberty and Transgender Rights in the United States

Module IX: 4/10-4/24

● *Global LGBTQ Issues.*

1. Critical Reader: Chs. 23-26.

Final Exam: 4/27 9:00am -4/28 11:59pm

The content of this syllabus may change at instructor’s discretion and without proper notice. It is the responsibility of the student to stay aware of any changes to the course’s schedule, assignments, and readings.

Professional Development: Academic Careers in Security Studies (POS7930)

University of Central Florida
School of Politics, Security, and International Affairs
Spring 2023

Güneş Murat Tezcür

Director, Jalal Talabani Chair & Professor

www.tezcur.org

T 10:00 – noon (every other week)
HPH 305G

Office Hours@ HPH 302B
T 13:00 – 14:30 PM (during weeks of class)

Description and Goals

The course prepares doctoral students for success in an academic career. Topics include scholarly vocation, professional and research ethics, diversity and inclusion, pursuing academic publications and positions, writing grant applications, public presentations of scholarly research, teaching one's own course, and self-care. Admission to the Security Studies PhD Program is a prerequisite of this course.

The course offers an enriched opportunity to learn about and practice professional expectations in an academic context. Students will explore salient topics in the academic profession with a focus on the discipline of political science, including ethics, diversity, job market dynamics, and publication process. The readings are the building blocks for in-class discussions, which offer the opportunity to provide different perspectives, learn about the disciplinary norms and expectations, and ask questions. Students will practice what they have learned in their assignments and will develop a portfolio that includes various components of academic job applications. These include draft documents of an academic C.V., a diversity statement, teaching and research statements, cover letter for an academic job application, among others.

The course aims to make students to

- Prepare a portfolio tailored for academic position applications
- Develop an informed understanding of the multiple dimensions of academic vocation
- Identify their own postgraduation goals and ambitions
- Understand salient issues facing higher education.

A Note about the Instructor

Güneş Murat Tezcür (PhD. University of Michigan, 2005) has joined UCF in 2015. He is the inaugural holder of the Jalal Talabani Kurdish Political Studies, the first and only such academic position dedicated to the study of Kurdish issues in the United States. He also directs the [Kurdish Political Studies Program](#) at UCF, the first and only academic unit dedicated to the study of Kurdish issues in the United States. He serves as the Director of School of Politics, Security, and International Affairs since August 2021. His scholarship exploring political violence, democratization, and identity politics have appeared in many leading scholarly outlets. He has also traveled widely for research purposes in the region and delivers presentations and gives talks in many different avenues across the globe. He is currently the Chair of the [Religion and Politics Section](#) of the American Political Science Association.

Attendance and Grading

The class will meet every two weeks for 2 hours each. Unless a student has received a programmatic accommodation, all students are expected to attend this class in person. There will be no exceptions under any conditions.

To earn a Satisfactory grade,

- Attend all class meetings throughout the semester
- Come to class after completing all required readings
- Actively participate in class discussions
- Complete all assignments, including the portfolio, in a professional and timely manner.

In case of illness or any exceptional circumstances (e.g., jury duty) that hinder attendance or completion of an assignment, students are required to inform the instructor with proper documentation in advance.

If a student who represents UCF in an authorized event or activity (for example, student-athletes) and who is 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 relevant UCF policy](#).

Academic Integrity

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

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- 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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 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
 7. Helping another violate academic behavior standards.
 8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. The penalty for academic misconduct is 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.

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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.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see [the relevant UCF policy](#).

Diversity and Inclusion

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 [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – [OIE \(askanadvocate@ucf.edu\)](#)
- Disability Accommodation – [Student Accessibility Services \(sas@ucf.edu\)](#)
- [Diversity and Inclusion Training and Events](#)
- [UCF Compliance and Ethics Office \(complianceandethics@ucf.edu\)](#)
- [Ombuds Office](#)

Assignments

All items are due at 7:00 p.m. on the specific day.

| <i>Items</i> | <i>Due Date</i> |
|---|-------------------------|
| Curriculum Vitae (CV) Draft I | Friday, January 20 |
| CV Draft II | Friday, February 3 |
| Diversity Statement | Friday, February 17 |
| Research Statement | Friday, March 3 |
| Teaching Statement | Friday, March 24 |
| Cover Letter | Friday, April 7 |
| Portfolio (including CV, cover letter and three statements) | Monday, April 24 |
| Three Public Forum Contributions | Throughout the semester |

Course Schedule & Readings*

Session I (January 10)

- ❖ An Overview of the Course: Content and Expectations
- ❖ Alumni of UCF's Security Studies Doctoral Program
- ❖ Pursuing an Academic Career: Thresholds, Motives & Challenges

Resources:

- [Political Science Now Career Paths](#)
- Profession Symposium: [Beyond the Ivory Tower: Political Science Careers Outside Academia](#)
PS: Political Science & Politics 49(3) 2016 (explore the pieces starting on page 501).

* Dates and readings are subject to change.

- 2020-2021 APSA eJobs Report: [Political Science and the Job Market](#)

Session II (Jan 24)

- ❖ Professional and Research Ethics
- ❖ Academic Freedom: Scope, Evolution, and Controversy

Required Readings:

- Johnson, J. B. (2018). Protecting the Community: Lessons from the Montana Flyer Project. *PS: Political Science & Politics* 51(3): 615-19.
- Willis, D. (2014). [Professors' Research Project Stirs Political Outrage in Montana](#). *The New York Times*. October 28.
- Cronin-Furman, K. & Lake, M. (2018). Ethics Abroad: Fieldwork in Fragile and Violent Contexts. *PS: Political Science & Politics* 51(3): 607-614.
- Schrecker, E. (2022). [The 50-Year War on Higher Education](#). *Chronicle of Higher Education*. October 14.

Resources:

- APSA Committee on Professional Ethics, Rights and Freedoms. 2012. [A Guide to Professional Ethics in Political Science](#), 3rd ed. Washington, D.C.: American Political Science Association.
- Sirnate, V. 2014. Positionality, personal insecurity, and female empathy in security studies research. *PS: Political Science & Politics*, 47(2), 398-401.
- Wright, H. (2023). Critical Ethnography in National Security Institutions: Methodological and Ethical Reflections. *PS: Political Science & Politics*, 56(1), 94-98.

Session III (Feb 7)

- ❖ Diversity and Hierarchies in the Profession
- ❖ Diversity in the Higher Education

Required Readings:

- Hesli Claypool, V., & Mershon, C. (2016). Does diversity matter? Evidence from a survey of political science faculty. *Politics, Groups, and Identities*, 4(3), 483-98.
- Morgan, A. C., LaBerge, N., Larremore, D. B., Galesic, M., Brand, J. E., & Clauset, A. (2022). Socioeconomic roots of academic faculty. *Nature Human Behaviour*, 1-9.
- Wapman, K. H., Zhang, S., Clauset, A., & Larremore, D. B. (2022). Quantifying hierarchy and dynamics in US faculty hiring and retention. *Nature*, 610(7930), 120-7.
- Rublee, M. R., Jackson, E. B., Parajon, E., Peterson, S., & Duncombe, C. (2020). Do you feel welcome? Gendered experiences in international security studies. *Journal of Global Security Studies*, 5(1), 216-26.

Resources:

- [Project Implicit](#)

- Alter, K. J., Clipperton, J., Schraudenbach, E., & Rozier, L. (2020). Gender and status in American political science: Who determines whether a scholar is noteworthy?. *Perspectives on Politics*, 18(4), 1048-67.
- Garcia, M. M., & Alfaro, A. M. H. (2021). Where Do We Begin? Preliminary Thoughts on Racial and Ethnic Diversity Within Political Science. *PS: Political Science & Politics*, 54(1), 141-3.
- Ghosh, C., & Wang, H. (2022). Implicit Bias, Microaggression, and Bullying. *PS: Political Science & Politics*, 1-6.
- Michelson, M. R., & Monforti, J. L. L. (2021). Elusive Inclusion: Persistent Challenges Facing Women of Color in Political Science. *PS: Political Science & Politics*, 54(1), 152-7.

Session IV (Feb 21)

- ❖ Academics as Scholars
- ❖ Writing and Reviewing Manuscripts, Submitting Grants

Required Readings:

- Grudniewicz, A., Moher, D., Cobey, K. D., Bryson, G. L., Cukier, S., Allen, K., ... & Lalu, M. M. (2019). Predatory journals: no definition, no defence. *Nature*. December 11.
- Miller, B., Pevehouse, J., Rogowski, R., Tingley, D., & Wilson, R. (2013). How to be a peer reviewer: a guide for recent and soon-to-be PhDs. *PS: Political Science & Politics*, 46(1), 120-3.
- Rich, T. S. (2013). Publishing as a graduate student: A quick and (hopefully) painless guide to establishing yourself as a scholar. *PS: Political Science & Politics*, 46(2), 376-9.
- Walker, L. D. (2019). Rejection of a Manuscript and Career Resilience. *PS: Political Science & Politics*, 52(1), 44-7.

Resources:

- Savage, William E., and Anthony J. Olejniczak. "More journal articles and fewer books: Publication practices in the social sciences in the 2010's." *Plos One* 17, no. 2 (2022).
- Sides, J. (2011). The political scientist as a blogger. *PS: Political Science & Politics*, 44(2), 267-271.
- Stimson, James A. n.d. "[Professional Writing in Political Science: A Highly Opinionated Essay.](#)"
- [Beall's List of Potential Predatory Journals and Publishers](#)
- [OSI Brief on Deceptive Publishing](#)
- [Is MDPI a predatory publisher?](#)
- [Don't Fall Prey to Predatory Journals](#)
- [The Monkey Cage Blog](#) of *The Washington Post*

Session V (March 7)

- ❖ Academics as Teachers
- ❖ Students Evaluations, Classroom Management, Syllabus Construction

Required Readings:

- Burmila, E. M. (2010). Graduate students as independent instructors: Seven things to know about teaching your own course while in graduate school. *PS: Political Science & Politics*, 43(3), 557-60.
- Marks, M. P. (2008). Fostering scholarly discussion and critical thinking in the political science classroom. *Journal of Political Science Education*, 4(2), 205-24.
- Martin, L. L. (2016). Gender, teaching evaluations, and professional success in political science. *PS: Political Science & Politics*, 49(2), 313-9.

Resources:

- UCF Faculty Center Resources
 - [Syllabus Guide](#)
 - [Classroom Management](#) (in particular, see the section on controversial conversations)
 - [Inclusive Teaching](#)
 - [Academic Integrity](#)
- Horn, L., Rubin, O., & Schouenborg, L. (2016). Undead pedagogy: How a zombie simulation can contribute to teaching international relations. *International Studies Perspectives*, 17(2), 187-201.
- Pollock, P. H., Hamann, K., & Wilson, B. M. (2011). Learning through discussions: Comparing the benefits of small-group and large-class settings. *Journal of Political Science Education*, 7(1), 48-64.
- Rom, M. C. (2015). Numbers, pictures, and politics: Teaching research methods through data visualizations. *Journal of Political Science Education*, 11(1), 11-27.

Session VI (March 28)

- ❖ Pursuing an Academic Vocation
- ❖ Preparing for and Applying for Academic Jobs
- ❖ Presenting in front of a Scholarly Audience

Required Readings:

- Hassner, R. E. (2008). Trial by fire: Surviving the job talk Q&A. *PS: Political Science & Politics*, 41(4), 803-8.
- Hatch, T., & Skipper, A. (2016). How much are PhD students publishing before graduation?: An examination of four social science disciplines. *Journal of Scholarly Publishing*, 47(2), 171-9.
- Miller, W. J., & Gentry, B. (2011). Navigating the Academic Job Market in Treacherous Times. *PS: Political Science & Politics*, 44(3), 578-82.
- Pole, A., & Parashar, S. (2020). Am I Pretty? 10 Tips to Designing Visually Appealing Slideware Presentations. *PS: Political Science & Politics*, 53(4), 757-62.

Resources:

- [American Political Science Association eJobs](#)
- Altman, M. (2009). Funding, funding. *PS: Political Science & Politics*, 42(3), 521-6.
- Campbell, A. M., Quintero, O. A., & Frederick, J. 2012. [How to Get a Teaching Job at a Primarily Undergraduate Institution](#). The American Society for Cell Biology.

- Mathews-Gardner, L., Deardorff, M. D., Reeher, G., Hudson, W., Borrelli, M., & Halva-Neubauer, G. (2008). Getting a Job at a Teaching Institution—and Then Succeeding: A Q&A with Experienced Teacher-Scholars. *PS: Political Science & Politics*, 41(3), 575-8.
- Pleiss, M. W. Pleiss. 2017. [The Art of the Campus Interview](#). *The Chronicle of Higher Education*, Feb. 2.
- Saiya, N. (2014). Navigating the international academic job market. *PS: Political Science & Politics*, 47(4), 845-8.
- Salmond, R., & Smith, D. T. (2011). Cheating death-by-PowerPoint: Effective use of visual aids at professional conferences. *PS: Political Science & Politics*, 44(3), 589-96.
- Smith, D. T., & Salmond, R. 2011. “Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science.” *PS: Political Science & Politics* 44(3): 583-8.

Session VII (April 4)

- ❖ Pursuing a Successful Academic Career
- ❖ Cultivating a Self-Conscious Scholarly Identity

Required Readings:

- Desch, M. (2015). Technique trumps relevance: the professionalization of political science and the marginalization of security studies. *Perspectives on Politics*, 13(2), 377-393 (skim the rest of the short pieces with a focus on the responses by Walt and Voeten).
- Hesli, V. L., & Lee, J. M. (2013). Job satisfaction in academia: Why are some faculty members happier than others?. *PS: Political Science & Politics*, 46(2), 339-54
- Keohane, R. O. (2009). Political science as a vocation. *PS: Political Science & Politics*, 42(2), 359-63.

Session VIII (April 18)

- ❖ Self-Care
- ❖ Work-Life Balance

Required Readings:

- Hummel, C., & El Kurd, D. (2021). Mental health and fieldwork. *PS: Political Science & Politics*, 54(1), 121-125.
- Almasri, N., Read, B., & Vandeweerdt, C. (2022). Mental Health and the PhD: Insights and Implications for Political Science. *PS: Political Science & Politics*, 55(2), 347-353.
- Loyle, C. E., & Simoni, A. (2017). Researching under fire: political science and researcher trauma. *PS: Political Science & Politics*, 50(1), 141-145.

Resources:

- Jané, S. E., Fernandez, V., & Hällgren, M. (2022). Shit happens. How do we make sense of that?. *Qualitative Research in Organizations and Management: An International Journal*.
- Burnett, J., DeMora, S. L., Landgrave, M., Lindke, C., & Ninci, A. (2022). How Can We Address Professional Isolation Among Traditionally Underrepresented Students? The Importance of Peer Mentorship. *Journal of Political Science Education*, 1-5.

Assignment Instructions

In addition to written assignments summarized below, each student is expected to attend at least 4 research presentations including those that will be delivered by job candidates (SPSIA is running two searches this semester) as well as events organized by SPSIA and its satellite units including ICCAE, India Center, and KPSP. Attendance in these events is crucial to your professional development and presents unique learning opportunities. You can learn presentation skills from any presentation regardless of the substantive area. It would be most useful if you take notes during presentations including both the substance and format (i.e., the effectiveness of the speaker in conveying her/his ideas to the audience, her/his posture and engagement during Q&A).

Curriculum Vitae

When applying for academic and non-academic jobs, your curriculum vitae (CV) and cover letter are key documents. Reviewers often form strong opinions of applicants by reviewing just these two documents. As such, it is essential to craft effective CVs and cover letters.

Here are some basic guidelines

- Follow a reverse chronological order with most recent accomplishments and activities listed first.
- Use subtitles for organization purposes.
- Avoid including personal information in your CV including marital status, age, religious and ethnic identity, hobbies, etc.)
- Make sure to avoid spelling and grammatical mistakes
- Most importantly, be truthful!

When working on your CV, it is always helpful to explore CVs of people with more advanced careers. Have a look at SPSIA faculty as well as faculty in other institutions and disciplines. Identify the CVs you find most effective and least effective. Think about the reasons that contribute to the success and failure of a CV.

At this stage of your career, it is natural that many of you do not have many items to list. You will use this template and add more items as you progress throughout your career.

Your first draft will be read and evaluated by two of your peers. When providing feedback for each other, aim to be constructive, helpful, and respectful. Once you receive your peers and my feedback, you will submit the second draft of your CV.

Diversity Statement

It is now a common expectation that many academic job postings require a diversity statement from each applicant. Faculty members are expected to engage with a student body with diverse characteristics and argue how they would incorporate diversity, inclusion, and equity efforts into their research, teaching, and service activities.

In this statement, you should be self-reflexive and discuss how the meaning and importance of diversity, inclusion, and equity for your professional activities in a higher education setting. What is your experience with a diverse student and faculty body? What are the benefits of

working in diverse and inclusive environments? How can you contribute to promote diversity and inclusion? How are you prepared to teach a diverse student body? The statement should be between 300 and 500 words. I will share several examples of diversity statements.

Research Statement

Many academic positions now require the submission of a research statement. What is core focus of your research? What intellectual questions and scholarly literature do you engage with? What types of methods do you pursue? What types of publications you have (or will aim to have)? The statement should be between 300 and 500 words. I will share several examples of research statements.

Teaching Statement

Teaching is one of the core aspects of being a professor. It could be a highly rewarding and stimulating experience for many people despite the various challenges it involves. Draft a statement that summarizes your teaching philosophy, describes your teaching experience (if any), discusses classes you might be interested in teaching, and states how you seek excellence in teaching. This should be 250-500 words. I will share several examples of teaching statements.

Cover Letter

Each job application requires a cover letter that is typically 2-3 pages. I will provide some examples of such letters and we will discuss their various aspects. Write a cover letter that is tailored for an academic position you may want to apply (i.e., search APSA eJobs and other boards for relevant positions). You may ask your peers to read a draft and provide feedback and comments before you submit it.

Politics of Eastern Europe




| | |
|--------------------------------|--|
| Course ID & Section | CPO 3614 0W60, Spring 2023, World Wide Web |
| Credit Hours | 3 |
| Prerequisites | ENC 1102 or POS 2041 |

| | |
|---|--|
| Professor | Dr. Anca Turcu; Pronouns: she, her, hers |
| Office Hours | Wednesdays 3:30 PM-5:00 PM Canvas Chat, or by appointment |
| E-mail | <p>anca.turcu@ucf.edu</p> <p>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.</p> |
| 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. |

Catalog 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.

(See next page for academic calendar)

Academic Calendar

| Week | Module | Topic(s) | Readings |
|------------------------|--------------------------|---|---|
| Intro Week (1/9-17) | Introductory Module | Introduction and Class Overview | Syllabus |
| Week 1 (1/17-23) | 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 (1/23-30) | Module 2 | Communist Rule in Eastern Europe: 1950s-1980s | Csergo et al: Ch.1 (Pages 16- 24); White Chapters 3, 4 & 5 |
| Week 3 (1/30- 2/6) | Module 3 | The Collapse of Soviet Control | Csergo et al: Ch.1 (Pages 24- 35); White Chapters 6,7 & 8 |
| Week 4 (2/6- 13) | Module 4 | EU and NATO Accession and After | Csergo et al: Ch. 9 |
| Week 5 (2/13- 20) | Module 5 | Nationalism and Its Challenges to Democratic Governance | Csergo et al: Ch. 3 |
| Week 6 (2/20- 27) | Module 6 | Case Study: Poland | Csergo et al: Ch.11 |
| Week 7 (2/27- 3/6) | Module 7 | Case Study The Czech and Slovak Republics | Csergo et al: Ch.12 |
| Week 8 (3/6- 13) | Module 8 | Case Study: Hungary | Csergo et al: Ch.13 |
| Week 9 (3/13- 19) | | Spring Break | |
| Week 10 (3/20- 27) | Module 9 | Case Study: The Baltic Countries | Csergo et al: Ch.14 |
| Week 11 (3/27-4/3) | Module 10 | Case Study: Romania | Csergo et al: Ch.16 |
| Week 12 (4/3- 10) | Module 11 | Case Study: Former Yugoslavia and Its Successors | Csergo et al: Ch. 18 |
| Week 13 (4/10- 17) | Module 12 Final Paper | Case Study: Ukraine Start Work on Final Paper due on 4/24 | Csergo et al: Ch. 19 |
| Week 14 (4/17- 24) | Final Paper | Final Paper: Due 4/24 | None |

Course Requirements

Weekly Assignments Twelve weekly assignments (starting with week 1 01/17-23) 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, 4/10 and will be due on Monday, 4/24 at 11:59 PM. Note that the final assignment must be submitted through the Canvas online submission system as text, not as attachment. 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. Final assignments submitted more than 24 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. Modules open always on Monday mornings, except for Week 1, when it will open on Tuesday 1/17, as the Monday previous UCF is closed for MLK Jr Day. **Final Paper:** due by 4/24 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)

$(\text{final project} \times .30) + [(\text{sum of 10 highest scoring weekly assignments} / 10) \times .70] = \text{final grade}$

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

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 note 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.

IMMIGRATION POLICY



The College of Sciences at the University of Central Florida



| | |
|---------------------------------------|--|
| Course Name & Credit Hours | Immigration Policy: 3 Credit Hours, Asynchronous |
| Course ID & Section | INR 4074 0W60 Spring 2023 World Wide Web |
| Prerequisites | ENC 1102 or POS 2041 |

| | |
|---|---|
| Professor | Dr. Anca Turcu; Pronouns: she, her, hers |
| Office Hours | Online Canvas Chat Wednesdays 3:30-5:00 PM |
| 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 answer. Please note that I answer e-mails 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, you have to seek help through the technical support link on the class Home Page. |

Catalog Description

Analysis of the complex subject of immigration, including U.S. and comparative immigration policy, illegal immigration, alien smuggling, and statelessness and their political/security impact.

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, creation, objectives, implementation and outcomes of immigration policies.

Course Objectives and Learning Outcomes

The course objectives and learning outcomes for Immigration Policy (INR 4074) 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 history of US immigration and immigration policies
2. Discuss the factors that inform contemporary immigration policy
3. Distinguish between the myths and the realities of current immigration debates
4. Understand foreign policy and homeland security implications immigration policy
5. Analyze US immigration policy in the context of policies adopted by other countries

Required Texts

- “Defining America Through Immigration Policy” by Bill Ong Hing, Temple University Press, 1st edition, 2003 (OH)
- “The Devil’s Highway” Luis Alberto Urrea, Back Bay Books; September 2005 (TDH)
- Electronic readings through the UCF library, see Academic Calendar

Note: Some texts change significantly from one edition to the next, as policy changes and current events reshape institutions and societies. Thus, it is imperative that you purchase the editions listed above.

Other Materials: Documentaries and Clips

For several modules in this class, you will be asked to watch documentaries, clips and other 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 a "Netflix" subscription. I will provide 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 clips is not an option, since they are a central part of the class and quizzes and written assignments will draw on these materials quite extensively.

Academic Calendar

| Week | Module | Topic(s) | Readings |
|------------------------|--------------------------|---|-------------------------------------|
| Intro Week (1/9-17) | Introductory Module | Introduction and Class Overview | Syllabus |
| Week 1 (1/17-23) | Module 1 | History of US Immigration Policy: The Founding Fathers & Nativism | OH Introduction and Ch.1 |
| Week 2 (1/23-30) | Module 2 | History of US Immigration Policy: The 1800s-1917 | OH Ch. 2, 3 |
| Week 3 (1/30- 2/6) | Module 3 | History of US Immigration Policy: 1917-1951 | OH Ch. 4 |
| Week 4 (2/6- 13) | Module 4 | US Immigration Policy:1952-1990 | OH Ch.5, 6; TDH Ch1 & 2 |
| Week 5 (2/13- 20) | Module 5 | Refugee and Asylum Policies | OH Ch. 12; TDH Ch 3 & 4 |
| Week 6 (2/20- 27) | Module 6 | History of Mexican Immigration (1800s-1982) | OH Ch. 7, 8; TDH Ch. 5-8 |
| Week 7 (2/27- 3/6) | Module 7 | Modern Mexican Immigration: 1982-Today (I) | OH Ch. 9 TDH Ch. 9, 10 |
| Week 8 (3/6- 13) | Module 8 | Modern Mexican Immigration: 1982-Today (II) | OH Ch. 10; TDH Ch. 11, 12 |
| Week 9 (3/13- 19) | | Spring Break | |
| Week 10 (3/20- 27) | Module 9 | Contemporary US Immigration Policy (I) | TBA |
| Week 11 (3/27-4/3) | Module 10 | Contemporary US Immigration Policy (II) | OH Ch. 11, Epilogue, TDH Ch. 13- 16 |
| Week 12 (4/3- 10) | Module 11 | Global Immigration Policies: Canada and Australia | TBA |
| Week 13 (4/10- 17) | Module 12 Final Paper | Immigration Policies in Around the World: EU Countries Start Work on Final Paper due on 4/24 | TBA |
| Week 14 (4/17- 24) | Final Paper | Complete Work on Final Paper due on 4/24 | None |

Course Requirements

Weekly Assignments Twelve weekly assignments (starting with week 1 01/17-23) 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, 4/10 and will be due on Monday, 4/24 at 11:59 PM. Note that the final assignment must be submitted through the Canvas online submission system as text, not as attachment. 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. Final assignments submitted more than 24 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. Modules open always on Monday mornings, except for Week 1, when it will open on Tuesday 1/17, as the Monday previous UCF is closed for MLK Jr Day. **Final Paper:** due by 4/24 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 a quiz or 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 | 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

Final class grades will not display in Canvas. Use this formula to calculate your final class grade!

$$(\text{final project} \times .30) + [(\text{sum of 10 highest scoring weekly assignments} / 10) \times .70] = \text{final grade}$$

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?q=78577&p=517810>>

Student Complaints and Appeals

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

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](#).

Academic Honesty

Students should familiarize themselves with [UCF's Rules of Conduct](#):
<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 (including GroupMe or similar apps or chat rooms), 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."](#)

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.

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>

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 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

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 business 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.

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 Disclaimer

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 Spring 2023

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| Course ID & Section | CPO 3103 Section 002 |
| Credit Hours | 3 |
| Location and Meeting Times | BA 1, Room O121 Tuesday-Thursday: 10:30-11:45 AM |

Professor and GTA Contact

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| 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 from 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 |
|------|---|--|
| 1/10 | Introduction and Class Overview | Syllabus and Introductory Materials |
| 1/12 | Introduction to Comparative Politics Recorded lecture posted online | Drogus and Orvis Ch. 1 (Full) No in class meeting |
| 1/17 | The Modern State | Drogus and Orvis Ch.2 Pages 28-49 |
| 1/19 | The Modern State | Drogus and Orvis Ch.2 Pages 50-81 |
| 1/24 | States, Citizens and Regimes | Drogus and Orvis Ch.3 Pages 82-103 |
| 1/26 | States, Citizens and Regimes | Drogus and Orvis Ch.3 Pages 103-121 |
| 1/31 | States and Identity | Drogus and Orvis Ch. 4 Pages 122-148 |
| 2/2 | States and Identity | Drogus and Orvis Ch. 4 Pages 148-182 |
| 2/7 | Exam 1 | |
| 2/9 | Governing Institutions in Democracies | Drogus and Orvis Ch. 5 Pages 184-210 |
| 2/14 | Governing Institutions in Democracies | Drogus and Orvis Ch. 5 Pages 210-242 |
| 2/16 | Institutions of Participation and Representation in Democracies | Drogus and Orvis Ch. 6 Pages 244-276 |
| 2/21 | Institutions of Participation and Representation in Democracies | Drogus and Orvis Ch. 6 Pages 276-305 |
| 2/23 | Contentious Politics: Social Movements, Political Violence and Revolution | Drogus and Orvis Ch. 7 Pages 306-329 |
| 2/28 | Contentious Politics: Social Movements, Political Violence and Revolution | Drogus and Orvis Ch. 7 Pages 330-349 |

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| 3/2 | Authoritarian Institutions | Drogus and Orvis Ch. 8 Pages 350-375 |
| 3/7 | Authoritarian Institutions | Drogus and Orvis Ch. 8 Pages 375-392 |
| 3/9 | Regime Change | Drogus and Orvis Ch. 9 Pages 394-418 |
| 3/13-19 | SPRING BREAK | |
| 3/21 | Exam 2 | |
| 3/23 | Regime Change | Drogus and Orvis Ch. 9 Pages 418-443 |
| 3/28 | Political Economy of Wealth | Drogus and Orvis Ch. 10 Pages 446-470 |
| 3/30 | Political Economy of Wealth | Drogus and Orvis Ch. 10 Pages 470-495 |
| 4/4 | Political Economy of Development | Drogus and Orvis Ch. 11 Pages 496-518 |
| 4/6 | Political Economy of Development | Drogus and Orvis Ch. 11 Pages 519-541 |
| 4/11 | Public Policies when Markets Fail | Drogus and Orvis Ch. 12 Pages 542-569 |
| 4/13 | Public Policies when Markets Fail Recorded lecture posted online | Drogus and Orvis Ch. 12 Pages 570-601 No in class meeting |
| 4/18 | Exam 3 | |
| 4/20 | Review for Final Exam | |
| 5/2 | Final Exam | 10:00-11:15 AM |

Course Policies

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| <p>Exams and Grading Criteria</p> | <p>Exams</p> <p>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.</p> <p>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)</p> <p>Grading Formula</p> <p>$(\text{exam1} \cdot .3) + (\text{exam2} \cdot .35) + (\text{exam3} \cdot .35) = \text{final grade}$</p> <p>Grading Scale</p> <p>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%).</p> |
| <p>Make-up Exams</p> | <p>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.</p> <p>First, for personal emergencies (a death in the family, medical problems), students should obtain a note from the dean of students or their physician.</p> |

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| | <p>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”).</p> |
| <p>Grade Release</p> | <p>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.</p> <p>Students who have concerns about grades should put them in writing and contact the professor 24 hours after they find out their grade.</p> <p>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.</p> |
| <p>Extra Credit</p> | <p>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.</p> |
| <p>Media Resources, Documentaries and Clips (GL Designation)</p> | <p>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 English (among many others).</p> <p>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.</p> <p>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.</p> |

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| <p>Canvas</p> | <p>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.</p> |
| <p>Class Attendance</p> | <p>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).</p> |
| <p>In-Class Recordings</p> | <p>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.</p> |
| <p>Unauthorized Distribution of Class Notes/ Materials</p> | <p>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.</p> |
| <p>Use of WhatsApp, GroupMe and</p> | <p>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.</p> |

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| <p>Academic Misconduct</p> | <p>The completion of graded work in a course should be considered a formal process:</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> |
| <p>Unauthorized Use of Websites and Internet Resources</p> | <p>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.</p> |

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| <p>Federal Financial Aid Requirement</p> | <p>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.</p> |
| <p>Classroom Citizenship</p> | <p>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.</p> <p>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.</p> <p><u>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.</u></p> |
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| | <p>through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.</p> <p>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.</p> <p>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.</p> |
| Class Withdrawal | <p>Procedures regarding withdrawal policies can be found here:</p> <p>https://www.ucf.edu/catalog/undergraduate/#/policies</p> |
| Student Grievance Procedures | <p>Procedures regarding student grievances can be found here:</p> <p>https://www.sdes.ucf.edu/student-complaints-and-appeals/</p> |
| Incomplete Grades | <p>Procedures regarding incomplete grades can be found here:</p> <p>https://www.ucf.edu/catalog/undergraduate/#/policies</p> |
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| Campus Safety | <p>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.</p> <ul style="list-style-type: none"> • 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 |

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| | <p>a note of the guide’s physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.</p> <ul style="list-style-type: none"> • 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>). |
| <p>Religious Holidays</p> | <p>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. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.</p> |
| <p>Diversity and Inclusion</p> | <p>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</p> |

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| | <p>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.</p> <p>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/.</p> <p>For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:</p> <ul style="list-style-type: none"> • 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 | <p>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.</p> |

Please note that the academic calendar, policies, procedures and assignments listed in this syllabus are subject to change at the discretion of the professor.

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.



Politics of the Middle East

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| Course | CPO 3403 |
| Professor | Dr. Anca Turcu |
| Term | Spring 2023 |
| Credits | 3 |
| Class Meets | UCF Main Campus PSY Building, Room 0105 Tuesday and Thursday 10:30- 11:45 PM |

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| Office Phone | 407-582-5642 |
| Office Location | 302 Howard Phillips Hall |
| Email Address | Anca.Turcu@ucf.edu |
| Office Hours | Thursdays 8:45-10:15 AM EST or by appointment |
| Other Information | I encourage students to contact me if they have questions, problems, or concerns. You can contact me by official university e-mail. You can also call my office or contact me in person during office hours. If office hours are in conflict with your schedule, contact me to make an appointment during the week. |
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General Course Information

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| Course Description | The class provides an overview of several countries in the Middle East. Topics covered include Islam, historical contexts, national leaders, institutions, international relations, regional conflicts and alliances. |
| Learning Objectives | On satisfactorily completing the requirements of this course, students will be able to: <ul style="list-style-type: none"> • describe the main characteristics of the Middle East as a region and of several countries in the area • discuss politics and policy-making in the Middle East • analyze the strengths and shortcomings of governmental systems across the region • understand the causes and context of the Arab Spring movement |

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| | <ul style="list-style-type: none"> • understand the causes and context of the Arab-Israeli conflict and other conflicts in the area • evaluate possible paths towards conflict resolution |
| Required Readings | <p><i>Textbook</i></p> <p>It is imperative that students use the edition indicated below. All assigned chapters have to be read prior to coming to class.</p> <p>“<u>The Middle East</u>” by Ellen Lust (editor), CQ Press, 15th Edition, (2019)</p> |
| Canvas | Canvas will be used to send e-mails, post announcements, exam reviews, changes to the syllabus and assigned articles; and host a discussion forum and post grades. |

Assignments & Academic Calendar

| Date | Topics | Reading Assignments |
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| 1/10 | Introduction and Syllabus | Syllabus |
| 1/12 | The Making of the Middle East: Islam, Tribalism, the Ottoman Empire Recorded lecture posted online | Chapter 1 No in class lecture |
| 1/17 | The Making of the Middle East: Western Colonization and State Formation | TBA |
| 1/19 | Turkey (I) | Chapter 24 |
| 1/24 | Turkey (II) | Chapter 24 |
| 1/26 | Iran (I) | Chapter 11 |
| 1/31 | Iran (II) | Chapter 11 |
| 2/2 | Iraq (I) | Chapter 12 |
| 2/7 | Exam 1 | |
| 2/9 | Iraq (II) | Chapter 12 |
| 2/14 | Saudi Arabia (I) | Chapter 21 |
| 2/16 | Saudi Arabia (II) | Chapter 21 |
| 2/21 | Yemen | Chapter 25 |
| 2/23 | Egypt (I) | Chapter 10 |
| 2/28 | Egypt (II) | Chapter 10 |
| 3/2 | Syria (I) | Chapter 22 |
| 3/7 | Syria (II) | Chapter 22 |
| 3/9 | Lebanon | Chapter 16 |
| 3/13-19 | SPRING BREAK | |
| 3/21 | Exam 2 | |

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| 3/23 | Israel (I) | Chapter 13 |
| 3/28 | Israel (II) | Chapter 13 |
| 3/30 | Palestine | Chapter 20 |
| 4/4 | Afghanistan (I) | TBA |
| 4/6 | Afghanistan (II) | TBA |
| 4/11 | Pakistan (I) | TBA |
| 4/13 | Pakistan (II) Recorded Lecture Posted Online | TBA No in class lecture |
| 4/18 | Exam 3 | |
| 4/20 | Review for Final Exam | |
| 4/27 | Final Exam | Regular Classroom 10:00- 11:15 AM |

Course Policies

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| Exams and Grading Criteria | <p>Exams</p> <p>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.</p> <p>Grading Formula</p> $(\text{exam1} \cdot .3) + (\text{exam2} \cdot .35) + (\text{exam3} \cdot .35) = \text{final grade}$ <p>Grading Scale</p> <p>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%).</p> |
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| <p>Make-up Exams</p> | <p>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.</p> <p>First, for personal emergencies (a death in the family, medical problems), students should obtain a note from the dean of students or their physician.</p> <p>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”).</p> |
| <p>Grade Release</p> | <p>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.</p> <p>Students who have concerns about grades should put them in writing and contact the professor 24 hours after they find out their grade.</p> <p>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.</p> |
| <p>Extra Credit</p> | <p>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.</p> |
| <p>Media Resources, Documentaries and Clips</p> | <p>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 English (among many others).</p> <p>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.</p> <p>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</p> |

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| | <p>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.</p> |
| Canvas | <p>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.</p> |
| Class Attendance | <p>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).</p> |
| In-Class Recordings | <p>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.</p> |
| Unauthorized Distribution of Class Notes/ Materials | <p>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</p> |

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| | <p>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.</p> |
| <p>Use of WhatsApp, GroupMe and Academic Misconduct</p> | <p>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.</p> <p>The completion of graded work in a course should be considered a formal process:</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> |
| <p>Unauthorized Use of Websites and Internet Resources</p> | <p>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</p> |

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| | 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. <u>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.</u> |
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| | <p>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.</p> <p>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.</p> <p>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.</p> |
| Class Withdrawal | <p>Procedures regarding withdrawal policies can be found here:</p> <p>https://www.ucf.edu/catalog/undergraduate/#/policies</p> |
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| | <p>their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • 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 <https://centralflorida-prod.modolabs.net/student/safety/index>. • 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>). |
| <p>Religious Holidays</p> | <p>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. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.</p> |

| | |
|---------------------------------------|--|
| <p>Diversity and Inclusion</p> | <p>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.</p> <p>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/.</p> <p>For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:</p> <ul style="list-style-type: none"> • 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 |
| <p>Copyright</p> | <p>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.</p> |

Please note that the academic calendar, policies, procedures and assignments listed in this syllabus are subject to change at the discretion of the professor.

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.

Course Syllabus

Physical Geography

School of Politics, Security, and International Affairs

3 Credit Hours

Table of Contents

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- [Course Description](#)
- [Course Materials and Resources](#)
- [Student Learning Outcomes](#)
- [Course Activities](#)
- [Grading Information](#)
- [Course Schedule](#)
- [Policy Statements](#)

Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Phillips Hall
- Office Hours: Mondays: 2:00 PM @ Starbucks on Memory Mall. Please e-mail me if you would like to meet at other times, either in Howard Phillips Hall or via Zoom.
- Phone: [407-823-2608](tel:407-823-2608)
- Digital Contact: Richard.Tyre@ucf.edu

Course Information

- Term: Spring 2023
- Course Number & Section: GEO1200 Section 1
- Course Name: Physical Geography
- Credit Hours: 3
- Class Meeting Time: 3:00-4:15 PM
- Class Location: 108 Psychology Building
- 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 facilitate 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 one's 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 [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

Week of January 9: Introduction to Geography and Chapter 1

January 16: NO CLASS MONDAY, January 16, & Chapters 2

January 23: Chapters 3 & 4

January 30: Chapters 5 & 6

February 6: Chapter 7 & Review for Mid-Term Exam

February 13: Reviews & **Mid-Term Exam Opens February 15 and is Due by May 1st **

February 20: Chapters 8 & 9

February 27: Chapter 10

March 6: Chapters 11

March 13: Spring Break

March 20: Chapter 12 & 13

March 27: Chapter 14 & 15

April 3: Chapter 16

April 10: Chapter 17

April 17: Review for Final Exam

April 24: Final Exam Opens and is due by May 1st (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 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](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

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GEO2370-21Fall 0001

Resource Geography

School of Politics, Security, and International Affairs

3 Credit Hours

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Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Philips Hall
- Office Hours: Mondays 2:00 PM @ Starbucks on Memory Mall
- Phone: [407-823-2608](tel:407-823-2608)
- Digital Contact: Richard.Tyre@ucf.edu

Course Information

- Term: Spring 2023
- 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: Psychology Building Room 108
- Course Modality: **Face to Face**

Enrollment Requirements

Course Prerequisites (if applicable): none

Course Co-requisites (if applicable): none

Course Description

Analysis of basic principles and problems associated with development, use, conservation, and management of natural resources, with special emphasis on the United States

Course Materials and Resources

Required Materials/Resources

All required materials/resources will be posted on Canvas.

Student Learning Outcomes

Course Focus

Physical geography is the study of the earth's dynamic systems: its air, water, weather climate, landforms, rocks, soils, plants, ecosystems and biomes and how humans interact with the earth's systems. Physical geography is the study of the world around you. It will help you to understand why afternoon rain showers and hurricanes frequent central Florida and what causes seasons. Everyone, every day, interacts with the earth's dynamic systems. I challenge you to join me on an exploration of the complex, and exciting world in which you live!

This is an introductory level college course in Physical Geography. It requires no prior experience with the subject.

Course Objectives

1. To provide the student with the basic principles associated with resource development and use.
2. Students will learn about the use, conservation, and management of natural resources.
3. Define natural resources and become familiar with specific examples.
4. Analyze the economic factors that control the use of natural resources.
5. Investigate the political importance on natural resource issues.
6. Examine the ecological effects of natural resource consumption.
7. Debate the ethical implication of exploitation, conservation, and preservation

8. Investigate the issues associated with agriculture, grazing, forestry, and biodiversity.
9. Analyze the use of water resources.
10. Understand the cultural factors that influence the use of natural resources.
11. Investigate traditional and non-traditional energy resources.
12. Investigate the possibility of sustainability.
13. Produce advanced discussions on select resource issues and topics
14. Formulate an advanced level of understanding of the geography of resources.

Course Activities

Each unit will include one or two activities to help facilitate learning. The course is split into different themes. These themes are:

- 1: What is Nature?
- 2: Regionalism in the United States
- 3: Resource Theories & Management
- 4: Resource Identities
- 5: Resource Applications

Activity Submissions

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

Attendance/Participation

After meeting as a class, the students will have time to synthesize the information and formulate responses to the questions or projects. Some assignments may take weeks to complete while others only a few days. Assignment due dates will be announced when the assignment posts. Late work will be accepted on a case-by-case basis at the discretion of the instructor.

Assessment and Grading Procedures

| The table shows the weight distribution for each assignment. | |
|--|---------------------|
| Assignment | Percentage of Grade |
| Quizzes & Assignments | 50% |

| | |
|--------------------|------|
| Debate Reflections | 15% |
| Debates | 10% |
| Final Exam | 25% |
| Total | 100% |

| The table shows the range for each letter grade and uses a plus/minus system. | |
|---|----------------|
| Letter Grade | Percentage |
| A | 93 – 100 % |
| A- | 90 – 92 % |
| B+ | 87 – 89 % |
| B | 83 – 86 % |
| B- | 80 – 82 % |
| C+ | 77 – 79 % |
| C | 73 – 76 % |
| C- | 70 – 72 % |
| D+ | 67 – 69 % |
| D | 63 – 66 % |
| D- | 60 – 62 % |
| F | 59 % and below |

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

Course Schedule

January

9/11: Introduction to the Course and Landscape Reading, & What is Nature Discussion

16/18: No Class Monday, January 17, MLK Jr Day & United States Geography

23/25: Regionalism in the United States and Regional Identities

30/1: Development Theories & Development Theories Applications

February

6/8: Introduction to the Debates and Assign Debate Topics & Environmental Capitalism

13/15: Group Meeting Times for the Debates

20/22: Debate 1 & 2

27/1: Debate 3 & 4 and Assign Final Presentation Topics

March

6/8: Population and Resource Management

13/15: SPRING BREAK

20/22: Identities in Resources & Group Meeting Day

27/29: Group Meeting Day and Final Presentations 1

April

3/5: Final Presentations 2 & 3

10/12: Final Presentations 4 & 5

17/19: Final Presentations 6 & 7

24: Final Presentations 8

Final Exam: Monday, May 1 at 4:00 PM

University Services and Resources

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[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)

Spring 2023 Syllabus
POS 4030.0001: The Politics of Sports
Instructor: Dr. Paul Vasquez,
School of Politics, Security & International Affairs (SPSIA)

| | |
|-------------------------------------|---|
| Class mode/location: | Face-to-face, Classroom Building 1, Room 319 |
| Class times: | Monday, Wednesdays, and Fridays, 10:30-11:20 AM |
| Credit hours: | 3 |
| Prerequisites/Co-requisites: | POS 2041 or Consent of Instructor |
| Office Hours: | Tuesday 12-4; Wednesday 2-4 PM; and by appointment in person or over Zoom (https://ucf.zoom.us/j/3142725238) |
| Office location: | Howard Philips Hall 102 |
| SPSIA Phone #: | (407) 823-2608 |
| Email: | paul.vasquez@ucf.edu |

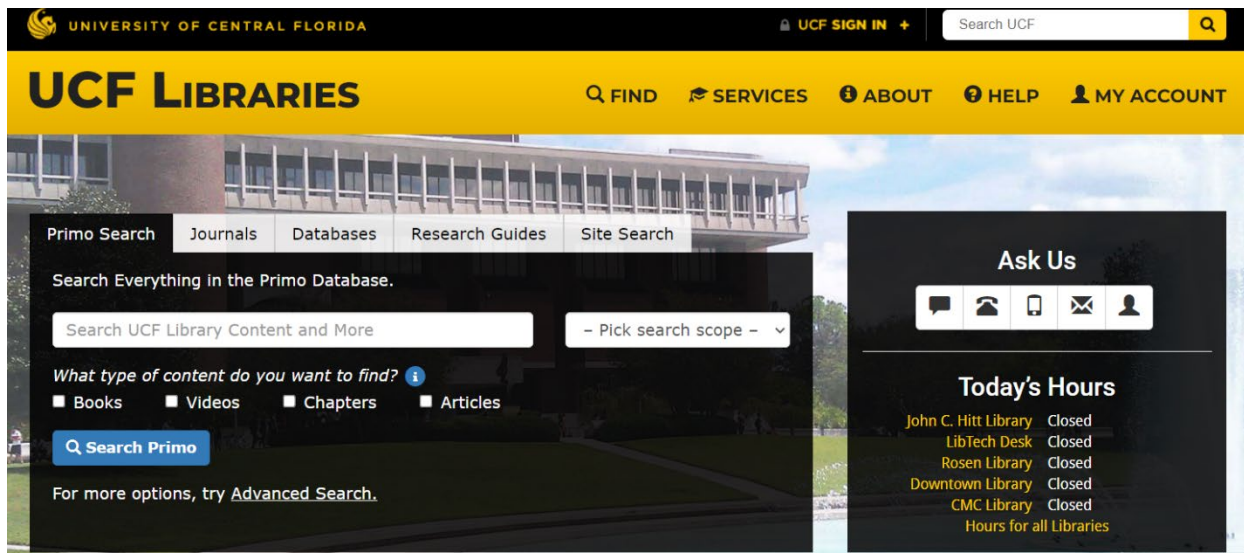
Course Description: This course deals with the intersection of politics and sports. As such it, it deals with the involvement of politics in the world of sports and vice versa. More specifically, we will address topics such as institutional interventions in sports regulations, the politics of sports arenas and teams, civic and political engagement through sports, and emergent concerns in sports policy.

Course goals: In terms of substance, this course is designed to improve students:

- 1) understanding of the way in which political actors and institutions become involved in sports for political and public policy purposes;
- 2) understanding of the way in which athletes and sports professionals become involved in political efforts;
- 3) understanding of the underlying socio-economic conditions that support the aforementioned activities;
- 4) ability to think critically about both politics and sports; and
- 5) ability to improve their verbal and written communication skills.

Required Materials: You do not need to buy a text for this class. For most of the readings—the assigned journal articles or newspaper articles, you can attain them by copying author and article names included below and pasting them into the “Primo Search” or “Journals” tab of the UCF Libraries webpage as seen on the following page. To access these texts from off-campus, you will first have to log into that site as a UCF student with your NID and password. If this option doesn’t work, try copying the author and article name and searching for it within Google Scholar. These paths should take you to at least one link with which you can access the articles’ full-text. A few readings are from the *Orlando Sentinel*, which allows a limited number of free articles each month even to non-subscribers. If you don’t subscribe, you might want to go ahead and print these in advance to make sure you don’t exhaust your

free access opportunities. Finally, you can access a few digital versions of readings marked with a hashtag (#) from the course's Files tab in Webcourses or with links that are provided.



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.

Requirements: I will evaluate your performance in this class in accord with the table below.

Read this syllabus and assignments carefully to put yourself in position to succeed.

| A | B | C | D | E |
|---------------------|-------------------------|--|--|---|
| Assignments | % of Final Grade | Assignment average (add grades for each row & ÷ by the # of grades for this task) | Component Score = column B x column C | Due Date |
| Class Participation | 5 | | | Daily |
| Quizzes | 25 | | | To be announced, including Mon, Feb. 13 |
| Paper | 10 | | | Sunday, Feb. 19 |
| Midterm Exam | 25 | | | Friday, March 3 |
| Paper | 10 | | | Sunday, April 24 |
| Final exam | 25 | | | Monday, May 1, 10:00AM -Noon |
| Total | 100% | Add Column D to estimate final grade → | | |

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Assignments

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions often.

Quizzes: 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 Monday, Feb. 13, you will also be expected to complete a quiz about proper citation practices using the Chicago Manual of Style. This exercise should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. The lowest quiz grade for each student will be dropped when calculating final course grades.

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, Jan. 13, 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 and Final Exams: These will be multiple choice exams with each question having only one correct answer per question. The final exam will be cumulative as it will cover material covered before and after the midterm exam. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam.

Paper 1: For this assignment, you will write a paper reflecting on a prompt that will be disseminated at 11:59 PM on Wednesday, Feb. 15, which relates to a subject/subjects covered in class. Your task in this assignment will be to apply insights from articles assigned and lecture to address the paper prompt that will be due by 11:59 on Sunday, Feb. 19. Due to the compressed time for completion of this assignment, no additional research outside of assigned class materials will be necessary. Your paper should be between 1,000 and 1,100 words of text beyond the title page and bibliography. Papers should use 12-point font, double-spacing and 1 inch margins, and your word count must appear on your title page along with your name.

Closer to the assignment deadline, a grading rubric for this assignment will be released. 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. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality.

Paper 2: For this assignment, you will write a paper about sports and one or more of the political dimensions covered in class or another political dimension in consultation with the instructor, but going well beyond the substance of what was covered in the assigned materials. Thus, you should include original research coming from at least three books or articles not covered in class. While I expect you to break new ground compared to what is covered in assigned course materials, you should relate insights from class to address the topic and cite them accordingly. For example, do insights from class seem to apply to your topic or do they not for some particular reason. Follow the guidance offered above for Paper 1 in terms of length, format, and

attention to demonstrating good writing skills. Closer to the assignment deadline, a grading rubric for this assignment will be released.

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) 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 (<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>). Finally, if you will be a deployed person who is either on active military duty and/or serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. 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 attending class once.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one 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 10 points "off the top" and by 10 points for every 3 hours that pass from the time an exam began, up to a maximum of 30 points. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so direct your energies accordingly.

Grades scale for course assignments: Assignment grades will be recorded in Webcourses.

| <u>Letter Grade</u> | <u>Points</u> | | |
|---------------------|---------------|----------|------------------|
| A | = | 93 – 100 | C = 73 – 76 |
| A- | = | 90 – 92 | C- = 70 – 72 |
| B+ | = | 87 – 89 | D+ = 67 – 69 |
| B | = | 83 – 86 | D = 63 – 66 |
| B- | = | 80 – 82 | D- = 60 – 62 |
| C+ | = | 77 – 79 | 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. 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.

Behavior

Disruptions: If circumstances require you to arrive late for class or leave early, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn, and it may be distracting to me as I attempt to teach the class.

Academic Integrity Statement: 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](#) (<http://osc.sdes.ucf.edu/process/roc>) and UCF's student handbook, *The Golden Rule* (<https://sdescms.smca.ucf.edu/goldenrule/wp-content/uploads/sites/64/2019/06/goldenrule1.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. Thus, course papers will be submitted through Turnitin.com. 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: (<https://goldenrule.sdes.ucf.edu/zgrade/>).

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 <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- 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 <www.getrave.com/login/ucf> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- 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>>).

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.

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.

University Writing Center (UWC): 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 is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

UCF Cares: (Counseling Building #27/ (407) 823-2811): 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.

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.

| Important UCF Deadlines | Dates |
|--------------------------------|---------------------|
| Course Drop/Add Deadline | Friday, January 13 |
| Course Withdrawal Deadline | Friday, February 24 |

Course Schedule

Note: When entries fall at the bottom of the page, flip to the next page to make sure additional readings aren't listed on the following page.

| | |
|------------------------------|---|
| <u>Monday, January 9</u> | Welcome and Lecture |
| <u>Wednesday, January 11</u> | Lecture |
| <u>Friday, January 13</u> | Lecture; **Syllabus Quiz deadline or ASAP for late enrollees** |
| <u>Monday, January 16</u> | ***No class—Martin Luther King, Jr. Holiday*** |
| <u>Wednesday, January 18</u> | Lecture |

Sports, Psychology and Politics

Sage, George H. "Sport and the Social Sciences." *Annals of the American Academy of Political and Social Science* 445 (September 1979): 1-14.

Friday, January 20 Lecture

Cialdini, Robert B., Richard. J. Borden, Avril Thorne, Marcus R. Walker, Stephen Freeman and Lloyd R. Sloan. "Basking in Reflected in Glory: Three (Football) Field Studies." *Journal of Personality and Social Psychology* 34, no. 3 (1976): 366-375.

Monday, January 23 Lecture

Wednesday, January 25 Lecture

International and Domestic Politics and Cultural Support for Sports

#Markovits, Andrei S., and Steven L. Hellerman. Excerpt from "The Argument: Sports as Culture in Industrial Societies-American Conformities and Exceptions." Chapter 1. In *Offside: Soccer and American Exceptionalism*. Princeton: Princeton University Press, 2014, pp. 13-49.

Friday, January 27 Lecture

Waddington, Ivan and Martin Roderick. "American Exceptionalism: Soccer and American Football." *The Sports Historian* (became *Sport in History* in 2003) 16 (May 1996): 28-49. Use the link below.

https://www.researchgate.net/profile/Ivan_Waddington/publication/241349280_American_Exceptionalism_Soccer_and_American_Football/links/0c960528614f635e5f000000/American-Exceptionalism-Soccer-and-American-Football.pdf

Monday, January 30 Lecture

Andrew Doyle. "Foolish and Useless Sport: The Southern Evangelical Crusade against Intercollegiate Football." *Journal of Sport History* 24, no. 3 (Fall 1997): 317-340.

Wednesday, February 1 Lecture

Community Identity and Social Capital

Putnam, Robert D. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6, no. 1 (1995): 65-78.

Friday, February 3 Lecture

Lipsky, Richard. "The Athleticization of Politics: The Political Implication of Sports Symbolism." *Journal of Sport and Social Issues* 3, no. 2 (1979): 28-37. Use the link below.

<https://journals.sagepub.com/doi/pdf/10.1177/019372357900300204>

Monday, February 6 Lecture

Borucki, Wes. "'You're Dixie's Football Pride:' American College Football and Resurgence of Southern Identity." *Identities: Global Studies in Culture and Power* 10, no. 4 (2003): 477-494.

Wednesday, February 8 Lecture

Staurowsky, Ellen J. "'You Know, We Are All Indian' Exploring White Power and Privilege in Reactions to the NCAA Native American Mascot Policy." *Journal of Sport and Social Issues* 31, no. 1 (2007): 61-76.

Friday, February 10 Lecture

Dissent and Protest

#Jay, Kathryn. "Making Sense of the Sixties." Excerpt from "Making Sense of the Sixties." Chapter 4. In *More than Just a Game: Sports in American life since 1945*. New York: Columbia University Press, 2004, 113-136.

Barra, Allen. "The Integration of College Football Didn't Happen in One Game." *The Atlantic*. Nov. 15, 2013. Use the link below:

<https://www.theatlantic.com/entertainment/archive/2013/11/the-integration-of-college-football-didnt-happen-in-one-game/281557/>

Monday, February 13 Lecture, ****proper citation practices quiz by 11:59 PM****

#Zirin, David. "The Flood Gates." Chapter 8. In *A People's History of Sports in the United States: 250 Years of Politics, Protest, People, and Play*. New York: The New Press, 2008.

Wednesday, February 15 Lecture; ****paper 1 prompt released at 11:59 PM****

Waxman, Olivia B. "The NFL Told Teams to Stand during the National Anthem in the 1960s. Here's How One Player Protested." *Time*, May 23, 2018.;

Friday, February 17 Lecture

Wagoner, Nick. "Transcript of Colin Kaepernick's comments about sitting during national anthem." *ESPN.com*, August 28, 2016. Use the link below:

https://www.espn.com/blog/san-francisco-49ers/post/_id/18957/transcript-of-colin-kaepernicks-comments-about-sitting-during-national-anthem

Sunday, February 19 ****Paper 1 due by 11:59 PM****

Monday, February 20 Lecture

Druckman, James. N., Howat, Adam. J. and Rothschild, Jacob E. "Political Protesting, Race, and College Athletics: Why Diversity Among Coaches Matters." *Social Science Quarterly* 100 (2019): 1009-1022.

Wednesday, February 22 Lecture

Domestic League Governance

McKinny, Christopher J. "Professional Sports Leagues and the First Amendment: A Closed Marketplace." *Marquette Sports Law Review* 13 (2002): 223-255.

Friday, February 24 Lecture

Monday, February 27 Lecture

#Keith Dunnivant. "The Musical Chairs." Chapter 13. In *The Fifty-year Seduction: How Television Manipulated College Football from the Birth of the Modern NCAA to the Creation of the BCS*. 1st ed. New York: Thomas Dunne Books, 2004.

Druckenmiller, Brian. "UCF is the Entitled Brat of College Football, thanks to AD White." *Orlando Sentinel*, May 30, 2019, A16.

<https://www.orlandosentinel.com/opinion/guest-commentary/os-op-my-word-ucf-danny-white-20190529-ly63vct77veenppg4cm74o4ev4-story.html>

Bianchi, Mike. "Why doesn't national media back UCF scheduling philosophy instead of blasting it?" *Orlando Sentinel*, July 31, 2019. Use the link below.

<https://www.orlandosentinel.com/sports/mike-bianchi-commentary/os-sp-ucf-fiu-national-media-scheduling-20190730-lqdwj3gvibcwldw47ji5upxu6i-story.html>

Wednesday, March 1

Goodman, Lizzy. "The Grass Ceiling." *New York Times Magazine*, June 16, 2019, 40-45.

Jenkins, Sally. "The US women's national team is an American treasure. Pay them a bounty." *The Washington Post*, June 12, 2019.

Friday, March 3

****Midterm Exam****

Monday, March 6 Lecture

Sports and Politicians

Stephens, Sean. "How Did Athletes Visiting the President at the White House Become a Tradition?" *Rolling Stone*, February 9, 2017. Use the link below:

<https://www.rollingstone.com/culture/culture-sports/how-did-athletes-visiting-the-president-at-the-white-house-become-a-tradition-111073/>

Korte, Gregory. "Analysis: Trump's approach to sports breaks with long bipartisan tradition." *USA Today*, Sept. 25, 2017.

<https://www.usatoday.com/story/news/politics/2017/09/25/trumps-approach-sports-breaks-long-bipartisan-tradition/699543001/>

Wednesday, March 8 Lecture

Sarantakes, Nicholas Evan. "Nixon versus Paterno: College football and presidential politics." *Pennsylvania History* 73, no. 2 (2006): 236-260.

Friday, March 10 Lecture

Porro, Nicola, and Pippo Russo. "Berlusconi and other matters: The era of 'football-politics'." *Journal of Modern Italian Studies* 5, no. 3 (2000): 348-371.

Mon.-Fri., March 13 – 17 ***Spring Break***

Monday, March 20 Lecture

Political Parties, Unions and Voters

Kaufman, Haim and Yair Galily. "Sport, Zionist ideology and the State of Israel." *Sport in Society* 12, no. 8 (2009): 1013-1027.

Wednesday, March 22 Lecture

Pettengill, Ryan S. "'Fair Play in Bowling': Sport, Civil Rights, and the UAW Culture of Inclusion, 1936–1950." *Journal of Social History* 51, no. 4 (2017): 953-979.

Friday, March 24 Lecture

Ridout, Travis N., Michael Franz, Kenneth M. Goldstein, and William J. Feltus. "Separation by television program: Understanding the targeting of political advertising in presidential elections." *Political Communication* 29, no. 1 (2012): 1-23.

Monday, March 27 Lecture

Healy, Andrew J., Neil Malhotra, and Cecilia Hyunjung Mo. "Irrelevant events affect voters' evaluations of government performance." *Proceedings of the National Academy of Sciences* 107, no. 29 (2010): 12804-12809.

Busby, E., & Druckman, J. "Football and Public Opinion: A Partial Replication and Extension." *Journal of Experimental Political Science*, 5, no. 1 (2018): 4-10.

Wednesday, March 29 Lecture

Sports and National Bureaucracies

Collins, Tony. "English Rugby Union and the First World War." *The Historical Journal* 45, no. 4 (2002): 797-817.

Wilson, John J. "Skating to Armageddon: Canada, hockey and the First World War." *The International Journal of the History of Sport* 22, no. 3 (2005): 315-343.

Vasquez III, Joseph Paul. "America and the garrison stadium: How the US Armed Forces shaped college football." *Armed Forces & Society* 38, no. 3 (2012): 353-372.

Friday, March 31 Lecture

Vasquez, III, Joseph Paul. "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://doi.org/10.1093/jogss/ogaa015>

Monday, April 3 Lecture

Koesters, Todd C., Matthew T. Brown, and Mark S. Nagel. "Defending Your Sponsorship: The Outlawing of 'Paid Patriotism'." *Sport Marketing Quarterly* 26, 2 (June 2017): 121-124.

Wednesday, April 5 Lecture

Bleich, Keiran. "Dropping the Ball: Analyzing the Impact and Hurdles of Potential OSHA Regulation in Collision Sports." *Texas Review of Entertainment & Sports Law*. 18 (2016): 85-109

Friday, April 7

Lecture

Congress

#Martin, Michael S. "New Orleans Becomes a Big-League City: The NFL-AFL Merger and the Creation of the New Orleans Saints." In *Horsehide, Pigskin, Oval Tracks and Apple Pie: Essays on Sport and American Culture*, edited by James A. Vlasich, 119-131. Jefferson, NC: MacFarland & Company, Inc. 2006.

Gordon, Brian. "Kim Terrell-Kearney and Gazmine Mason trying to add some color to women's bowling." *The Undefeated*, June 12, 2019. Use the link below:

<https://theundefeated.com/features/kim-terrell-kearney-and-gazmine-mason-trying-to-add-some-color-to-womens-bowling/>

Monday, April 10

Lecture

Spaude, Lance K. "Time to Act: Correcting the Inadequacy of Youth Concussion Legislation through a Federal Act." *Marquette Law Review* 100 (2016): 1093-1122.

Haines, Hunter M. "Passing the Ball: The United States Supreme Court Strikes Down PASPA and Throws Sports Gambling Back to State Legislatures." *Maryland Law Review* 78, no. 3 (2018): 604-635.

Wednesday, April 12

Lecture

Courts

Korngold, Caleb, Helen M. Farrell, and Manish Fozdar. "The National Football League and chronic traumatic encephalopathy: legal implications." *Journal of the American Academy of Psychiatry and the Law Online* 41, no. 3 (2013): 430-436.

Fainaru, Steve and Mark Fainaru-Wada. "For the NFL and all of football, a new threat: an evaporating insurance market." *ESPN.com*, January 17, 2019; Updated: February 22, 2019).

Use one of the links below:

<http://www.espn.com/espn/print?id=25776964&type=Story&imagesPrint=off>

<http://www.espn.com/espn/print?id=25776964>

Friday, April 14

Lecture

Hobson, W. "Six years later, Penn State remains torn over the Sandusky scandal." *The Washington Post*, Dec. 28, 2017. Use the link below:

https://www.washingtonpost.com/graphics/2017/sports/penn-state-six-years-after-sandusky-scandal/?utm_term=.60b1d454224e

Rothstein, Caroline. "The Behind-the-Scenes Case That Helped Expose Larry Nassar: A Story of Lawsuits, Leads and Old-Fashioned Legwork." *American Bar Association Journal* 104, no. 6 (2018): 9–10.

Monday, April 17

Lecture

States and Localities

High School Sports. "School consolidations have changed Indiana basketball landscape." *US Today*, July 1, 2012. Use the link below:

<https://usatodayhss.com/2012/school-consolidations-have-changed-indiana-basketball-landscape>

Bianchi, Mike. "Georgia on their mind for practice." *Orlando Sentinel*. February 21, 2019, C1. Use the link below:

<http://www.orlandosentinel.com/sports/open-mike/os-sp-orlando-apollos-workmans-comp-georgia-practice-20190219-story.html#share=email~story>

Morris, David, and Daniel Kraker. "Rooting the Home Team: Why the Packers Won't Leave--and Why the Browns Did." *The American Prospect*, no. 40 (September 1998): 38–43.

Wednesday, April 19

Lecture

Martin, Charles H. "Integrating New Year's Day: The Racial Politics of College Bowl Games in the American South." *Journal of Sport History* 24, no. 3 (1997): 358-377.

Watch the videos below about the neighborhood of Chavez Ravine and the building of Dodger Stadium in Los Angeles, California.

<https://www.youtube.com/watch?v=NAtoyOI5VZg>

<https://www.youtube.com/watch?v=yc-V7OXJeSo>

Friday, April 21

Lecture

International Sports—Coming together and going apart

Lapchick, Richard E. "A Political History of the Modern Olympic Games." *Journal of Sport and Social Issues* 2, no. 1 (1978): 1-12.

Lapchick, Richard E. "South Africa: Sport and apartheid politics." *The Annals of the American Academy of Political and Social Science* 445, no. 1 (1979): 155-165.

Monday, April 24

Last class day; ****Paper 2 due by 11:59 PM****

Pielke Jr, Roger. "Obstacles to accountability in international sports governance." *Transparency International, Global Corruptions Report: Soccer* (2016). Use the link below:

https://www.transparency.org/files/content/feature/1.2_ObstaclesToAccountability_Pielke_GCR_Sport.pdf

Monday, May 1

****Final Exam from 10:00-Noon****

INR 4744.0W60 Militaries in World Politics

Spring 2023 Syllabus

Course Information

| | |
|------------------------------------|---|
| Course Name | Militaries in World Politics |
| Course ID & Section | INR 4744.0W60 |
| Credit Hours | 3 credit hours |
| Semester/Year | Spring 2023 |
| Class meeting time & location/mode | Not applicable — class is online and asynchronous in Webcourses |
| Prerequisites | POS 2041, INR 2002 or Consent of Instructor |

Instructor Contact

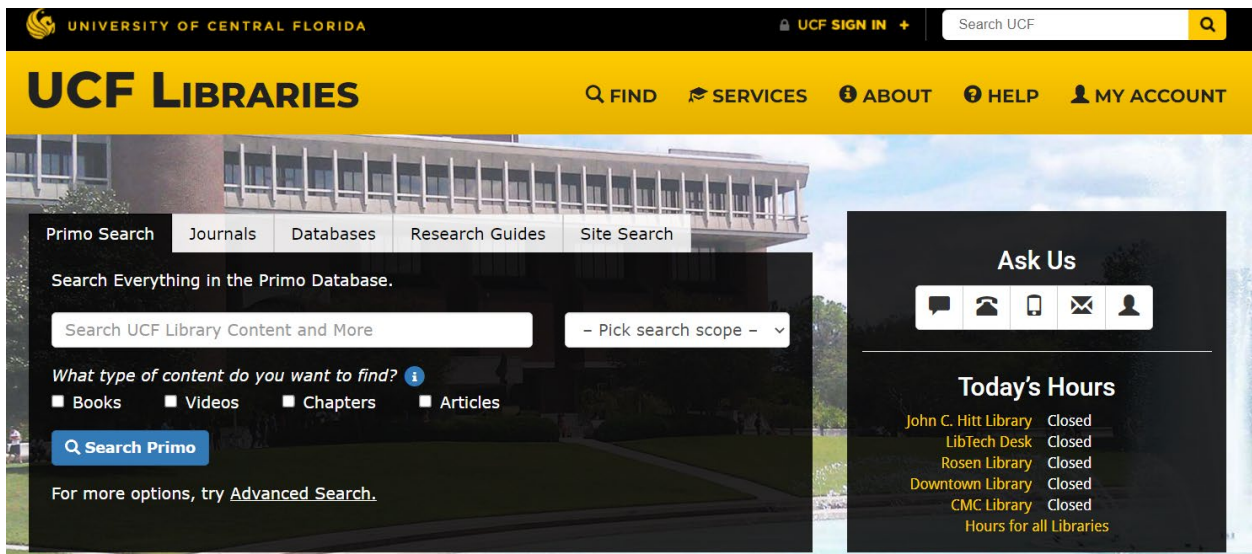
| | |
|---------------|---|
| Instructor | Dr. Joseph Paul Vasquez, III School of Politics, Security & International Affairs (SPSIA) |
| Office | 102 Howard Philips Hall |
| Office Hours | Tuesday 12-4; Wednesday 2-4 PM; and by appointment in person or over Zoom (https://ucf.zoom.us/j/3142725238) |
| SPSIA Phone # | (407) 823-2608 |
| E-mail | paul.vasquez@ucf.edu |

Course Description: In this course we examine one of the world's oldest institutions with relevance to politics and governance: military institutions. A person would be hard pressed to identify more powerful and important entities in world politics, since armed forces are created primarily to defend states and their interests against other states and threatening actors. However, they can also play an important role in the domestic political affairs of the states that they are created to defend. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course will emphasize the role played by people (soldiers, officers and their civilian leaders) rather than simply machines (tanks, artillery pieces, small arms, etc.), although we will cover the interaction of troops and technology.

We will begin this course by becoming familiar with the concept of civil-military relations, which should be helpful throughout the course. Second, we will examine several topics related to the empirical development of military actors. Next, we will examine the way that military actors affect interstate relations and domestic politics in greater detail. Finally, we will devote the last week of the course to explore current issues related to military affairs.

Course goals: In terms of substance, this course is designed to give students a better understanding of: 1) major theoretical perspectives involving the role of military institutions in international and domestic politics; 2) important empirical developments regarding military institutions; and 3) the influence of military institutions, even if only indirect, on their own lives. Regarding skill development, students will have the opportunity: 4) to improve upon their capacity to conduct independent scholarly research and 5) to improve their verbal and written communication skills.

Required Materials: You do not need to buy a text for class. Links to journal articles are included here in the syllabus. Should those links not work, all of these articles can be accessed for free by copying citations included below and pasting them into the “Primo Search” or “Journals” tab of the UCF Libraries webpage as seen on the following page. To access these texts from off-campus, you will first have to log into that site as a UCF student with your NID and password. Readings that are not available in that manner (noted with a hashtag=#) will be made available as digital files that can be downloaded from the course’s Files tab in Webcourses.



Requirements: I will evaluate your performance in this class in accord with the table below.

Read this syllabus and assignments carefully to put yourself in position to succeed.

| A | B | C | D | E |
|--------------------|-------------------------|--|--|-------------------------------|
| Assignments | % of Final Grade | Assignment average (add grades for each row & ÷ by the # of grades for this task) | Component Score = column B x column C | Due Date |
| Quizzes | 50 | | | See the course schedule below |
| Paper 1 | 10 | | | Sunday, Feb. 26 |
| Midterm exam | 15 | | | March 11-12 |
| Paper 2 | 10 | | | Sunday, April 23 |
| Final exam | 15 | | | April 27-28 |
| Total | 100% | Add Column D to estimate final grade → | | |

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Assignments

Quizzes: Multiple choice quizzes may cover any materials from the 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. Also, during one of the modules you will complete a quiz specifically covering video material about correct citation practices, which should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, January 13, 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 and Final Exams: These will be multiple choice exams with each question having only one correct answer per question. The final exam will be cumulative as it will cover material covered before and after the midterm exam. However, it will be more heavily weighted to cover material from the second half of the class. **Warning:** Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam.

Paper 1: For this assignment, you will write a paper reflecting on a prompt that will be disseminated at 12:01 PM on Thursday, Feb. 23, which relates to a subject/subjects covered in class. Your task in this assignment will be to apply insights from articles assigned and lecture to address the paper prompt that will be due by 11:59 on Sunday, Feb. 26. Due to the compressed time for completion of this assignment, no additional research outside of assigned class materials will be necessary. Your paper should be between 1,000 and 1,100 words of text beyond the title page and bibliography. Papers should use 12-point font, double-spacing and 1 inch margins, and your word count must appear on your title page along with your name.

Closer to the assignment deadline, a grading rubric for this assignment will be released. 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. Exceptionally poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality.

Paper 2: For this assignment due on Sunday, April 23, you will write a paper about a military institution in a country and one or more of the political dimensions covered in class or another political dimension in consultation with the instructor, but going well beyond the substance of what was covered in the assigned materials. Thus, you should include original research coming from at least three books or articles not covered in class. While I expect you to break new ground compared to what is covered in assigned course materials, you should relate insights from class to address the topic and cite them accordingly. For example, do insights from class seem to apply to your topic or do they not for some particular reason. Follow the guidance offered above for Paper 1 in terms of length, format, and attention to demonstrating good writing skills. Closer to the assignment deadline, a grading rubric for this assignment will be released.

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) 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 (<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>). Finally, if you will be a deployed person who is either on active military duty and/or serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points “off the top.” Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so direct your energies accordingly.

Grades scale for course assignments: Assignment grades will be recorded in Webcourses.

Letter Grade Points

| | | | | | |
|----|---|----------|----|---|--------------|
| A | = | 93 – 100 | C | = | 73 – 76 |
| A- | = | 90 – 92 | C- | = | 70 – 72 |
| B+ | = | 87 – 89 | D+ | = | 67 – 69 |
| B | = | 83 – 86 | D | = | 63 – 66 |
| B- | = | 80 – 82 | D- | = | 60 – 62 |
| C+ | = | 77 – 79 | 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. 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.

Behavior

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 hearing my lecture on proper citation practices

using the Chicago Manual of Style, you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc) and UCF's student handbook, *The Golden Rule* (<https://sdescms.smca.ucf.edu/goldenrule/wpcontent/uploads/sites/64/2019/06/goldenrule1.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. Thus, course papers will be submitted through Turnitin.com. 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: (<https://goldenrule.sdes.ucf.edu/zgrade>).

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 www.getrave.com/login/ucf and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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.

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.

University Writing Center (UWC): 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 is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

UCF Cares: (Counseling Building #27/ (407) 823-2811): 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.

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.

Important administrative UCF deadlines:

| | |
|-----------------------------|---------------------|
| Date | Event |
| Friday, Jan. 13, 11:59 P.M. | Drop/Add deadline |
| Friday, Feb. 24, 11:59 P.M. | Withdrawal deadline |

Course Schedule

| Topic | Assignments | Open & close dates (quiz dates) | Open & close times |
|---|---------------|---|---------------------|
| <p>Course Welcome and Syllabus</p> <p>Jan. 13, 11:59 PM Course Drop/Add deadline</p> | Syllabus Quiz | Jan. 9 - Jan. 13 (or ASAP for late enrollees) | 12:01 AM & 11:59 PM |
| <p>Module 1: Civil-Military Relations, Evolution in Military Institutional Composition, & Identity</p> <p>Thomson, Janice E. "State Practices, International Norms, and the Decline of Mercenarism." <i>International Studies Quarterly</i> 34, no. 1. (March 1990): 23-47. <http://www.jstor.org/stable/2600404></p> <p>Avant, Deborah. "From Mercenary to Citizen Armies: Explaining Change in the Practice of War." <i>International Organization</i> 54, no. 1 (Winter 2000): 41-72. <http://www.jstor.org/stable/2601317></p> <p>Vasquez, III, Joseph Paul & Napier, III, Walter W. (2022). "Band of Brothers or Band of Others?: Rhetoric, Veterans, and Civil Rights Fights in Germany and the United States." <i>Armed Forces & Society</i>, 0(0). <https://doi.org/10.1177/0095327X2110></p> | Quiz | Jan. 9 - Jan. 22 (Jan. 21-22) | 12:01 AM & 11:59 PM |

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Roy, Kaushik. "The Construction of Regiments in the Indian Army: 1859-1913." *War in History* 8, no. 2 (2001): 127-148.

<<http://wih.sagepub.com.ezproxy.lib.ucf.edu/content/8/2/127.full.pdf+html>>

Amara, Jomana. "Revisiting the justification for an all-volunteer force." *Defense & Security Analysis* 35, no. 3 (2019): 326-342.

<https://www.tandfonline.com/doi/full/10.1080/14751798.2019.1640425>

Maley, Adam J., and Daniel N. Hawkins. "The Southern Military Tradition: Sociodemographic factors, cultural legacy, and US Army Enlistments." *Armed Forces & Society* 44, no. 2 (2018): 195-218.

Dean, Adam. "NAFTA's Army: Free Trade and US Military Enlistment." *International Studies Quarterly* 62, no. 4 (2018): 845-856.

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|--|-------------|---|-------------------------------------|
| <p>Module 2: Military Doctrine, Offense-Defense Balance & Military-Effectiveness</p> <p>Sagan, Scott D. "1914 Revisited: Allies, Offense, and Instability." <i>International Security</i> 11, No. 2. (Autumn 1986): 151-175. http://www.jstor.org/stable/2538961></p> <p>Kier, Elizabeth. "Culture and Military Doctrine: France between the Wars." <i>International Security</i> 19, no. 4 (Spring 1995): 65-93. http://www.jstor.org/stable/2539120></p> <p>Glaser, Charles L. and Chaim Kaufmann. "What is the Offense-Defense Balance and Can We Measure it?" <i>International Security</i> 22, no. 4 (Spring 1998): 44-82. http://www.jstor.org/stable/2539240</p> <p>Brooks, Risa. "Making Military Might: Why Do States Fail and Succeed?" <i>International Security</i> 28, no. 2 (Fall 2003): 149-191. http://www.jstor.org/stable/4137471></p> | <p>Quiz</p> | <p>Jan. 23 - Jan. 29 (Jan. 28-29)</p> | <p>12:01 AM & 11:59 PM</p> |
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| <p>Module 3: Organizational Behavior & International Threats</p> <p>Desch, Michael C. "Soldiers, States, and Structures: The End of the Cold War and Weakening US Civilian Control." <i>Armed Forces & Society</i> 24, no. 3 (1998): 389-405.</p> <p><https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/ezproxy.net.ucf.edu/login.aspx?direct=true&db=edsgea&AN=edsqcl.20979986&site=eds-live&scope=site></p> <p>Talmadge, Caitlin. "Different Threats, Different Militaries: Explaining Organizational Practices in Authoritarian Armies." <i>Security Studies</i> 25, no. 1 (2016): 111-141.</p> <p><https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=113304622&site=eds-live&scope=site> <http://dx.doi.org.ezproxy.net.ucf.edu/10.1080/09636412.2016.1134192></p> <p>Sagan, Scott D. "The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons." <i>International Security</i> 18, no. 4 (1994): 66-107.</p> <p><http://www.jstor.org/stable/2539178></p> <p>Scott, Len. "Intelligence and the Risk of Nuclear War: Able Archer-83 Revisited." <i>Intelligence & National Security</i> 26, no. 6 (2011): 759-777.</p> <p><https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/ezproxy.net.ucf.edu/login.aspx?direct=true&db=hus&AN=69838641&site=eds-live&scope=site></p> | <p>Quiz Information Literacy Tutorial</p> | <p>Jan. 30 - Feb. 12 (Feb. 11-12)</p> | <p>12:01 AM & 11:59 PM</p> |
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| <p>Module 4: War's Costs, Conscript & Volunteer Forces, & Conflict</p> <p>Burk, James. "Public Support for Peacekeeping in Lebanon and Somalia: Assessing the Casualties Hypothesis." <i>Political Science Quarterly</i> 114, no. 1 (Spring 1999): 53-78.</p> <p><http://www.jstor.org/stable/2657991></p> <p>#Gelpi, Christopher, Peter Feaver and Jason Reifler. "Conclusion." In <i>Paying the Human Costs of War: American Public Opinion and Casualties in Military Conflicts</i>. Princeton: Princeton University Press, 2009.</p> <p>#Kriner, Douglas L., and Francis X. Shen. "Inequality and Casualties from WW II to Iraq." Chapter 2 in <i>The Casualty Gap: The Causes and Consequences of American wartime inequalities</i>. Oxford: Oxford University Press, 2010.</p> <p>Kriner, Douglas, Breanna Lechase, and Rosella Cappella Zielinski. 2018. "Self-Interest, Partisanship, and the Conditional Influence of Taxation on Support for War in the USA." <i>Conflict Management and Peace Science</i> 35 (1): 43-64. https://journals.sagepub.com/doi/pdf/10.1177/0738894215611133</p> <p>Vasquez, III, Joseph Paul. "More Than Meets the Eye: Domestic Politics and the End of British Conscription." <i>Armed Forces & Society</i>, 37, 4 (October 2011): 636-656. http://afs.sagepub.com/content/37/4/636.abstract?patientinform-links=yes&legid=spafs;37/4/636</p> <p>Levy, Yagil. "How the Military's Social Composition Affects Political Protest: The Case of Israel." <i>Peace & Change</i> 35 (2010): 123-145. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0130.2009.00615.x/pdf></p> <p>Erikson, Robert S. and Laura Stoker. "Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political</p> | <p>Quiz paper #1 due Feb. 26 (prompt will be released on Th, Feb. 23)</p> | <p>Feb. 13 - Feb. 26 (Feb. 25-26)</p> | <p>12:01 AM & 11:59 PM</p> |
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| <p>Attitudes." <i>American Political Science Review</i> 105, no. 2 (May 2011): 221-237. http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8278955</p> | | | |
| <p>Module 5: Military Occupation, Stability Operations & Cooperation</p> <p>Pfiffner, James P. "US Blunders in Iraq: De-Baathification and Disbanding the Army." <i>Intelligence and National Security</i> 25, no. 1 (2010): 76-85. http://pfiffner.gmu.edu/files/pdfs/Articles/CPA%20Orders,%20Iraq%20PDF.pdf</p> <p>Biddle, Stephen D. "Allies, Airpower, and Modern Warfare: The Afghan model in Afghanistan and Iraq." <i>International Security</i> 30, no. 3 (Winter 2005/06): 161-176. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edsisr&AN=edsisr.4137490&site=eds-live&scope=site</p> <p>Biddle, Stephen, Jeffrey A. Friedman, and Jacob N. Shapiro. "Testing the Surge: Why did violence decline in Iraq in 2007?." <i>International Security</i> 37, no. 1 (2012): 7-40. https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=edspmu&AN=edspmu.S1531480412100012&site=eds-live&scope=site</p> <p>PBS. <i>Frontline: Losing Iraq</i>. July 29, 2014. http://www.pbs.org/wgbh/pages/frontline/losing-iraq/</p> <p>Abbas, Yasir, and Dan Trombly, "Inside the Collapse of the Iraqi Army's 2nd Division," <i>War on the Rocks</i>, July 1, 2014. http://warontherocks.com/2014/07/inside-the-collapse-of-the-iraqi-armys-2nd-division/</p> <p>Zisk, Kimberly. "Contact Lenses: Explaining</p> | <p>Quiz</p> | <p>Feb. 27 - March 12 (March 11-12)</p> | <p>12:01 AM & 11:59 PM</p> |

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| <p>U.S.-Russian Military-to-Military Ties," <i>Armed Forces and Society</i> 25, No. 4 (Summer 1999): 579-611.</p> <p><http://afs.sagepub.com/content/25/4/579.short></p> | | | |
| | Midterm Exam | March 11 - March 12 | 12:01 AM & 11:59 PM |
| <p>Module 6: Military Actors in U.S. Domestic Politics</p> <p>Video: Gary Sinise (Actor), Robert Uth (Director, Producer, Writer). <i>The March of the Bonus Army</i>. PBS Home Video. https://www.youtube.com/watch?v=mSC1lbfXfRQ</p> <p>Huntington, Samuel P. "Interservice Competition and the Political Roles of the Armed Services." <i>The American Political Science Review</i> 55, no. 1. (March 1961): 40-52. http://www.jstor.org/stable/1976048></p> <p>Butler, Smedley D. <i>War is a Racket</i>. Round Table Press, 1935. https://ratical.org/ratville/CAH/warisaracket.html></p> <p>Dardia, Michael, Kevin F. McCarthy, Jesse Malkin and Georges Vernez. <i>The Effects of Military Base Closures on Local Communities. A Short-Term Perspective</i>. Santa Monica, CA: RAND, 1996. http://www.rand.org/pubs/monograph_reports/MR667.html></p> <p>Feaver, Peter D. and Richard H. Kohn. "The Gap." <i>National Interest</i> 61 (Fall 2000): 29-37. http://ezproxy.lib.ucf.edu/login?URL=http://search.ebscohost.com.ezproxy.lib.ucf.edu/login.aspx?direct=true&db=aph&AN=3546197&site=ehost-live></p> | Quiz | March 13 - March 26 (March 25-26) | 12:01 AM & 11:59 PM |

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| <p>Module 7: Internal security, military coups, and democratic transitions</p> <p>Hunter, Wendy "The Dirty War and Its Aftermath: Recent Contributions on the Military and Politics in Argentina." <i>Latin American Research Review</i> 34, Issue 2 (1999): 198-212. <http://www.jstor.org/stable/2503918></p> <p>Powell, Jonathan. "Determinants of the Attempting and Outcome of Coups d'état." <i>Journal of Conflict Resolution</i> 56, no. 6 (2012): 1017-1040. <http://www.jstor.org/stable/23414730></p> <p>Vasquez, III, Joseph Paul & Jonathan Powell. (2021). Institutional Arsenals for Democracy? The Postcoup Effects of Conscript Militaries. <i>Armed Forces & Society</i>, 47(2), 298-318. <https://doi.org/10.1177/0095327X19871982></p> <p>Worboys, Katherine J. "The Traumatic Journey from Dictatorship to Democracy Peacekeeping Operations and Civil-Military Relations in Argentina, 1989-1999." <i>Armed Forces & Society</i> 33, No. 2 (2007): 149-168. <http://afs.sagepub.com/content/33/2/149.short></p> | <p>Quiz</p> | <p>March 27 - April 9 (April 8-9)</p> | <p>12:01 AM & 11:59 PM</p> |
| <p>Module 8: Contemporary Issues</p> <p>Avant, Deborah and Lee Sigelman. "Private Security and Democracy: Lessons from the U.S. in Iraq." <i>Security Studies</i> 19, no. 2 (2010): 230-265. <http://www.tandfonline.com/doi/abs/10.1080/09636412.2010.480906></p> <p>Marten, Kimberly. "Russia's use of semi-state security forces: the case of the Wagner Group." <i>Post-Soviet Affairs</i> 35, no. 3 (2019): 181-204. <https://www.tandfonline.com/doi/full/10.1080/1060586X.2019.1591142></p> <p>Boyle, Michael. "The Costs and</p> | <p>Quiz paper #2 due April 23</p> | <p>April 10 – April 23 (April 22-23)</p> | <p>12:01 AM & 11:59 PM</p> |

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| <p>Consequences of Drone Warfare.” <i>International Affairs</i> 89, no. 1 (2013): 1-29.</p> <p><https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=84763678&site=eds-live&scope=site></p> <p>Wide Angle. <i>Lord’s Children</i>. Aired: 07/28/2008. FYI, this pertains to the use of child soldiers.</p> <p><http://www.pbs.org/wnet/wideangle/episodes/lords-children/video-full-episode/?p=2188></p> | | | |
| | Final Exam | April 27 – April 28 | 12:01 AM & 11:59 PM |

INR 4603.0W60 International Relations Theory

Spring 2023 Syllabus

Course Information

| | |
|------------------------------------|---|
| Course Name | International Relations Theory |
| Course ID & Section | INR 4603.0W60 |
| Credit Hours | 3 credit hours |
| Semester/Year | Spring 2023 |
| 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 | Tuesday 12-4; Wednesday 2-4 PM; and by appointment in person or over Zoom (https://ucf.zoom.us/j/3142725238) |
| 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. I have asked the UCF Campus Store to stock copies of this text, which you are free to purchase.

Course Mode via Webcourses

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

Course Requirements and Grade Table

| A | B | C | D | |
|------------------------------|-------------------------|--|--|---------------------------------------|
| Assignments | % of Final Grade | Assignment average (add grades for each row & ÷ by the # of grades for this task) | Component Score = column B x column C | Due Date |
| Quizzes | 50 | | | See the Course Schedule below |
| Midterm Exam | 15 | | | March 4 12:01 AM & March 5 11:59 PM |
| 1 st Course Paper | 10 | | | See the Course Schedule below |
| 2 nd Course Paper | 10 | | | |
| Final Exam | 15 | | | April 27 12:01 AM & April 28 11:59 PM |
| Total | 100% | | Add each of your component scores to get your anticipated final grade | |

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: Multiple choice quizzes may cover any materials from the 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. Also, during one of the modules you will complete a quiz specifically covering video material about correct citation practices, which should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is

ideally due by 11:59 on Friday, January 13, 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% |
| <hr/> | |
| | 100% |

Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. Also, students 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.

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 hearing my lecture on proper citation practices using the Chicago Manual of Style, 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 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 <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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 Cares (Counseling Building #27/ (407) 823-2811): 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.

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 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 is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

Important UCF administrative deadlines

| Date | Event |
|-----------------------------|---------------------|
| Friday, Jan. 13, 11:59 P.M. | Drop/Add deadline |
| Friday, Feb. 24, 11:59 P.M. | Withdrawal deadline |

Course Schedule

| Topic | Assignments | Open & close dates (quiz dates) | Open & close times |
|--|---------------------------------------|---|---------------------|
| Syllabus | Syllabus Quiz | Jan. 9 - Jan. 13 (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 | Jan. 9 - Jan. 22 (Jan. 21-22) | 12:01 AM & 11:59 PM |
| Module 2: The Ancients Chapter 10. The Ancients: Greek, Chinese & Indian Thought (approx. 65 pages) | Quiz | Jan. 23 - Jan. 29 (Jan. 28-29) | 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 | Jan. 30 - Feb. 12 (Feb. 11-12) | 12:01 AM & 11:59 PM |

| | | | |
|--|--|--|---------------------|
| <p>Module 4: The Modern State System</p> <p>Chapter 12. The Rise of the State & Modern Political Thought (approx. 60 pages)</p> | Quiz | Feb. 13 - Feb. 19 (Feb. 18-19) | 12:01 AM & 11:59 PM |
| <p>Module 5: Realism</p> <p>Chapter 2. Realism: The State & Balance of Power (approx. 42 pages)</p> | Quiz realism paper due (prompt will be released on Th, March 2) | Feb. 20 - March 5 (March 4-5) | 12:01 AM & 11:59 PM |
| | Midterm Exam | March 4 - March 5 | 12:01 AM & 11:59 PM |
| <p>Module 6: Liberalism</p> <p>Chapter 3. Liberalism: Interdependence & Global Governance (approx. 33 pages)</p> | Quiz | March 6 - March 20 (March 18-20; ** quiz is open 1 extra day to extend after Spring Break) | 12:01 AM & 11:59 PM |
| <p>Module 7: Economic Structuralism</p> <p>Chapter 4. Economic Structuralism: Global Capitalism & Postcolonialism (approx. 30 pages)</p> | Quiz liberalism paper due (prompt will be released on Th, March 23) | March 20 - March 26 (March 25-26) | 12:01 AM & 11:59 PM |
| <p>Module 8: The English School</p> <p>Chapter 5. The English School: International Society & Grotian Rationalism (approx. 20 pages)</p> | Quiz | March 27 - April 2 (April 1-2) | 12:01 AM & 11:59 PM |
| <p>Module 9: Interpretive Understandings</p> <p>Chapter 6. Constructivist Understandings Chapter 7. Positivism, Critical Theory, and Postmodern Understandings Chapter 8. Feminist Understandings in IR Theory (approx. 80 pages)</p> <p>Not required: Joseph Paul Vasquez, III. "Patriot Games, War Games, and Political</p> | Quiz Interpretive understandings paper due (prompt will be released on Th, April 13) | April 3 - April 16 (April 15-16) | 12:01 AM & 11:59 PM |

| | | | |
|---|------------|-----------------------------------|---------------------|
| <p>Football: A Constructivist Analysis of Militarization in an American Sport." <i>Journal of Global Security Studies</i> 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!)</p> | | | |
| <p>Module 10: Normative Considerations</p> <p>Chapter 9. Normative IR Theory: Ethics & Morality (approx. 30 pages)</p> | Quiz | April 17 - April 23 (April 22-23) | 12:01 AM & 11:59 PM |
| | Final Exam | April 27 – April 28 | 12:01 AM & 11:59 PM |

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. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.

INR2002.0001 IR Theory & Practice

Spring 2023 Syllabus

Course Information

| | |
|---------------------|---|
| Course Name | International Relations Theory & Practice |
| Course ID & Section | INR 2002.0001 |
| Credit Hours | 3 credit hours |
| Semester/Year | Spring 2023 |
| Time & Location | Monday, Wednesday & Friday 12:30-1:20 PM in HS1 (College of Health Professions & Sciences) Room 125 |

Instructor Contact

| | |
|---------------|---|
| Instructor | Dr. Joseph Paul Vasquez, III School of Politics, Security & International Affairs (SPSIA) |
| Office | 102 Howard Philips Hall |
| Office Hours | Tuesday 12-4; Wednesday 2-4 PM; and by appointment in person or over Zoom (https://ucf.zoom.us/j/3142725238) |
| 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/ e-text you'll be using to access assigned readings throughout the semester. 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.
- The UCF Campus Store is offering a simplified way of purchasing digital access to the e-text through our Webcourse, which they claim allows them “to bring you the lowest price available.” Furthermore, their phone voice mail message claims to “price-match,” which could be important if this turns out to not be accurate. In any event, I will provide you guidance in our first course announcement in Webcourses about how to go about purchasing that e-text access through the UCF Campus Stores integrated platform within our Webcourse presence. Of course, you are welcome to purchase e-text access directly from Pearson or other sellers of e-text access.

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](mailto:Webcourses@UCF_Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

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 average (add grades for each row & ÷ by the # of grades for this task) | Component Score = column B x column C | Open/Due Date |
| Class Participation | 5 | | | Daily |
| Quizzes | 25 | | | To be announced (administered in class) & by Fri, March 3 |
| Midterm Exam | 25 | | | Mon., March 6 (administered in class) |
| 1 st Course Paper | 10 | | | See the Course Schedule below |
| 2 nd Course Paper | 10 | | | |
| Final Exam | 25 | | | April 28, 10:00-Noon (administered in class) |
| Total | 100% | Add Column D to estimate grade → | | |

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.

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes: 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 Friday, March 3, you will also be expected to complete a quiz about proper citation practices using the Chicago Manual of Style.” This exercise should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. The lowest quiz grade for each student will be dropped when calculating final course grades.

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, Jan. 13, 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 |
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| B- | 80 – 82 points |
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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

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 <<https://centralflorida-prod.modolabs.net/student/safety/index>>.

- 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 <www.getrave.com/login/ucf> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- 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>>).

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 Cares (Counseling Building #27/ (407) 823-2811): 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.

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 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 is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

Important UCF administrative deadlines:

| Date | Event |
|-----------------------------|---------------------|
| Friday, Jan. 13, 11:59 P.M. | Drop/add deadline |
| Friday, Feb. 24, 11:59 P.M. | Withdrawal deadline |

Course Schedule

- Monday, January 9** **Course Welcome Lecture**
- Wednesday, January 11** **Lecture**
- Friday, January 13** ****Syllabus Quiz deadline or ASAP for late enrollees****
- Monday, January 16** **No class today; Martin Luther King, Jr. Holiday**

| | |
|-------------------------------|---|
| Wednesday, January 18 | Lecture, Chapter 1. The Globalization of International Relations |
| Friday, January 20 | Lecture |
| Monday, January 23 | Lecture |
| Wednesday, January 25 | Lecture |
| Friday, January 27 | Lecture |
| Monday, January 30 | Lecture |
| Wednesday, February 1 | Lecture, Chapter 2. Realist Theories |
| Friday, February 3 | Lecture |
| Monday, February 6 | Lecture |
| Wednesday, February 8 | Lecture |
| Friday, February 10 | Lecture |
| Monday, February 13 | Lecture |
| Wednesday, February 15 | Lecture, Chapter 3. Liberal and Social Theories |
| Friday, February 17 | Lecture |
| Monday, February 20 | Lecture |
| Wednesday, February 22 | Lecture |
| Friday, February 24 | Lecture |
| Monday, February 27 | Lecture |
| Wednesday, March 1 | Lecture, Chapter 4. Conflict, War and Terrorism |

| | |
|--------------------------------|--|
| Friday, March 3 | Lecture, **Proper Citation Practices Quiz** |
| Monday, March 6 | **Mid-term Exam** |
| Wednesday, March 8 | Lecture, Paper A Security topic released |
| Friday, March 10 | Lecture |
| Sunday, March 12 | **Paper A due** |
| Mon.-Fri., March 13- 17 | Spring Break |
| Monday, March 20 | Lecture |
| Wednesday, March 22 | Lecture, Chapter 5. Trade and Finance |
| Friday, March 24 | Lecture |
| Monday, March 27 | Lecture |
| Wednesday, March 29 | Lecture, Paper B Economics & International Organizations topic released |
| Friday, March 31 | Lecture |
| Sunday, April 2 | **Paper B due** |
| Monday, April 3 | Lecture, Chapter 6. International Organizations, Law, and Human Rights |
| Wednesday, April 5 | Lecture |

| | |
|--|---|
| Friday, April 7 | Lecture |
| Monday, April 10 | Lecture |
| Wednesday, April 12 | Lecture, Paper C topic released |
| Friday, April 14 | Lecture, 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 | |
| Sunday, April 16 | **Paper C due** |
| Monday, April 17 | Lecture |
| Wednesday, April 19 | Lecture |
| Friday, April 21 | Lecture |
| Monday, April 24 | Lecture, Chapter 8. Environment and Technology |
| Friday, April 28 | **Final Exam, 10:00 AM – 12:00 PM** |

- Spring 2023
- Home
- Syllabus
- Announcements
- Modules
- Grades
- Research Guide
- UCF Library Tools
- Zoom
- New Analytics
- Quizzes
- Discussions
- Rubrics
- Outcomes
- Assignments
- People

Course Syllabus

[Jump to Today](#) [Edit](#)

| | | | | | | | | | | | |
|--------------|----|----|----|----|----|----|--|--|--|--|--|
| January 2023 | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | |
| 29 | 30 | 31 | 1 | 2 | 3 | 4 | | | | | |

POS2041 Syllabus, Spring 2023

Instructor Contact

| | |
|--------------|---|
| Instructor | Dr. Bruce M. Wilson |
| Office | Phillips Hall 305E |
| Office Hours | <p>Dr. Wilson's Office Hours: Mondays 8:30-9:30 am; Wednesdays 4:00-6:00 pm & by appointment.</p> <p>An optional, online, ungraded, class-wide political discussion will be held every two weeks starting on January 23rd. A zoom link will be sent out the Sunday before each session.</p> <p>Some GTAs will be assigned to this class to help me with grading assignments and to help you better understand the material.</p> <p>GTAs (Graduate Teaching Assistants)</p> <ul style="list-style-type: none"> TBA <p>You can contact your GTAs using the Canvas email system</p> |
| Homepages | @ UCF; @ CML (Bergen, Norway); @ Google Scholar |
| Phone | My office phone was disconnected due to budget considerations |
| E-mail | Please use the course Inbox for all email communication. |

Assignments are weighted by group:

| Group | Weight |
|----------------------|-------------|
| Assignments | 0% |
| Roll call | 0% |
| Module #1 grade | 2% |
| Module #2 grade | 14% |
| Module #3 grade | 14% |
| Module #4 grade | 14% |
| Module #5 grade | 14% |
| Module #6 grade | 14% |
| Module #7 grade | 14% |
| Module #8 grade | 14% |
| Final Exam grade | 0% |
| Imported Assignments | 0% |
| Total | 100% |

Course Information

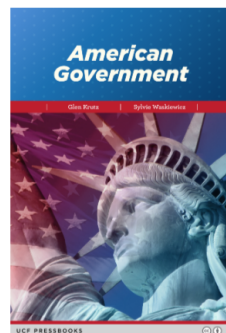
| | |
|---------------|---|
| Course Name | POS2041 American National Government |
| Credit Hours | 3 Credit Hours |
| Semester/Year | Spring 2023 |
| Location | Completely online (no required face-to-face meetings) |

Required Free Textbook (Click on the image below.)



Good news: The enhanced UCF POS2041 eTextbook edition 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>



- In-text citations (Krutz and Waskiewicz 2019)
- There are no page numbers in this online textbook.

Join the POS2041 Hypothes.is annotation community.

*This tool allows you to make notes or highlights for yourself and/or discuss the textbook content with

[your classmates](#).

*This is not a university or class requirement, so any decision to make an account on Hypothes.is and use the tool is of your own free will.

Course Requirements

| | |
|--------------------------------------|--|
| Civic Literacy Objectives | <p>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:</p> <ol style="list-style-type: none">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 | <ul style="list-style-type: none">• You are responsible for:<ul style="list-style-type: none">◦ Keeping track of all deadlines and uploading your work before those deadlines◦ Keeping a copy of all assignments for this class◦ Checking that your grades posted online are correct;<ul style="list-style-type: none">▪ 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 | <ul style="list-style-type: none">• Your lowest module grade can be replaced by taking the optional final exam.<ul style="list-style-type: none">◦ 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 the 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 <i>Module</i> is worth 14% of your final class grade |
| Optional Final Exam | <p>You can replace your lowest module grade by taking the Optional Final Exam.</p> <ul style="list-style-type: none">• If your lowest module grade is higher than your grade earned on the optional final exam, then the exam grade will not lower your overall class grade. |

| | |
|-------|------|
| Total | 100% |
|-------|------|

Schedule

| Module Dates | Topic/Module | Readings |
|--|--|-----------------------|
| PART I: INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT | | |
| Jan. 9-17 | Module #1: Introduction | Chapter 1 |
| Jan. 13-23 | Module #2: US Government Foundations, Constitution, and Federalism | Chapters 2 & 3 |
| PART II: RIGHTS AND LIBERTIES | | |
| Jan. 23-Feb 6 | Module #3: Civil Rights and Liberties | Chapters 4 & 5 |
| PART III: THE POLITICS OF DEMOCRACY | | |
| Feb 6-20 | Module #4: Interest Groups and Political Parties | Chapters 9 & 10 |
| Feb 20-Mar 6 | Module #5: Campaigns and Elections | Chapters 7 |
| Mar. 6-20 | Module #6: Public Opinion, Voting, Politics and the Media | Chapters 6 & 8 |
| PART IV: INSTITUTIONS | | |
| Mar. 20-Apr. 3 | Module #7: The Courts and the Bureaucracy | Chapters 13 & 15 |
| Apr. 3-19 | Module #8: Congress and the Presidency | Chapters 11 & 12 |
| April 19-27 | Optional Final Exam, uploaded before 11:59 pm, April 27 | all textbook chapters |

NB. Full deadlines details are available in the live schedule below.

UCF Core Syllabus Statements

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 quiz, but you must complete it before the deadline. Failure to do so might impact your financial aid and/or other support, but not your class grade. FYI, if you score less than 70% on this quiz when you are applying for citizenship, you would fail and would not be able to become a US citizen.

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 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 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. Plagiarism and cheating of any kind on any assignment will result in an "F" for that assignment and may be subject to a 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!**
7. Helping another student violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.
9. 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.
10. 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.
11. 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.
12. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor
13. **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 a disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.
 - Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, being the recipient of scholarships, participating 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.
14. In addition, any use of any AI or AI-adjacent technology in the writing of essays and/or postings will result in an automatic F grade for the entire course and will be reported to the relevant UCF office.

[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 <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- 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 coursework 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 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 [here](#)

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 [here](#).

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

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#), 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 for 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 |
|------------------|--|----------------|
| Fri Jan 13, 2023 |  Attendance quiz (does not affect class grade) | due by 5pm |
| |  Discussion: American Politics (post here) | due by 11:59pm |
| |  Essay: American Politics | due by 11:59pm |
| Tue Jan 17, 2023 |  How to Avoid Plagiarism (APA, 7th ed.) | due by 11:59pm |
| |  UCF Creed Based Academic Integrity Commitment | due by 11:59pm |

| | | |
|------------------|--|------------------|
| Mon Jan 23, 2023 |  Essay: Constitution and Federalism | due by 11:59pm |
| Tue Jan 31, 2023 |  POS2041_CMB-22Fall 00202 | 8:30am to 9:30am |
| Mon Feb 6, 2023 |  Civil Rights | due by 11:59pm |
| Mon Feb 13, 2023 |  Discussion: Parties (post here) | due by 11:59pm |
| Mon Feb 27, 2023 |  Discussion Final deadline | due by 11:59pm |
| Mon Mar 6, 2023 |  Essay: Elections (MP) | due by 11:59pm |
| Fri Mar 10, 2023 |  Discussion: Media (Post here!) | due by 11:59pm |
| Mon Mar 20, 2023 |  Anonymous Survey: Module 5 - MasteryPaths Experience | due by 11:59pm |
| |  Media final deadline | due by 11:59pm |
| Mon Apr 3, 2023 |  Essay: Supreme Court | due by 11:59pm |
| Mon Apr 17, 2023 |  Essay: Presidents | due by 11:59pm |
| Thu Apr 27, 2023 |  Optional Final Exam | due by 11:59pm |
| |  Basic Refresher | |
| |  Basic Refresher Practice | |
| |  Campaigns and Elections (Part 2) | |
| |  Intermediate Refresher | |
| |  Intermediate Refresher Practice | |
| |  Knowledge Check (Part 1) | |
| |  Knowledge Check (Part 2) | |
| |  Module #1 grade | |

GEO1200-23Spring 0W60

Syllabus - Spring2023

Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: brian.yeitz@ucf.edu (for course related questions use the Canvas mail system)

Course Information

Course Name: Physical Geography

Course ID & Section: GEO1200-0W60

Credit Hours: 3 credit hours

Semester: Spring 2023

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

UCF Financial Aid Statement

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (syllabus acknowledgement) by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, January 13th. Failure to do so may result in a delay in the disbursement of your financial aid. The syllabus quiz will count for this requirement.

Academic Integrity

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

- 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.
- Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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Course Accessibility Statement

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Copyright

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Third-Party Software and FERPA

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

UCF General Education Program

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 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.

GEO3471-23Spring 0W60

Syllabus Spring/2023

Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual/by appointment

Email: brian.yeitz@ucf.edu (All emails regarding the course must be sent through Canvas Email)

Course Information

Course ID & Section: GEO3471-0W60

Credit Hours: 3 Credit Hours

Semester/Year: Spring/2023

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

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (syllabus acknowledgement) by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, January 13th. Failure to do so may result in a delay in the disbursement of your financial aid. The syllabus quiz will count for this requirement.

Academic Integrity

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

- 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.
- Soliciting assistance with academic coursework and/or degree requirements.

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