

Course Syllabus

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CPO 3057 - Contemporary Revolution and Political Violence

Instructor: Konstantin Ash

Office Hours: By appointment through Zoom.

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

TA: By appointment.

TA E-mail:

Course Description

Political violence and revolution are commonplace political phenomena around the world. Insurgencies, or campaigns that seek to either capture a part of a country's territory or to overthrow the government through violent means, are present in over one-third of the world's countries. More than half of the world's states have experienced a civil conflict in the past twenty years. Terrorist attacks occur either sporadically or systematically in both Western countries and the developing world. The Arab Spring and the Color Revolutions placed protest revolutions to the forefront in the 2000s and early 2010s leading to the civil conflict in their own right.

Simply put, political violence -- the use of violence to advance a political goal -- and revolution -- a sudden and fundamental change in the institutions of a government -- have been staples of national and international affairs as long as nations have existed. Civil conflicts often have a devastating effect on the population of the state that experiences it and the state around it. Civilians are subject to food insecurity, abuse and are often forced to flee their homes or their countries. The death toll from recent civil conflicts has varied from tens of thousands to millions of people. Terrorism, or low-level forms of symbolic targeted political violence, continues to pose a threat to the Western world. While far less deadly, terrorist attacks threaten the psyche of societies and can sow the seeds of political and social unrest that brings economies to a halt and renders governments ineffective. Revolutions, while often inspiring at their outset, often serve to destabilize the political system of the countries experiencing regime change

and create long-lasting political strife and even additional revolutions.

The broad goal of this course is to explain why both political violence and revolutions occur. The course will accomplish this through a broad survey of research on political violence and revolutions, with a special focus on connecting this research to tangible contemporary cases of revolution and political violence. A secondary, but possibly more important goal, is to use the topic of the course to impart marketable skills that students can use in future academic and professional endeavors. As such, most of the assignments for this class, especially the final paper, are designed to teach/re-enforce broadly marketable skills. These skills include consuming academic research, discussing topics relating to both the content and quality of academic writing with your peers, producing your own work that shows your understanding of academic research.

As a student, you are expected to watch the lectures, tutorials, and documentaries, do the assigned ("required") readings before each short exam, and submit discussion papers in a timely manner. As seen in the next section both of these expectations will factor in calculating your final grade.

Assignments

Discussion Papers

Students are required to write four discussion papers based on classical fictional or documentary films assigned in weeks 2-5 of the course. Students will be provided with links to the films and specific questions to answer. Questions will need to be supported with cited lecture and reading content. Discussion papers should be no less than 750 words and no more than 1000 words. Each paper is worth 10% of a student's total grade.

Short Exams

Short exams are due on Friday at 11:59p of each week. They will encompass content from each week'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.

[Final Paper \(https://webcourses.ucf.edu/courses/1430657/assignments/7978367\)](https://webcourses.ucf.edu/courses/1430657/assignments/7978367)

Students are required to write a final paper that tests a theory advanced by a reading in the course through gathering information on a particular case of terrorism, civil conflict, riot, or revolution. Students will be asked to gather evidence from their country of choice to test the claims of an existing theory either from class or from outside of the course.

Papers should be at least 8 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. The final paper is due on August 6th 11:59pm.

Topic Approval. Topics for the writing assignment MUST be submitted for approval by July 11 at 11:59 PM for full credit to my e-mail: konstantin.ash@ucf.edu. Students should include their chosen reading, the research question of that reading and the country where that reading's claims are to be tested. You lose one point from your assignment grade for every day that the topic is late. If revisions are needed, students may be required to consult with me over Skype to develop their topic.

Grade Distribution

Assignment	Percentage of Grade
Discussion Papers (4x)	40%
Short Exams (6x)	30%
Final Paper	30%
Total	100%

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#)

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

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

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

Disability Statement

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

Copyright

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

Third-Party Software and FERPA

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

Course Schedule and Readings

Each week's courses will follow the same structure. Lectures and exams will be made available on Monday until Friday at 11:59p. Discussion threads (weeks 2-5 only) will be visible starting Monday at noon. Discussion posts will be due Sunday at 11:59p, with responses to be made by the following day at 11:59p.

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 (JUNE 26 - JULY 3) - INTRODUCTION AND DEFINITIONS

Required Readings:

- Stathis N. Kalyvas, "'New' and 'Old' Civil Wars: A Valid Distinction?" *World Politics* 54, 1 (October 2001): 99-118.
- Gerwehr, Scott and Kirk Hubbard. 2007. "What is Terrorism? Key Elements and History," in ed Bruce Bongar, *Psychology of Terrorism*. Oxford University Press. pp. 87-93.

Tutorial: Reading Academic Research.

WEEK 2 (JULY 3-10) - CAUSES OF TERRORISM

Required Readings:

- Crenshaw, Martha, "The Causes of Terrorism," *Comparative Politics* 13, no. 4 (1981): 379-389.
- Kydd, Andrew, and Walter, Barbara. *The Strategies of Terrorism*. *International Security*. 31 (1): 49-79.
- Enders, Walter and Todd Sandler, *The Political Economy of Terrorism* (Cambridge: Cambridge University Press, 2006), pp. 24-41.

Discussion Videos:

- **Northern Ireland:** Voices from the Grave - The Troubles. RTE-One.

Tutorial: Research Question Workshop

WEEK 3 (JULY 10-17) - CAUSES OF INSURGENCY

Required Readings:

- Gurr, Ted R. 1970. *Why Men Rebel*, Princeton: Princeton University Press. pp. 22-56.
- Horowitz, Donald. 1985. *Ethnic Groups in Conflict*, Berkeley: University of California Press. 141-160, 166-175.
- Herschel I. Grossman, 1999. "Kleptocracy and Revolutions." *Oxford Economic Papers* 51(2):267-83
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency and Civil War," *American Political Science Review* 97 (1): 75-90.

Discussion Videos:

- **Libya:** Libya's Quiet War, Vice News.

Tutorial: Writing Research Papers Workshop

WEEK 4 (JULY 17 - 24) - CAUSES OF RIOTS

Required Readings:

- Wilkinson, Steven. 2004. Votes and Violence: Electoral Competition and Ethnic Riots in India, Cambridge: Cambridge University Press. 19-51
- Horowitz, Donald. 2001. The Deadly Ethnic Riot. University of California Press. Chapter 3.

Discussion Videos:

- **Los Angeles:** "LA 92," National Geographic/Netflix.

Tutorial: Linking Claims to Evidence

WEEK 5 (JULY 24 - 31) - CAUSES OF REVOLUTION

Required Readings:

- Skocpol, Theda. 1979. States and Social Revolutions. Cambridge: Cambridge University Press: Chapter 2.
- Kuran, Timur (1991). "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." World Politics 44: 7-48.

Discussion Videos:

- **Egypt:** "The Square." Netflix.

Tutorial: Paraphrasing

WEEK 6 (JULY 31 - AUGUST 4) - WHO PARTICIPATES IN PROTEST AND POLITICAL VIOLENCE?



Required Readings:






- Petersen, Roger D. 2001. Resistance and Rebellion: Lessons from Eastern Europe, Cambridge: Cambridge University Press. 32-51, 75-79.
- Lee, Alexander. 2011. "Who becomes a terrorist? Poverty, Education and the Origins of Political Violence," World Politics 63(2): 203-234.

No Discussion - work on final paper

FINAL PAPER DUE SUNDAY, AUGUST 6 @ 11:59PM THROUGH WEBCOURSES

Course Summary:

Date	Details	Due
Fri Jun 30, 2023	 Short Exam 1 https://webcourses.ucf.edu/courses/1430657/assignments/7978360	due by 11:59pm
	 Student Engagement Assignment	due by 11:59pm

Date	Details	Due
	(https://webcourses.ucf.edu/courses/1430657/assignments/7978368)	
Fri Jul 7, 2023	 Short Exam 2 (https://webcourses.ucf.edu/courses/1430657/assignments/7978362)	due by 11:59pm
Sun Jul 9, 2023	 Week 2 Discussion Essay (https://webcourses.ucf.edu/courses/1430657/assignments/7978364)	due by 11:59pm
Tue Jul 11, 2023	 Writing Assignment Topic Proposal Due (https://webcourses.ucf.edu/calendar?event_id=2829174&include_contexts=course_1430657)	11:59pm
Fri Jul 14, 2023	 Short Exam 3 (https://webcourses.ucf.edu/courses/1430657/assignments/7978358)	due by 11:59pm
	 Week 3 Discussion Essay (https://webcourses.ucf.edu/courses/1430657/assignments/7978412)	due by 11:59pm
Sun Jul 16, 2023	 Week 3 Discussion Essay Battle of Algiers (https://webcourses.ucf.edu/courses/1430657/assignments/7978363)	due by 11:59pm
Fri Jul 21, 2023	 Short Exam 4 (https://webcourses.ucf.edu/courses/1430657/assignments/7978359)	due by 11:59pm
Sun Jul 23, 2023	 Week 4 Discussion Essay (https://webcourses.ucf.edu/courses/1430657/assignments/7978366)	due by 11:59pm
Fri Jul 28, 2023	 Short Exam 5 (https://webcourses.ucf.edu/courses/1430657/assignments/7978357)	due by 11:59pm
Sun Jul 30, 2023	 Week 5 Discussion Essay (https://webcourses.ucf.edu/courses/1430657/assignments/7978365)	due by 11:59pm
Fri Aug 4, 2023	 Short Exam 6 (https://webcourses.ucf.edu/courses/1430657/assignments/7978361)	due by 11:59pm
Sun Aug 6, 2023	 Final Paper (https://webcourses.ucf.edu/courses/1430657/assignments/7978367)	due by 11:59pm

PUP 3204, Sustainability

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

Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302 (ask the front desk)
- Phone: 407 823 5990
- Digital Contact: Webcourses@UCF messaging
- **Office Hours - Online via Zoom or in-person (upon request):** Tuesday 11am to 12.30 pm, Thursday 10pm to 12pm, other times available upon appointment
 - Join Zoom Meeting <https://ucf.zoom.us/j/8496051416>
 - If the above link asks for a PSW try PoliNets21
 - If the above link does not work with PSW, try <https://ucf.zoom.us/j/8496051416?pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09>
- **Office Location:** HPH 302 (Howard Phillips Hall), UCF Main Campus
- **All course-related issues must 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 must happen via Canvas).

SYLLABUS DISCLAIMER:

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

Course Information

- Term: Summer 2023
- Course Number & Section: PUP 3204 CW60
- Course Name: Sustainability
- Credit Hours: 3
- Class Meeting Days: Online
- Course Modality: W (fully online)

Course Materials

To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called First Day. You can easily access the required materials for this course at a discounted price, and benefit from single sign-on access with no codes required in Canvas.

The School of Politics, Security and International Affairs will bill you at the discounted price as a course charge for this course.

It is NOT recommended that you Opt-Out, as these materials are required to complete the course. You can choose to Opt-Out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price and access to your materials may be suspended.

Enrollment Requirements

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

Course Introduction

Today the world is changing at an unprecedented rate. Changes are coming fast, due to environmental, technological and socio-economic changes. Sustainability, concerned with issues relating to the ability of present society to enjoy resources and levels of wealth, while not jeopardizing the ability of future generations to do so, is becoming more prominent.

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

Course Description

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

Student Learning Outcomes

By the end of the semester student should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that exist when dealing with

“sustainability” as well as “resilience” and have a more holistic view related to problem solving and the environment. Further, by the end of the course, students should be:

- Familiar with concepts related to sustainability (sustainability, equity, legitimacy, fairness etc.), common pool resources (social dilemmas, common pool resource systems etc.), and resilience (social-ecological systems, resilience, vulnerability etc.)
- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to search for added information using proper peer-reviewed literature (e.g. via google scholar, or the library, or ISI web of knowledge etc.)

Finally, students will be evaluated via:

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

Expectations

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

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

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

Required Books

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

Grades

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

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

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

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

Make-up Exams and Assignments

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

Weekly Discussions

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

Video Presentation

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

Presentations will be evaluated on:

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

Essays

All Essays will be submitted to Turnitin, avoid plagiarism!

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

- Maximum 1000 words
- Formatting:
 - Line spacing: 1.5
 - Font: Times New Roman or Arial or Calibri
 - Font Size: 11 or 12
- Contain at least 5 peer reviewed article outside the ones assigned. These articles will need to be appropriately referenced (either APA or Chicago style referencing must be used).
- **No quotations are allowed**, you must paraphrase or summarize other people's work. Essays with quotations will have at least 5 points deducted.

Essays will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the essay
- Correct use of sources (at least 5 sources outside the once assigned and optional readings of the syllabus, plus sources that are present in the syllabus)
- Concluding paragraph in which the student evaluates the argument, the views and draws her/his own conclusions.

Exams

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

Assignment Submission

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

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Weekly Discussions - Modules 2, 3, 4, 6, 7, 9, 10, 11, 12, 13. Discussions are due on Sundays at 11.59pm.	Discussion	3 points each (max 30 points)	Use discussion board for the module/week on Webcourses@Ucf
Sunday, June 11th at 11.59pm	1000 word First Essay or Video Presentation	15	Upload essay or video presentation on Webcourses@Ucf
June 26th	Mid-Term Exam	15	On Webcourses@Ucf
July 30th at 11.59pm	1000 word Essay	20	Upload essay on Webcourses@Ucf
Final Exam - Wednesday August 2nd.	Final-Exam	20	On Webcourses@Ucf

Grade Conversion (Points acquired in this course to Letter)

Grade Points Acquired	Grade
=>93	A
=>90	A-
=>87	B+
=>83	B
=>80	B-
=>77	C+
=>73	C
=>70	C-
=>60	D
< 60	F

Grade Dissemination

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

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

Course Schedule and important dates

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. Students are required to search and download the readings assigned. In bold the readings that are considered necessary and mandatory.

Module	Mode	Topic	Assignments	Due Dates	Readings (Bold = mandatory)
Module 0 And Module 1	Online	Course Orientation Searching, reading and referencing appropriately peer-reviewed papers	Syllabus Quiz - academic engagement	Friday May 19th 2023	Check this blog out, great resource for searching, reading, writing papers: http://www.raulpacheco.org/2017/06/writingpapers/ (Links to an external site.)

Module 2	Online	Sustainability Basics Sustainability Principles	Weekly Discussion	Sunday, May 21st 2023	<p>Jacques, Sustainability: The Basics, Chapter 1</p> <p>Goodland, R. (1995). The Concept of Environmental Sustainability. <i>Annual Review of Ecology and Systematics</i>, 26(1), 1–24. http://doi.org/10.1146/annurev.es.26.110195.000245 (Links to an external site.)</p> <p>Dixon, J. A., & Fallon, L. A. (1989). The concept of sustainability: Origins, extensions, and usefulness for policy. <i>Society and Natural Resources</i>, 2(1), 73–84. http://doi.org/10.1080/08941928909380675</p> <p>Princen, T. (2003). Principles for Sustainability: From Cooperation and Efficiency to Sufficiency. <i>Global Environmental Politics</i>, 3(1), 33–50. http://doi.org/10.1162/152638003763336374</p>
Module 3	Online	What are the commons?	Weekly Discussion	Sunday, May 28th 2023	<p>Anderies and Janssen, Sustaining the Commons, Chapter 1.1 to 1.4 (1.5 is an outline of the book)</p> <p>Hardin, G. (1968). The Tragedy of the Commons. <i>Science</i>, 162(3859), 1243–1248. http://doi.org/10.1126/science.162.3859.1243 (Links to an external site.)</p> <p>Dietz, T. (2003). Struggle to Govern the Commons. <i>Science</i>, 302(5652), 1907–1912. http://doi.org/10.1126/science.1091015</p> <p>Lambert, J., Epstein, G., Joel, J., & Baggio, J. (2021). Identifying Topics and Trends in the Study of Common-Pool Resources Using Natural Language Processing. <i>International Journal of the Commons</i>, 15(1), 206. https://doi.org/10.5334/ijc.1078</p>

Module 4	Online	Design principles for Common Pool Resources	Weekly Discussion	Sunday, June 4th 2023	<p>Anderies and Janssen, Sustaining the Commons, Chapter 7</p> <p>Cox, M., Arnold, G., & Tomás, S. V. (2010). A Review of Design Principles for Community-based Natural Resource Management. <i>Ecology & Society</i>, 15(4), 19.</p> <p>Baggio, J. A., Barnett, A. J., Perez-Ibara, 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. <i>International Journal of the Commons</i>, 10(2). http://doi.org/10.18352/ijc.634 (Links to an external site.)</p> <p>Barnett, A. J., Baggio, J. A., Shin, H. C., Yu, D. J., Perez-Ibarra, I., Rubinos, C., ... Janssen, M. A. (2016). An iterative approach to case study analysis: insights from qualitative analysis of quantitative inconsistencies. <i>International Journal of the Commons</i>, 10(2), 467–494. http://doi.org/10.18352/ijc.632</p>
Module 5	Online	Measuring Sustainability	Essay or Video Presentation Due	Sunday, June 11th 2023	<p>Jacques, Sustainability: The Basics, Chapter 4</p> <p>Jacques, Sustainability: The Basics, Chapter 3</p> <p>Bradshaw, C. J. A., & Brook, B. W. (2014). Human population reduction is not a quick fix for environmental problems. <i>Proceedings of the National Academy of Sciences</i>, 111(46), 16610–16615. http://doi.org/10.1073/pnas.1410465111</p>

Module 6	Online	Planetary boundaries Overshoot and Collapse	Weekly discussion	Sunday, June 18th 2023	<p>Steffen, W., Richardson, K., Rockstrom, J., Cornell, S. E., Fetzer, I., Bennett, E. M., ... Sorlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. <i>Science</i>, 347(6223), 1259855–1259855. http://doi.org/10.1126/science.1259855 (Links to an external site.)</p> <p>Jacques, <i>Sustainability: The Basics</i>, Chapter 7</p> <p>Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. <i>Annual Review of Anthropology</i>, 35(1), 59–74. http://doi.org/10.1146/annurev.anthro.35.081705.123136 (Links to an external site.)</p> <p>Rockström, J., Steffen, W. L., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., ... Foley, J. (2009). Planetary Boundaries: Exploring the Safe Operating Space for Humanity Recommended Citation. <i>Ecology and Society</i>, 14(2), 472–475. http://doi.org/10.1038/461472a</p> <p>Wackernagel, M., Schulz, N. B., Deumling, D., Linares, A. C., Jenkins, M., Kapos, V., ... Randers, J. (2002). Tracking the ecological overshoot of the human economy. <i>Proceedings of the National Academy of Sciences</i>, 99(14), 9266–9271. http://doi.org/10.1073/pnas.142033699 (Links to an external site.)</p> <p>Arrow, K., Dasgupta, P., Goulder, L., Daily, G., Ehrlich, P., Heal, G., ... Walker, B. (2004). Are We Consuming Too Much? <i>Journal of Economic Perspectives</i>, 18(3), 147–172. http://doi.org/10.1257/0895330042162377 (Links to an external site.)</p>
Module 7	Online	Ethics, justice and fairness	Weekly Discussion	Sunday, June 25th 2023	<p>Jacques, <i>Sustainability: The Basics</i>, Chapter 5</p> <p>Adger, W. N., Brown, K., Fairbrass, J., Jordan, A., Paavola, J., Rosendo, S., & Seyfang, G. (2003). Governance for sustainability: Towards a “thick” analysis of environmental decisionmaking. <i>Environment and Planning A</i>, 35(6), 1095–1110. http://doi.org/10.1068/a35289 (Links to an external site.)</p>

Module 8	Online	Midterm Exam	Mid-Term exam (online)	Monday, June 26th 2023	
Module 9	online	Social Dilemmas	Weekly Discussion	Sunday, July 2nd 2023	<p>Anderies and Janssen, Sustaining the Commons, Chapter 4 (Disclaimer: some concepts presented here are introduced in chapter 2 and 3 of the same book, so you may want to quickly skim those chapters as well).</p> <p>Anderies and Janssen, Sustaining the Commons, Chapter 5, 6, 7 and 8</p> <p>Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. <i>Science</i>, 328(5978), 613–617. http://doi.org/10.1126/science.1183532</p> <p>Baggio, J. A., Rollins, N. D., Pérez, I., & Janssen, M. A. (2015). Irrigation experiments in the lab: Trust, environmental variability, and collective action. <i>Ecology and Society</i>, 20(4), 12. http://doi.org/10.5751/ES-07772-200412 (Links to an external site.)</p> <p>Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. <i>Agricultural Systems</i>, 109, 65-75.</p>

Module 10	Online	Complex Adaptive Systems	Weekly Discussion	Sunday, July 9th 2023	<p>Glouberman, S., & Zimmerman, B. (2002). <i>Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like? Commission on the Future of Health Care in Canada</i> (Vol. 8). https://doi.org/0-662-32778-0</p> <p>Baggio, J. A. (2017). Complex Adaptive Systems, Simulations and Agent-based Modeling. <i>Quantitative Methods in Tourism: A Handbook</i>, 223–244. https://doi.org/https://doi.org/10.21832/BAGGIO6195</p> <p>Sellberg, M. M., Quinlan, A., Preiser, R., Malmberg, K., & Peterson, G. D. (2021). Engaging with complexity in resilience practice. <i>Ecology and Society</i>, 26(3), 8.</p> <p>Janssen, M. (1998). Use of complex adaptive systems for modeling global change. <i>Ecosystems</i>, 1(5), 457–463. https://doi.org/10.1007/s100219900041</p> <p>Lansing, J. S. (2003). Complex Adaptive Systems. <i>Annual Review of Anthropology</i>, 32(1), 183–204. https://doi.org/10.1146/annurev.anthro.32.061002.093440</p>
Module 11	Online	Social-Ecological Systems	Weekly Discussion	Sunday, July 16th 2023	<p>Anderies and Janssen, Sustaining the Commons, Chapter 12 and 13</p> <p>Folke, C., Polasky, S., Rockström, J., Galaz, V., Westley, F., Lamont, M., ... Walker, B. H. (2021). <i>Our future in the Anthropocene biosphere. Ambio</i> (Vol. 50). https://doi.org/10.1007/s13280-021-01544-8</p> <p>Folke, C. (2006). Resilience: The emergence of a perspective for social-ecological systems analyses. <i>Global Environmental Change</i>, 16(3), 253–267. http://doi.org/10.1016/j.gloenvcha.2006.04.002</p> <p>Holling, C. S., Folke, C., Gunderson, L., & Mäler, K.-G. (2000). <i>Resilience of Ecosystems, Economic Systems and Institutions - Final Report</i></p> <p>Anderies, J. M., Janssen, M. A., & Ostrom, E. (2004). A framework to analyze the robustness of social-ecological systems from an institutional perspective. <i>Ecology and society</i>, 9(1), 18.</p>

Module 12	Online	Resilience “principles” ecosystem management	for Weekly Discussion	Sunday, July 23rd 2023	<p>Baggio, J. A., Brown, K., & Hellebrandt, D. (2015). Boundary object or bridging concept? A citation network analysis of resilience. <i>Ecology and Society</i>, 20(2), 2.</p> <p>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. <i>Annual Review of Environment and Resources</i>, 37(1), 421–448. http://doi.org/10.1146/annurev-environ-051211-123836</p> <p>Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement: Resilience of What to What? <i>Ecosystems</i>, 4(8), 765–781. http://doi.org/10.1007/s10021-001-0045-9 (Links to an external site.)</p> <p>Carpenter, S. R., Brock, W. A., Folke, C., van Nes, E. H., & Scheffer, M. (2015). Allowing variance may enlarge the safe operating space for exploited ecosystems. <i>Proceedings of the National Academy of Sciences</i>, 112(46), 14384–14389. http://doi.org/10.1073/pnas.1511804112 (Links to an external site.)</p> <p>Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. <i>Proceedings of the National Academy of Sciences</i>, 112(46), 14402–14403. http://doi.org/10.1073/pnas.1519071112</p>
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Module 13	Online	Politics, Resilience and Sustainability	Weekly Discussion	Sunday, July 30th 2023	<p>Folke, C., Biggs, R., Norström, A. V., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. <i>Ecology and Society</i>, 21(3), art41. http://doi.org/10.5751/ES-08748-210341 (Links to an external site.)</p> <p>Jacques, Sustainability the Basics, Chapter 6</p> <p>Schoon, M., & Cox, M. E. (2018). Collaboration, adaptation, and scaling: Perspectives on environmental governance for sustainability. <i>Sustainability (Switzerland)</i>, 10(3). http://doi.org/10.3390/su10030679 (Links to an external site.)</p> <p>Schoon, M., Robards, M. D., Brown, K., Engle, N., Meek, C. L., & Biggs, R. (2015). Politics and the resilience of ecosystem services. <i>Principles for Building Resilience: Sustaining Ecosystem Services in Social-Ecological Systems</i>, 32–49. http://doi.org/10.1017/CBO9781316014240.003</p> <p>Olsson, P., Galaz, V., & Boonstra, W. J. (2014). Sustainability transformations: A resilience perspective. <i>Ecology and Society</i>, 19(4). http://doi.org/10.5751/ES-06799-190401</p> <p>Bahadur, A., & Tanner, T. (2014). Transformational resilience thinking: Putting people, power and politics at the heart of urban climate resilience. <i>Environment and Urbanization</i>, 26(1), 200–214. http://doi.org/10.1177/0956247814522154</p>
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Module 14	Online	Relating resilience, sustainability and common pool resources	Essay Due	Sunday, July 30th 2022	<p>Optional readings on tipping points and transformation for those interested:</p> <p>Otto, I. M., Donges, J. F., Cremades, R., Bhowmik, A., Hewitt, R. J., Lucht, W., ... Schellnhuber, H. J. (2020). Social tipping dynamics for stabilizing Earth's climate by 2050. <i>Proceedings of the National Academy of Sciences</i>, 201900577. https://doi.org/10.1073/pnas.1900577117</p> <p>Milkoreit, M., Hodbod, J., Baggio, J., Benessaiah, K., Calderón-Contreras, R., Donges, J. F., ... Werners, S. E. (2018, March 1). Defining tipping points for social-ecological systems scholarship - An interdisciplinary literature review. <i>Environmental Research Letters</i>. https://doi.org/10.1088/1748-9326/aaaa75</p> <p>Lenton, T. M. (2020). Tipping positive change. <i>Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences</i>, 375(1794), 20190123. https://doi.org/10.1098/rstb.2019.0123</p> <p>Lade, S. J., Walker, B. H., & Jamila Haider, L. (2020). Resilience as pathway diversity: Linking systems, individual, and temporal perspectives on resilience. <i>Ecology and Society</i>, 25(3), 1–14. https://doi.org/10.5751/ES-11760-250319</p> <p>Abel, N., Wise, R. M., Colloff, M. J., Walker, B. H., Butler, J. R. A., Ryan, P., ... O'Connell, D. (2016). Building resilient pathways to transformation when &#8220;no one is in charge&#8221;: insights from Australia's Murray-Darling Basin. <i>Ecology and Society</i>, 21(2), art23. https://doi.org/10.5751/ES-08422-210223</p> <p>Moore, M. L., Olsson, P., Nilsson, W., Rose, L., & Westley, F. R. (2018). Navigating emergence and system reflexivity as key transformative capacities: Experiences from a Global Fellowship program. <i>Ecology and Society</i>, 23(2). https://doi.org/10.5751/ES-10166-230238</p> <p>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. <i>Ecology and Society</i>, 19(4), art54. https://doi.org/10.5751/ES-06966-190454</p>
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Module 15	Online	Study Guide and Recap for Final Exam			
	Online	Final Exam		Wednesday, August 2nd 2022	

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

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

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

Policy Statements

Academic Integrity

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

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

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

Third-Party Software and FERPA

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

publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

UNIVERSITY OF CENTRAL FLORIDA
CPO4903H.Sum23: HONORS DIRECTED READING I
Summer C 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 research paper by extending her literature review and beginning to do some data analysis work in preparation.
Learning Outcomes	Over the summer, the student will develop critical thinking skills, strengthen her ability to formulate appropriate research questions, evaluate primary and secondary literature sources, find appropriate data sources, and improve knowledge of academic writing conventions of the discipline.
Meeting Location	Online (zoom)
Meeting Frequency	Weekly (Meeting: every Thursday 3pm, submission: every Tuesday noon)
Requirements	Weekly papers
Grade	S/U

Schedule

Week	Due
1	Introduction
2	Literature review 1
3	Literature review 2, Research proposal due
4	Literature review 3, Revise proposal
5	Literature review 4, Tentative bibliography due
6	Literature review 5

7	Literature review 6, data collection
8	Literature review 7, data collection
9	Literature review 8, data collection
10	Literature review 9, data collection
11	Research paper draft due
12	Revision
13	Revision
14	Final paper due
15	

Campus Resources

University Writing Center

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website, <http://uwc.cah.ucf.edu>.

Library Resources

Since conducting research requires literature searches and reviews, you are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<http://library.ucf.edu>).

University Policies

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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

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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.

Recent Announcements

POS2041-23Summer BW60

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

- UCF Prelaw Advising Office: *Hiring Student Assistants for Summer and Fall 2023*, [more info & application](#)
- UCF Summer Research Academy: *Hiring Peer Mentors for Summer 2023*, apply by June 1st, [more info](#).
- Prelaw Students: AccessLex Free Webinars about Law School Admissions, [see upcoming events](#).
- UCF Academic Services: Tutors and Learning Assistants needed, help UCF student-athletes, [more info](#).
- ICCAE Forum: *The Current Situation in Ukraine*. Did you miss it? [watch recording online](#)



POS 2401: American National Government

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

POS 2041 COURSE REMINDERS

Some resources to help you succeed in this class: [Assignment Instructions \(https://webcourses.ucf.edu/courses/1429119/modules/2488678?wrap=1\)](https://webcourses.ucf.edu/courses/1429119/modules/2488678?wrap=1), [Answers to FAQ: Grades and Grading \(https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-grades-and-grading?wrap=1\)](https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-grades-and-grading?wrap=1), [Answers to FAQ: Textbook and Course Material \(https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-textbook-and-course-material?wrap=1\)](https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-textbook-and-course-material?wrap=1), [Answers to FAQ: Technology Issues \(https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-technology-issues?wrap=1\)](https://webcourses.ucf.edu/courses/1429119/pages/answers-to-faq-technology-issues?wrap=1), and [Tips for Success \(https://webcourses.ucf.edu/courses/1429119/pages/tips-for-success\)](https://webcourses.ucf.edu/courses/1429119/pages/tips-for-success).

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 \(https://webcourses.ucf.edu/courses/1429119/pages/about-me\)](https://webcourses.ucf.edu/courses/1429119/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: TBD. Call 321-394-8868 during these times to speak with me. Other times may

Course Information

- Name: American National Government
- Course ID & Section: POS 2401-23Summer BW60
- Credit Hours: 3
- Semester/Year: Summer 2023, Term B
- Web only class

be available by appointment.

- E-mail: barry.edwards@ucf.edu
(<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

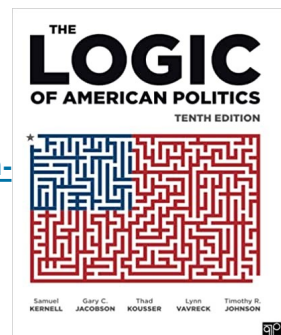
In this course, students have the opportunity to:

- 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?crid=2YWH3V3C211F) (https://www.amazon.com/Logic-American-Politics-Samuel-Kernell/dp/1071815970/ref=sr_1_1?crid=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 \(https://webcourses.ucf.edu/courses/1429119/modules/2488678\)](https://webcourses.ucf.edu/courses/1429119/modules/2488678) (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%)** - Online small group discussions give you the opportunity to discuss course material and interact with other students in the class.
3. **Review Exercises (15%)** - Some 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 you 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)



[\(https://youtu.be/NIKYajEx4pk\)](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 \(https://diversity.ucf.edu/\)](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/1429119/modules/2488677>)

Course Summary:


Date	Details	Due
Mon Jun 26, 2023	 Period 1 for YellowDig Points Starts https://webcourses.ucf.edu/calendar?event_id=2821000&include_contexts=course_1429119	12am
	 Start Module 01 https://webcourses.ucf.edu/calendar?event_id=2820994&include_contexts=course_1429119	12am
	 Summer Term B, First Day of Class https://webcourses.ucf.edu/calendar?event_id=2821054&include_contexts=course_1429119	12am
Fri Jun 30, 2023	 Drop/Swap/Add Deadline (Spring 2023) https://webcourses.ucf.edu/calendar?event_id=2820989&include_contexts=course_1429119	12am
	 Evidence of Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1429119/assignments/7964981)	due by 11:59pm
	 Syllabus Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964977	due by 11:59pm
Sun Jul 2, 2023	 Period 1 for YellowDig Points Ends https://webcourses.ucf.edu/calendar?event_id=2821008&include_contexts=course_1429119	12am
	 Module 01 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964989	due by 11:59pm
Mon Jul 3, 2023	 Period 2 for YellowDig Points Starts https://webcourses.ucf.edu/calendar?event_id=2821001&include_contexts=course_1429119	12am

Date	Details	Due
	 Start Module 02 https://webcourses.ucf.edu/calendar?event_id=2821015&include_contexts=course_1429119	12am
Tue Jul 4, 2023	 Fourth of July Holiday https://webcourses.ucf.edu/calendar?event_id=2821121&include_contexts=course_1429119	12am
Fri Jul 7, 2023	 Module 02 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964984	due by 11:59pm
Sat Jul 8, 2023	 Start Module 03 https://webcourses.ucf.edu/calendar?event_id=2821016&include_contexts=course_1429119	12am
	 Period 2 for YellowDig Points Ends https://webcourses.ucf.edu/calendar?event_id=2821009&include_contexts=course_1429119	12am
Sun Jul 9, 2023	 Module 03 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964975	due by 11:59pm
	 Module 03 Assignment: Materia Game https://webcourses.ucf.edu/courses/1429119/assignments/7965104	due by 11:59pm
Mon Jul 10, 2023	 Period 3 for YellowDig Points Starts https://webcourses.ucf.edu/calendar?event_id=2821002&include_contexts=course_1429119	12am
	 Start Module 04 https://webcourses.ucf.edu/calendar?event_id=2820995&include_contexts=course_1429119	12am
Wed Jul 12, 2023	 Module 04 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964986	due by 11:59pm
Thu Jul 13, 2023	 Start Module 05 https://webcourses.ucf.edu/calendar?event_id=2821020&include_contexts=course_1429119	12am
Fri Jul 14, 2023	 Module 05 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964976	due by 11:59pm

Date	Details	Due
	 Module 05 Assignment: Materia Game https://webcourses.ucf.edu/courses/1429119/assignments/7965080	due by 11:59pm
Sat Jul 15, 2023	 Start Module 06 https://webcourses.ucf.edu/calendar?event_id=2821017&include_contexts=course_1429119	12am
	 Period 3 for YellowDig Points Ends https://webcourses.ucf.edu/calendar?event_id=2821011&include_contexts=course_1429119	12am
Sun Jul 16, 2023	 Module 06 Assignment: House or Senate Sort-It-Out https://webcourses.ucf.edu/courses/1429119/assignments/7964993	due by 11:59pm
	 Module 06 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964990	due by 11:59pm
Mon Jul 17, 2023	 Period 4 for YellowDig Points Starts https://webcourses.ucf.edu/calendar?event_id=2821003&include_contexts=course_1429119	12am
	 Start Module 07 https://webcourses.ucf.edu/calendar?event_id=2821021&include_contexts=course_1429119	12am
Wed Jul 19, 2023	 Module 07 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964978	due by 11:59pm
Thu Jul 20, 2023	 Start Module 08 https://webcourses.ucf.edu/calendar?event_id=2821018&include_contexts=course_1429119	12am
	 UCF Withdrawal Deadline (Summer B 2023) https://webcourses.ucf.edu/calendar?event_id=2820993&include_contexts=course_1429119	12am
Fri Jul 21, 2023	 Module 08 Assignment: Bureaucracy Crossword Puzzle https://webcourses.ucf.edu/courses/1429119/assignments/7964994	due by 11:59pm
	 Module 08 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964988	due by 11:59pm

Date	Details	Due
Sat Jul 22, 2023	 Start Module 09 https://webcourses.ucf.edu/calendar?event_id=2820997&include_contexts=course_1429119	12am
	 Period 4 for YellowDig Points Ends https://webcourses.ucf.edu/calendar?event_id=2821012&include_contexts=course_1429119	12am
Sun Jul 23, 2023	 Module 09 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964974	due by 11:59pm
	 Module 09 Assignment: Materia Game https://webcourses.ucf.edu/courses/1429119/assignments/7965082	due by 11:59pm
	 Period 5 for YellowDig Points Starts https://webcourses.ucf.edu/calendar?event_id=2821004&include_contexts=course_1429119	12am
Mon Jul 24, 2023	 Start Module 10 https://webcourses.ucf.edu/calendar?event_id=2821019&include_contexts=course_1429119	12am
	 Module 10 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964982	due by 11:59pm
Wed Jul 26, 2023		
Thu Jul 27, 2023	 Start Module 11 https://webcourses.ucf.edu/calendar?event_id=2820996&include_contexts=course_1429119	12am
	 Module 11 Quiz https://webcourses.ucf.edu/courses/1429119/assignments/7964985	due by 11:59pm
Fri Jul 28, 2023	 Module 11 Assignment: Materia Game https://webcourses.ucf.edu/courses/1429119/assignments/7965083	due by 11:59pm
	 Start Module 12 https://webcourses.ucf.edu/calendar?event_id=2820998&include_contexts=course_1429119	12am
Sat Jul 29, 2023		
Sun Jul 30, 2023	 Period 5 for YellowDig Points Ends https://webcourses.ucf.edu/calendar?event_id=2821010&include_contexts=course_1429119	12am

Date	Details	Due
	 Module 12 Assignment: Political Parties Timeline (https://webcourses.ucf.edu/courses/1429119/assignments/7964996)	due by 11:59pm
	 Module 12 Quiz (https://webcourses.ucf.edu/courses/1429119/assignments/7964980)	due by 11:59pm
Mon Jul 31, 2023	 Period 6 for YellowDig Points Starts (https://webcourses.ucf.edu/calendar?event_id=2821005&include_contexts=course_1429119)	12am
	 Start Module 13 (https://webcourses.ucf.edu/calendar?event_id=2821022&include_contexts=course_1429119)	12am
Wed Aug 2, 2023	 Module 13 Quiz (https://webcourses.ucf.edu/courses/1429119/assignments/7964987)	due by 11:59pm
Thu Aug 3, 2023	 Start Module 14 (https://webcourses.ucf.edu/calendar?event_id=2821007&include_contexts=course_1429119)	12am
Fri Aug 4, 2023	 Module 14 Assignment: Media and Politics Crossword Puzzle (https://webcourses.ucf.edu/courses/1429119/assignments/7964997)	due by 11:59pm
	 Module 14 Quiz (https://webcourses.ucf.edu/courses/1429119/assignments/7964983)	due by 11:59pm
Sat Aug 5, 2023	 Start Studying for Final Exam (https://webcourses.ucf.edu/calendar?event_id=2820999&include_contexts=course_1429119)	12am
Sun Aug 6, 2023	 Period 6 for YellowDig Points Ends (https://webcourses.ucf.edu/calendar?event_id=2821013&include_contexts=course_1429119)	12am
	 POS 2041 Final Exam (Summer Term B 2023) (https://webcourses.ucf.edu/courses/1429119/assignments/7964979)	due by 11:59pm
Mon Aug 7, 2023	 YellowDig Online Discussions (Gradebook Entry) (https://webcourses.ucf.edu/courses/1429119/assignments/7964998)	due by 11:59pm

Date	Details	Due
Wed Aug 9, 2023	 Summer Term B, Grades Due (https://webcourses.ucf.edu/calendar?event_id=2821064&include_contexts=course_1429119)	12am

POS4623-23Summer BW60

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[Edit](#)

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

- UCF Prelaw Advising Office: *Hiring Student Assistants for Summer and Fall 2023*, [more info & application](#)
- UCF Summer Research Academy: *Hiring Peer Mentors for Summer 2023*, apply by June 1st, [more info](#).
- Prelaw Students: AccessLex Free Webinars about Law School Admissions, [see upcoming events](#).
- UCF Academic Services: Tutors and Learning Assistants needed, help UCF student-athletes, [more info](#).
- ICCAE Forum: *The Current Situation in Ukraine*. Did you miss it? [watch recording online](#)



Welcome to POS 4623: Guns, Freedom & Citizenship

- **This course is organized into modules and follows a tight schedule.** Summer Term B is a very short term.
- You must score 5/5 on a syllabus quiz to open course modules. Be sure to read the syllabus as it answers common student questions and will help you understand what's expected of you.

Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#) (<https://webcourses.ucf.edu/courses/1433520/pages/about-your-instructor>))
- Office: Howard Phillips Hall 102C ([Where's This?](#) (<http://map.ucf.edu/locations/14/howard-phillips-hall-hph/>))
- Phone: 407-823-2608
- E-mail: barry.edwards@ucf.edu (<mailto:barry.edwards@ucf.edu>)
- Office Hours: TBD
- GTA: TBD

Course Information

- Course Name: Guns, Freedom, and Citizenship
- Course ID & Section: POS 4623-23Summer BW60
- Credit Hours: 3
- Semester/Year: Summer Term B 2023
- Web Only Course

Course Description

In this course, we will focus on a particularly controversial area of public policy: gun control. Too often, the debate over gun control degenerates into a clash of clichés and clever slogans. In this class, we will consider the debate over gun control from an academic perspective. We will examine America's gun problem in historical context and study the most recent data on gun violence. We will analyze federal and state gun control laws and consider the political forces that shape gun control laws. Students will complete an original research paper examining media

coverage of a mass shooting to better understand the public perception of gun violence. We will conclude the class by considering emerging issues in gun control policy.

Most people see the gun control as a two-sided debate between those who would take guns away and those who oppose any gun regulation. As we'll see, the politics of gun control is not so simple. It's not an all-or-nothing issue. In designing this course, I've tried to focus on identifying areas of consensus and use academic and mainstream media sources. I am primarily interested in looking at the issue like a social scientist. You're welcome to hold and express your own personal opinions, but you're going to be asked to evaluate evidence rather than merely express personal opinions.

Course Prerequisites

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

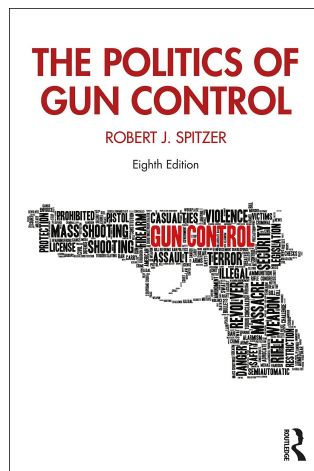
Course Objectives

The objectives of this course include:

- Understanding key terms and concepts related to gun control,
- Evaluating the constitutional right to bear arms,
- Assessing evidence on effects of gun control,
- Analyzing the media coverage of a mass shooting,
- Improving writing, research, and critical thinking skills, and
- Developing collaborative skills in small group discussions of course material.

Required Texts and Materials

Spitzer, Robert J. 2020. *The Politics of Gun Control, Eighth Edition*. New York: Routledge (hereafter "Spitzer"). ISBN-13: 978-0367502843, ISBN-10: 0367502844. [See on Amazon](https://www.amazon.com/Politics-Gun-Control-Robert-Spitzer/dp/0367502844/ref=sr_1_1)  (https://www.amazon.com/Politics-Gun-Control-Robert-Spitzer/dp/0367502844/ref=sr_1_1) | [Free UCF Library eBook](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/14t48f1/cdi_askewshotls_vlebooks_9781000196245)  (https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/14t48f1/cdi_askewshotls_vlebooks_9781000196245)



In addition to reading the textbook, you will be required to read articles, watch videos, and view web pages. These supplementary materials are incorporated as links in course material and are available at no additional cost to students.

Course Requirements

Your final grade is based on the four components listed below. Assignment point values are based on 1,600 total points in the course.

1. **Module Quizzes** (50%) – Each numbered module contains a quiz which include multiple choice, true false questions, and a short answer question. There are 8 numbered module quizzes worth 100 points each.
2. **Small Group Discussions** (15%) – Each numbered module contains one small group discussion of potential module quiz short answer questions. There are 8 small group discussions worth 30 points each.
3. **Research Paper** (20%) - You will prepare a moderate-length research paper examining the pattern of news reporting following a mass shooting in the United States. The research paper is worth 320 points.
4. **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 240 points.

Course Policies (click heading to open and read)

Workload Expectations

This is a three credit hour class. The workload expectation per credit hour is set forth in the [UCF Catalog, Registration Policies, Terms and Credit Hours \(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies\)](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. 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).

There is an optional bonus module in this class. Completing bonus module assignments can improve your course grade by replacing your lowest module quiz and small group discussion scores (so long as your scores on the bonus module quiz and discussion are higher than your lowest numbered module quiz and small group discussion scores).

Late Work

Completing all your work by the specified dues dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10 on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

Lateness deductions may be waived if lateness was caused by extreme and unforeseen circumstances for which

students can't fairly be held responsible. For example, if you are injured in a car accident and hospitalized, lateness caused by an unforeseeable medical emergency is excusable. If your home is destroyed in a fire, lateness caused by an unforeseeable personal emergency is excusable. I may ask for documentation.

Grading Scale

Name:	Range:	
A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%
C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
F	< 59.5 %	to 0.0%

Any missing assignments are treated as 0 scores for the purposes of calculating final course grades.

Grades of "Incomplete"

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete.

Group Work

There are no group projects in this class. You are welcome to discuss course material with other students, but you are responsible for your own work.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct 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

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Accommodations for Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact the instructor to discuss your circumstances.

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). For additional information, contact the [Office of Diversity Initiatives \(https://diversity.ucf.edu/\)](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.













After You've Read this Syllabus Carefully, **Go to Start Here Module** (<https://webcourses.ucf.edu/courses/1433520/modules/2500549>)


(<https://webcourses.ucf.edu/courses/1433520/modules/2500549>)




Course Summary:

Date	Details	Due
Mon Jun 26, 2023	 Start Module 1: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835699&include_contexts=course_1433520)	12am
	 UCF Classes Start (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835693&include_contexts=course_1433520)	12am
	 Evidence of Academic Engagement Quiz (Does not affect course grade, please take ASAP) (https://webcourses.ucf.edu/courses/1433520/assignments/7998424)	due by 5pm
	 Syllabus Quiz (Does not affect course grade, please take ASAP) (https://webcourses.ucf.edu/courses/1433520/assignments/7998430)	due by 11:59pm
Wed Jun 28, 2023	 Small Group Discussion for Module 1 (https://webcourses.ucf.edu/courses/1433520/assignments/7998442)	due by 11:59pm

Date	Details	Due
Thu Jun 29, 2023	 Reminder: Replies Due, Small Group Discussion of Module 1 (https://webcourses.ucf.edu/calendar?event_id=2835694&include_contexts=course_1433520)	12am
	 Add Deadline (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835695&include_contexts=course_1433520)	12am
Fri Jun 30, 2023	 Drop/Swap Deadline (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835696&include_contexts=course_1433520)	12am
	 Module 1 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998426)	due by 11:59pm
Sat Jul 1, 2023	 Start Module 2: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835700&include_contexts=course_1433520)	12am
Mon Jul 3, 2023	 Small Group Discussion for Module 2 (https://webcourses.ucf.edu/courses/1433520/assignments/7998441)	due by 11:59pm
Tue Jul 4, 2023	 Reminder: Replies Due, Small Group Discussion of Module 2 (https://webcourses.ucf.edu/calendar?event_id=2835692&include_contexts=course_1433520)	12am
Wed Jul 5, 2023	 Module 2 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998429)	due by 11:59pm
Thu Jul 6, 2023	 Start Module 3: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835701&include_contexts=course_1433520)	12am
Sat Jul 8, 2023	 Small Group Discussion for Module 3 (https://webcourses.ucf.edu/courses/1433520/assignments/7998440)	due by 11:59pm
Sun Jul 9, 2023	 Reminder: Replies Due, Small Group Discussion of Module 3 (https://webcourses.ucf.edu/calendar?event_id=2835691&include_contexts=course_1433520)	12am
Mon Jul 10, 2023	 Module 3 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998433)	due by 11:59pm

Date	Details	Due
Tue Jul 11, 2023	 Start Module 4: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835702&include_contexts=course_1433520)	12am
Thu Jul 13, 2023	 Small Group Discussion for Module 4 (https://webcourses.ucf.edu/courses/1433520/assignments/7998438)	due by 11:59pm
Fri Jul 14, 2023	 Reminder: Replies Due, Small Group Discussion of Module 4 (https://webcourses.ucf.edu/calendar?event_id=2835690&include_contexts=course_1433520)	12am
Sat Jul 15, 2023	 Module 4 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998423)	due by 11:59pm
Sun Jul 16, 2023	 Start Module 5: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835703&include_contexts=course_1433520)	12am
Tue Jul 18, 2023	 Small Group Discussion for Module 5 (https://webcourses.ucf.edu/courses/1433520/assignments/7998439)	due by 11:59pm
Wed Jul 19, 2023	 Reminder: Replies Due, Small Group Discussion of Module 5 (https://webcourses.ucf.edu/calendar?event_id=2835689&include_contexts=course_1433520)	12am
Thu Jul 20, 2023	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998425)	due by 11:59pm
Fri Jul 21, 2023	 Start Module 6: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835704&include_contexts=course_1433520)	12am
	 UCF Withdrawal Deadline (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835697&include_contexts=course_1433520)	12am
Sun Jul 23, 2023	 Small Group Discussion for Module 6 (https://webcourses.ucf.edu/courses/1433520/assignments/7998437)	due by 11:59pm
Mon Jul 24, 2023	 Reminder: Replies Due, Small Group Discussion of Module 6 (https://webcourses.ucf.edu/calendar?event_id=2835688&include_contexts=course_1433520)	12am

Date	Details	Due
Tue Jul 25, 2023	 Module 6 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998422)	due by 11:59pm
Wed Jul 26, 2023	 Start Module 7: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835705&include_contexts=course_1433520)	12am
Fri Jul 28, 2023	 Small Group Discussion for Module 7 (https://webcourses.ucf.edu/courses/1433520/assignments/7998436)	due by 11:59pm
Sat Jul 29, 2023	 Reminder: Replies Due, Small Group Discussion of Module 7 (https://webcourses.ucf.edu/calendar?event_id=2835687&include_contexts=course_1433520)	12am
Sun Jul 30, 2023	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998427)	due by 11:59pm
	 Upload Your Research Paper (https://webcourses.ucf.edu/courses/1433520/assignments/7998443)	due by 11:59pm
Mon Jul 31, 2023	 Start Module 8: See Overview for Reading Assignment (https://webcourses.ucf.edu/calendar?event_id=2835706&include_contexts=course_1433520)	12am
Wed Aug 2, 2023	 Small Group Discussion for Module 8 (https://webcourses.ucf.edu/courses/1433520/assignments/7998435)	due by 11:59pm
Thu Aug 3, 2023	 Reminder: Replies Due, Small Group Discussion of Module 8 (https://webcourses.ucf.edu/calendar?event_id=2835686&include_contexts=course_1433520)	12am
Fri Aug 4, 2023	 Last Day of UCF Classes (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835698&include_contexts=course_1433520)	12am
	 Module 8 Quiz (https://webcourses.ucf.edu/courses/1433520/assignments/7998431)	due by 11:59pm
Sun Aug 6, 2023	 Final Exam (Summer 2023) (https://webcourses.ucf.edu/courses/1433520/assignments/7998432)	due by 11:59pm

Date	Details	Due
Mon Aug 7, 2023	 Small Group Discussion for Bonus Module (Optional, please read instructions) (https://webcourses.ucf.edu/courses/1433520/assignments/7998434)	due by 11:59pm
Tue Aug 8, 2023	 Bonus Module Quiz (Optional, please read instructions) (https://webcourses.ucf.edu/courses/1433520/assignments/7998428)	due by 11:59pm
Wed Aug 9, 2023	 Grades Due to UCF by noon (Summer Term B 2023) (https://webcourses.ucf.edu/calendar?event_id=2835685&include_contexts=course_1433520)	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:	Summer 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	50% (250 points)
Quiz#1	20% (100 points)
Quiz#2	20% (100 points)
Individual Presentations	10% (50 points)
	100% (500 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

Quiz#1 and 2 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.

Requirements are subject to change depending on the professor's decision.

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 absolutely no make-ups for any graded assessments. Assignments turned in late will be assessed a penalty: a full letter grade per day late. Assignments will not be accepted if overdue by more than three calendar days. That said: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must

be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Attendance Policy: 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	DISCUSSION
Week#1 26 June – 2 July	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#2 3 July – 9 July	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#3 10 July - 16 July	Lowenthal, Chapter#3 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
Week#4 17 July – 23 July	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#5 24 July – 30 July	Lowenthal, Chapter#10 Richelson, Chapter#17 INTEL - How the IC Works (intelligence.gov)	Oversight and Accountability
Week#6 31 July – 6 Aug	Lowenthal, Chapter#11 and #12	The Intelligence Agenda: Nation-states and Transnational 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>).

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

Deployed Active Duty Military

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

Academic Integrity Policy:

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

Falsifying or misrepresenting the student's own academic work.

Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity

<<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule

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

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

UNIVERSITY OF CENTRAL FLORIDA
U.S. GOVERNMENT
POS 2041(601)
COURSE SYLLABUS
Summer 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 1100-1250 in NSC 210 from 15 May through 4 August 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 June 2nd. 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 July 14th and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before July 21st for a 10-point penalty. Late papers will still be accepted by July 28th, 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 July 28th. 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
	Federalism	3
4	Civil Liberties	4
5	Civil Rights	5
	FIRST TEST	
6	Congress	6
7	Presidency	7
	Bureaucracy	8
8	The Judiciary	9
	SECOND TEST	
9	Public Opinion	10
	Media	13
10	Interest Groups	14

11	Political Parties	11
	Election Campaigns	12
12	Political Economy	15
	Welfare	
	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, *Scandal monger* (novel)
 Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*
 Schlesinger, Arthur, *The Thousand Days*
 Shlaes, Amity, *The Forgotten Man*
 Smith, Hedrick, *The Power Game*
 Sowell, Thomas, *A Conflict of Visions*
 Tocqueville, Alexis de, *Democracy in America* (either volume)
 Woodward, Robert, *All the President's Men, Plan of Attack, The Choice, The Brethren*

1. Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)

- Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in
- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
 - b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
 - c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
 - d. Falsifying or misrepresenting the student's own academic work.
 - e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
 - f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
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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
THE GOVERNMENT AND POLITICS OF RUSSIA
CPO 4643
COURSE SYLLABUS
Summer 2023
Dr. Bruce Farcau

I. Textbooks (Required)

Sakwa, Richard, *Soviet Politics in Perspective*, 2nd Ed., New York: Routledge, 1998.
Sunny, Ronald Gregor, *The Soviet Experiment: Russia, the USSR, and the Successor States*, New York: Oxford University Press, 2010.

Recommended Reading:

Alexievich, Svetlana, *Second Hand Time*. New York: Random House, 2016.
Amis, Martin, *Koba the Dread*.
Arbatov, Georgi, *The Systemn: An Insider's Life in Soviet Politics*. London: Times Books, 1992.
Bialer, Seweryn, *The Soviet Paradox: External Expansion, Internal Decline*, New York: Vintage Books, 1986.
Brown, Archie. *The Rise and Fall of Communism*.
Bukovsky, Vladimir, *Judgment in Moscow, To Build a Castle*
Conquest, Robert, *The Great Terror Revisited*.
Crozier, Brian, *The Rise and Fall of the Soviet Empire*. Rosemont, CA: Forum, 2000.
Custine, Marquis de, *The Empire of the Czar*.
Djilas, Milovan, *The New Class*.
Edwards, Lee, ed., *The Collapse of Communism*. Stanford, CA: The Hoover Institution, 2000.
Fainsod, Merle, *How Russia Is Ruled*. Cambridge: Harvard University Press, 1959.
Figes, Orlando, *A People's Tragedy: The Russian Revolution 1891-1924*, and *The Whisperers*.
Fitzpatrick, Sheila, *Everyday Stalinism*.
Gessen, Masha, *The Man Without a Face*
Heller, Mikhail and Nekrich, Aleksandr, *Utopia in Power: The History of the Soviet Union from 1917 to the Present*. New York: Summit Books, 1985.
Hingley, Ronald, *The Russian Mind*, The Bodley Head, 1977.
Hollander, Paul, *Soviet and American Society: A Comparison*. Chicago: University of Chicago Press, 1978.
Hosking, Geoffrey, *Russia: People and Empire* and *The First Socialist Society*.
Kotkin, Stephen, *Stalin*, vol. 1,2; *Magnetic Mountain*
Lyons, Eugene, *Workers' Paradise Lost, Assignment in Utopia*
Malia, Martin, *The Soviet Tragedy: The History of Socialism in Russia, 1917-1991*, New York: The Free Press, 1994.

Medvedev, Roy, *Let History Judge: The Origins and Consequences of Stalinism*. New York: Columbia University Press, 1994. And *Post Soviet Russia*.
 Nove, Alec, *An Economic History of the USSR*, Final Edition.
 Pipes, Richard, *Russia under the Bolshevik Regime; The Romanovs*.
 Rybakov, Anatoli. *Children of the Arbat; Fear; Dust and Ashes*.
 Sakwa, Richard. *The Rise and Fall of the Soviet Union, 1917-1991*, London: Routledge, 1999; and *Russian Politics and Society*, 4th Ed., 2008.
 Service, Robert, *A History of Modern Russia and Lenin and Stalin*.
 Solzhenitsyn, Alexandr, *The Gulag Archipelago*, New York: Harper Perennial, 2007.
 Szamuely, Tibor, *The Russian Tradition*, Fontana Press, 1977.
 Taubman, William, *Khrushchev: The Man and His Era; Gorbachev*
 Tucker, Robert, *Stalin in Power*.
 Ulam, Adam B., *The Russian Political System*. New York: Random House, 1974, and *The Communists*.
 Volkogonov, Dmitri, *Autopsy of an Empire: The Seven Leaders Who Built the Soviet Regime*. New York: Simon and Schuster, 1998, and *Stalin*, and *Lenin*.
 Zimmerman, William, *Ruling Russia: Authoritarianism from Lenin to Putin*.
 Zinoviev, Alexander, *The Yawning Heights*, and *The Radiant Future*.

Students are expected to do assigned readings *ahead* of the class discussion. While the recommended readings are not required, students may find the additional detail contained therein to be helpful both from a substantive point of view and as a means of balancing contending interpretations of history.

II. Office hours will generally be T/R from 1100-1200 or another time could be arranged with the instructor. Students with general questions can also pose them via email. The instructor can also be reached at bruce.farcrau@ucf.edu. ALL papers for the course are to be submitting via webcourses..

III. Course Description

CPO 4643 GOVERNMENT AND POLITICS OF RUSSIA

Study of the origins, institutions, and functioning of the Russian system, including the lingering influence of the old order on domestic and foreign policy.

Class will meet Monday-Thursday from 0800-1050 in TA 322 from June 26-August 4.

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 administered via webcourses. Students will normally have a week to complete each test/ 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 and do not require

citations..

B. A term paper of at least 6 pages of text (typed, double-spaced, with standard margins and font) besides bibliography, illustrations, and footnotes. The paper should focus on either a personality, policy, or event of significance during the period covered by the course. **The topic should be approved by the instructor no later than July 7th.** The paper should draw on *at least* five sources, not including the course texts 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** July 24th. Late papers will be accepted by July 31st, but will suffer a 10-point penalty **Papers will NOT be accepted after that date.** Due dates refer to the deadline, NOT the day on which the paper is wanted. Early submission is highly recommended.

C. Students will have the opportunity to earn up to 10 extra credit points (i.e., added to a test score) by submitting a 4-page, typed report on any of the books on the list provided. Students are welcome to offer additional titles of other books related to the course subject for approval as well. This will be due by July 31st. 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. 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	The Tsarist Legacy	Sakwa, Ch 1 Suny, Ch 1
	The Coming of the Revolution	Sakwa, Ch 2 Suny, Ch 2
	The House Lenin Built	Sakwa, Ch 2 Suny, Ch 3
2	Evolution of the Revolution	Sakwa, Ch 3 and 6 Suny, Ch 5-6
	Nationalism	Sakwa, Ch 15 Suny, Ch 4
	Culture	Sakwa, Ch 11, 12 Suny Ch 8, 12
	Economy	Sakwa, Ch 3, 14 Suny, Ch 6
FIRST TEST		
3	Stalin's Rise	Sakwa, Ch 7, 10 Suny, Ch 9-10
	Purges	Sakwa, Ch 8 Suny, Ch 11
	War and Cold War	Sakwa, Ch 16 Suny Ch 13-15
	The End of Stalin	Sakwa, Ch 9 Suny, Ch 16
4	Khrushchev's Reforms	Sakwa, Ch 4 Suny, Ch 17
SECOND TEST		
5	Brezhnev and Stagnation	Sakwa, Ch 5 Suny, Ch 18
	Dissent/Pluralism	Sakwa, Ch 13 Suny, Ch 19
6	Collapse of the Old System	Sakwa, Ch 17 Suny, Ch 20
	Back to the Future	TBA

THIRD TEST (finals week, check UCF website for dates and times)
STUDENT RESPONSIBILITIES:

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B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. 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. All graded material will be returned to the student. Students should retain their copies until after receiving the final grade for the course.

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.
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Campus Safety Statement for Students in Online-Only Courses

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- Students with special needs related to emergency situations should speak with their instructors outside of class.

4. **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

5. **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

6. **Deployed Active Duty Military Students**

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

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.

UNIVERSITY OF CENTRAL FLORIDA
U.S. GOVERNMENT
POS 2041(602)
COURSE SYLLABUS
Summer 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 1300-1450 in NSC 210 from 15 May through 4 August 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 June 2nd. 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 July 14th and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before July 21st for a 10-point penalty. Late papers will still be accepted by July 28th, 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 July 28th. 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
	Federalism	3
4	Civil Liberties	4
5	Civil Rights	5
	FIRST TEST	
6	Congress	6
7	Presidency	7
	Bureaucracy	8
8	The Judiciary	9
	SECOND TEST	
9	Public Opinion	10
	Media	13
10	Interest Groups	14

11	Political Parties	11
	Election Campaigns	12
12	Political Economy	15
	Welfare	
	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, *Scandal monger* (novel)
 Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*
 Schlesinger, Arthur, *The Thousand Days*
 Shlaes, Amity, *The Forgotten Man*
 Smith, Hedrick, *The Power Game*
 Sowell, Thomas, *A Conflict of Visions*
 Tocqueville, Alexis de, *Democracy in America* (either volume)
 Woodward, Robert, *All the President's Men, Plan of Attack, The Choice, The Brethren*

1. Academic Integrity (faculty members may elect to include only those items that are relevant to the types of assignments in their courses)

- Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in
- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
 - b. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
 - c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
 - d. Falsifying or misrepresenting the student's own academic work.
 - e. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
 - f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
 - g. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://academicintegrity.org/>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*

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

2. Course Accessibility Statement (this language was provided by Student Accessibility Services)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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:

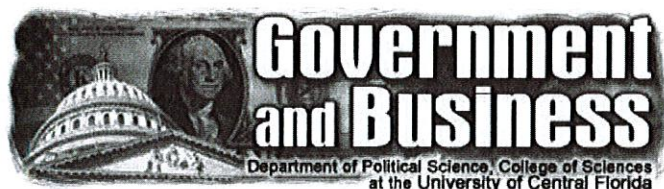
<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

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.

PUP4744-23Summer AW60

[Jump to Today \(https://webcourses.ucf.edu/courses/1257470\)](https://webcourses.ucf.edu/courses/1257470)



PUP4744 – Summer 2023

Home Page

Instructor Contact:

Instructor	Roger Handberg
Office	Howard Phillips Hall 302
Office Hours	Open Office Hours: MW 1100-1200
Instructor E-mail	roger.handberg@ucf.edu (mailto:roger.handberg@ucf.edu)

Course Overview:


By 2023, many of the previous expectations about the relationship between government and the business writ large were at least temporarily rewritten due to the COVID pandemic. The future appeared murky as the federal and state governments navigate through an economic environment that crashed and now attempting to restart despite great uncertainty over the course of the Covid 19 pandemic in the near term and farther out in time. The question remains whether the virus will rebound and strike again with newer variants or will the vaccines stop the spread. All of this makes this particular course difficult as events swirl around us and differences in interpretation occur. American politics are at point of extreme partisan polarization which can make communications across boundaries difficult.

For purposes of this course, the term will move along two tracks, first, one laying out the conventional understanding of the relationship between government and business while, the second, will factor in ongoing events. For this reason, there is no textbook for the course but there are readings in each Module which you are responsible for reading.

For Presidents historically, the two most important variables with regards to their continued electoral success are the economy and the issue of war and peace. Except during periods of active warfare, however, the economy usually becomes the most important issue because the American people hold government and the president as the symbol of that government accountable for the state of the economy. Whether presidents actually have any real effect upon the economy in the short term remains an open question. Often presidents are merely riders on the wave who hope for a soft landing. But, since all presidents claim success when the economy is good, they get the blame when it declines or stagnates. That understanding drove President Trump from the first day of his administration. He repeatedly claimed that the continued economic growth symbolized by the continued rise in the stock market was the product of his personal engagement in fostering economic growth. cf. <https://www.whitehouse.gov/briefings-statements/economic-growth-reached-3-percent-first-time-decade-thanks-president-donald-j-trumps-policies/> → (<https://www.whitehouse.gov/briefings-statements/economic-growth-reached-3-percent-first-time-decade-thanks-president-donald-j-trumps-policies/>) President Biden has not used the stock market as a marker of success to this point but he does point to other episodes supporting his view of the success of his tenure. However, this is marred by the inflation question and the question of future directions. During the Trump administration and first half of the Biden administration, traditional limits in terms of federal spending were pushed to the side. The question is whether times are now back to "normal" when traditional questions of deficits and federal spending come back into focus.


War and peace are normally more distant concerns especially in the era of the volunteer military although the heavy use of reserves and National Guard units creates some tensions, for example, when the war in Iraq continued with no immediate end in sight with multiple deployments for National Guard and reserve units. But the reality is that the US population is generally not connected to the

military in the same way as occurred in earlier wars with draftee based forces. Increasingly, those who serve in the military are a group apart often children of prior serving adults.

The larger argument that runs through American politics and those of other economically advanced states is what type actions the government should take in order to insure economic prosperity. On that question in the United States, there is little agreement beyond a generalized belief in a capitalist-market approach. Within that larger context, some argue for a minimal governmental presence or involvement while others favor a more intrusive situation. As a result in most modern states, the historical pattern has been an incremental one of government action at some level but with subsequent periods of minimal involvement. Despite the federal government's central role in the economy, the United States is a federalist system, which means that economic policies are usually localized in their implementation. For example, unemployment insurance is administered through the states, which creates great variability in the benefits paid despite federal guidelines and financing. This variability is obvious in Florida where the unemployment compensation system essentially collapsed when the pandemic first hit the economy, <https://www.baynews9.com/fl/tampa/coronavirus/2020/05/06/ongoing-coronavirus-coverage>.  (<https://www.baynews9.com/fl/tampa/coronavirus/2020/05/06/ongoing-coronavirus-coverage>) Now some states are rejecting federal supplements to unemployment compensation in order to force more individuals to take jobs governors believe they are rejecting due to receiving too much money through unemployment compensation.

When the federal government funds the program entirely it has more clout but the federal system is not a military organization with assumed obedience rather the policies are negotiated within Congress and during the implementation process with the relevant actors whether governments or private entities such as corporations or nonprofit organizations. This decentralized system explains why federal policies can have very different effects depending on the specific policy - Southern states historically have been more minimalist than those in the Northeast, industrial Midwest and the Pacific coast.

Ideas have consequences and in economic terms, dead economists still impact our lives today such as Friedrich Von Hayek, Adam Smith or John Maynard Keynes.

Rarely are their ideas perfectly implemented because in the real world compromises are usually necessary plus some of their ideas are not as clear upon further thought and reflection. Many assume that government at different levels (federal, state, local) uses business to achieve its goals while at the same time business uses government. Regardless, for the economy, the government remains the wild card - subject to sudden passions or concerns that affect business generally or specific areas of business. Business cannot ignore government as Bill Gates found out earlier to his peril when the government decided to prosecute Microsoft for antitrust violations. That prosecution at one point if successful could have cost Gates his company; the proposed remedy was splitting Microsoft up into several corporations rather than the single entity that exists today. Amazon's founder Jeff Bezos has been called to testify before Congress, his company is seen by some as too powerful and indifferent to the human cost of their business during the Covid 19 pandemic, <https://www.nytimes.com/2020/05/01/technology/jeff-bezos-congress.html>  (<https://www.nytimes.com/2020/05/01/technology/jeff-bezos-congress.html>).

The point is not that government is opposed to business, quite the contrary; government is usually very supportive of business since that is from whence revenues come from in order to make programs work successfully. At different points in history, business has essentially been minimally regulated and then mostly by the states. The federal government's role has been much smaller until the 20th century while states used their "police power" to regulate in pursuit of public, safety and morals.

However, government pursues a different agenda than business because its agenda covers more items including ones that business does not normally consider including long term costs to the society, ameliorating human misery, preserving the environment, and maintaining some sense of an open market system. That can lead government to "interfere" with the normal workings of capitalism. The social services that business often attacks as wasteful are essential for providing for those left out of the general prosperity for individual reasons or because of impersonal economic forces. In one sense, government programs mean that many businesses do not have to provide such welfare or support programs to their workers. For example, worker retraining and education programs are important for equipping workers to

compete for jobs in a changing economy. Technological change has dramatically impacted various jobs. No young person has ever encountered a key punch operator responsible for generating the physical IBM cards so central to the then new computer age. Data input exists but technology has advanced rapidly forcing continual retraining of workers. Information technology for example allows for jobs to be conducted from anywhere on the globe, meaning competition for certain jobs is now global in nature rather than local or even national. That reality impacted the 2016 presidential election when voters in several states sought out the candidate they thought would protect or bring back their jobs, Donald Trump, compared to the other who was seen as more free trade oriented, Hillary Clinton.

Regardless, the politics of the United States represents an extended conversation over the question of how much the government should intervene into the normal affairs of businesses operating in a market setting. For example, does government intervene to direct future investment or does it indirectly subsidize those activities seen as most beneficial for the entire society? The answers change over time since circumstances change. Stagnation means loss of economic competitiveness and eventual economic decline – a situation government leaders strive to avoid.

Learner Objectives

- students will become familiar with the development of U.S. economic policy over its existence as an independent state.
- students will be informed regarding trends in American responses to a globalizing world economy
- Students will be able to discuss U.S. tax policy and its implications for social and economic change
- students will be introduced to the major economic players in the U.S. and global economy and their impact on the world economy
- comparisons will be made between U.S. and other economic-political systems

Communicating within the Course

In this class our official mode of communication is through the course email located inside Canvas and through emails posted by the instructor. 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 mail" tool frequently. You must also create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university. Under university policy, the instructor is prohibited from communicating official information about student performance in the course except through Knight's email (the email system is free). Students can use Knights email to contact the instructor outside the course at roger.handberg@ucf.edu (<mailto:roger.handberg@ucf.edu>). **If you have not received an acknowledgement within 3 days, email again to the address just given but use your knightsemail account and provide your name and which course you are in since I have several at the same time.**

Course Textbook

As indicated earlier, there is no text book to purchase rather readings are referenced and attached to modules; students are responsible for accessing those materials when required. Being a web based course, students are presumed to be accessing the web generally for additional information for the three assignments to be completed during the course.

Course Relevant Web Information

The course is outlined in the Syllabus page which you can access through the course website. Reading assignments are identified in the modules you will routinely access as part of the course. . Modules for this course are found on the course website and contain information regarding the assignments to be completed.

Students are responsible for staying current in the course. If you have a fluctuating web connection in your residence, you might consider using UCF labs if available for completing exams where time is critical.

Assignments:

This is an A Term course so the class will move quickly, do not fall behind since

Assignments and exams will come rapidly with little time in between. The assignments referenced to above refer to the two assignments identified on the course website in the Syllabus Page. These assignments involve locating and reading materials and then answering the questions posed in the form of short essays regarding various questions regarding world government and business or economic policy. Please note the deadlines listed on the schedule and on the Assignment page. Grades for these assignments like all other grades are posted to the course grade book which only students enrolled in the course have access. Assignments are to be completed in Word so that I can access them. **The assignments are a minimum of 1200 words with a maximum of 2000 words, excessively long assignments will be reduced in grade (a word count must be provided on the first page), and number your pages in your assignment. Assignments require five references aside from the course modules. Wikipedia is not an acceptable reference; such usage will result in a grade reduction. Late reports are graded down a letter grade a day for being late, after 3 days, the grade reverts to "zero."**

Financial Aid Verification:

If you receive financial aid from the University, you are required to complete an assignment within the first week of class to verify your active enrollment in the course. Failure to do so could result in financial aid being denied or if already received paid back immediately. Under the "Assignments" tab, complete the Financial Aid Verification assignment and submit it by the due date listed. There is no credit for the assignment rather it is your obligation if receiving financial aid. This is a University requirement based on federal regulations, not directly related to the course.

Course grading:

Grades in this course will employ only standard letter grades, A, B, C, D, and F with no "minuses" or "pluses."

Examinations:

No makeup examinations are given except for the last examination, there are two exams in this course, and the second exam would be for double score if the absence is excused. All students must take the last examination. Examinations may include a combination of short answer and essay. The exact mix will vary from examination to examination but are usually essay. Specific materials to be covered on a specific examination will be announced by the instructor prior to the examination date. Answers to the exam questions are not to be copy and pastes of module or text materials but rather your answer presented in your words. All exams occurred on line and will be timed, 120 minutes at which point the exam closes whether you are finished or not. Do not close the exam prior to submitting your answers, proof read your answers to make sure they make sense with no dropped words. Answers will be read literally in that I will not provide the "missing word or words" to make your answer correct.

Participation in Class Discussion Topics:

Several Class Discussion Topics are posted for students to discuss questions related to the course. Constructive participation in such discussions will count as part of the student's participation portion of the course. Such participation is used to determine the difference between which grade the student receives strictly on the points and the final grade assessed. Constructive refers to comments adding the discussion not tirades concerning some issue that the individual is emotional concerning and wishes to vent on others in the class.

Current and Other Sources

There are a number of economics and policy journals that can be consulted for information germane to the course and your assignments. For more current events, one can consult a number of popular sources including the *Wall Street Journal*, *New York Times*, *the Economist* (London), *Financial Times*, *Washington Post*, *Business Week*, and the various business sections of other newspapers. These are just examples of general coverage. Each major economic sector has more specialized journals and weekly magazines such as for *Aviation Week & Space Technology* for the aerospace industry in its various facets including space activities, airlines and other aeronautical businesses..

Course Grade Structure

Two assignments – 250 points each – total = 500 points. Assignments completed on the web, spread over the entire term.

First exam – 250 points, completed on the web.


Second exam – 250 points, completed on the web.

Total points = 1000

An extra credit assignment, value equal to **50 points** is offered as part of Module 0 in the course modules. No further extra credit will be offered. You complete the extra credit through the Module 0 and the Introductory Assignment.

Academic Purposes and Conduct:

Please consult The Golden Rule online at <http://www.goldenrule.sdes.ucf.edu> (<http://www.goldenrule.sdes.ucf.edu>) for guidelines. Students should only present material that they can demonstrate they have studied and learned from course documents and approved activities. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course.

Plagiarism is presenting someone else's words or work as if they were your own. Do not cut-and-paste others' material into your discussions or essays. All of the writing assignments in this class require you to produce your own informed thinking about the assigned topics. When you integrate your research and secondary literature into your arguments, you must provide sufficient attributions and citations to protect the intellectual property of others. To learn more about plagiarism, see <http://www.plagiarism.org>  (<http://www.plagiarism.org>). This course requires your original work on writing assignments. If you wish to write about a topic that you have previously done in another course, you must contact me before hand to work out an acceptable project.

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. For more information about the Z Designation, see <http://z.ucf.edu/> (<http://z.ucf.edu/>).

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/> (<http://www.osc.sdes.ucf.edu/>). Be advised that instructors at UCF are required to report alleged cheating or plagiarism with the Office of Student Conduct.

N.B.

The instructor reserves the right to amend this syllabus and course schedule due to changing circumstances and other problems that may arise during the semester. Changes will be posted to the course website. The forums are linked to specific questions identified in the modules. Those announcements can include changes in the course requirements or other items of interest. See the Course Protocols for its use.

05/10/2023

Course Syllabus

[Jump to Today.](#)

 [Edit](#)

PUP4744 - Government & Business Assignments – Summer A 2023

Module #	Module name	Date Open	Date Close	Assignment
Module 0	Getting Started	May 15th	May 23rd at 11pm	Complete extra credit in Module 0 including posting web annotation to the drop box
Financial Aid Verification	Complete Financial Aid Verification	May 15th	May 22nd	Required for student aid dispersal
Module 1	Introduction - Building Blocks for the future	May 15th	May 20th at 11 pm	Read Materials, Start Assignment 1
Module 2	U.S. Political-Economic Culture	May 21st	May 24th at 11pm	Read Materials; Respond to Discussion Group: "Market Economics makes America Great?"
Module 3	Conducting Economic Policy	May 25th	May 28th at 11 pm	Read materials; complete Assignment 1
Assignment 1	Assignment 1	May 15th	May 30th at 11pm	Submit Assignment 1







Module 4	U.S. Economic Policy Players	May 28th	May 30th at 11pm	Read Materials
Module 5	Government Economic Players	May 31st	June 3rd at 11pm	Read materials and respond to Discussion Group: "Labor Unions Help Workers"
First Examination	Test	June 4th	June 6th at 11pm	Complete examination on line
Module 6	Taxing and Spending Policy	June 6th	June 10th at 11pm	Complete readings
Module 7	Regulatory Policy	June 11th	June 13th at 11pm	Complete readings
Assignment 2	Assignment 2	May 31st	June 13th at 11pm	Submit Assignment 2
Module 8	Distributive Economic Policy	June 14th	June 18th at 11pm	Complete readings
Module 9	International Economic Policy	June 19th	June 21st at 11pm	respond to discussion group: "what do BRICS mean in the world economy?"
Second Examination	Test 2	June 21st	June 23rd at 11pm	Complete exam on line

Course Summary:

Date

Details

Due

Date	Details	Due
Mon May 22, 2023	 <u>Financial Aid Verification</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003098)	due by 11pm
Tue May 23, 2023	 <u>Introductory Assignment</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003099)	due by 11pm
Tue May 30, 2023	 <u>Assignment 1</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003096)	due by 11pm
Tue Jun 6, 2023	 <u>Exam 1</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003094)	due by 11pm
Tue Jun 13, 2023	 <u>Assignment 2</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003097)	due by 11pm
Fri Jun 23, 2023	 <u>Exam 2</u> (https://webcourses.ucf.edu/courses/1432347/assignments/8003095)	due by 11pm

Political Science 3273-AW60: Voting and Elections
University of Central Florida
Summer 2023, Session A (May 15-June 23)
Instructor: John Hanley
Course Syllabus

Logistics

Class Meeting Days: Online. It is your responsibility to understand what to expect from the online modality. You can learn more about this and other types of courses offered at UCF [here](#).

Office Hours: by appointment.

Email via webcourses.

Pre-requisite: POS 2041 or approval of the instructor.

Catalog Entry

This course involves theoretical and substantive inquiry into U.S. electoral system; includes focus on voter behavior as well as national and state electoral systems.

Course Description

This course involves theoretical and substantive inquiry into U.S. electoral system by focusing on voter behavior and electoral politics. This course largely focuses on the US and specific topics we will cover include the rules and norms that govern American politics, historical and contemporary trends in American campaigns and campaign strategies at different levels of government, the role of political parties, interest groups, and the media on electoral processes, factors that influence voter turnout and political engagement, and the importance of political representation.

Student Learning Outcomes

Students who successfully complete this course should be able to:

1. Provide an overview of the American electoral process, including rules and norms for elections at different levels of government, the history of elections and voting, and the factors that influence voter turnout.
2. Appropriately differentiate academic articles and credible news sources from reputable, non-academic sources.
3. Develop a series of original papers to highlight an appropriate understanding of key concepts, themes, and content we will cover in this course.
4. Engage in respectful discourse – verbally and in writing – on topics related to voting and elections in the US.

Course Materials and Resources

Required Materials

John Sides, Daron Shaw, Matt Grossmann, and Keena Lipsitz. 2022. *Campaigns and Elections*. Fourth Edition with 2022 Election Update. ISBN: 978-0393441680 (SSGL in the Course Schedule)

Validation

Grades will be based on review exercises, quizzes, group discussions, and two 4-6 page papers. These will be weighted as follows:

• Review exercises (5)	10
• Module quizzes (5)	30
• Group Discussions (3)	20
• Written assignments (2)	<u>40</u>
	100 %

Grades will be awarded as follows:

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

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.

Late assignments will receive a deduction of 5 points per 12 hours late or fraction thereof.

Quizzes (40%)

Each module will include a quiz with multiple-choice, true/false, and short answer questions. The quiz will require you to understand and be familiar with the reading associated with the module.

Review Exercises (10%)

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.

Written Assignments (40%) 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 (20%)

In modules 1, 3, and 4 you will be responsible for making a substantive posting in a discussion group, and replying to a colleague's post.

Optional Final (0-3% improvement)

You may raise your grade on the optional final, which will be multiple choice and true/false. The maximum credit awarded is one half of the difference between your optional final grade and *either* your average quiz grade or a single quiz grade—whichever is more advantageous to you—but not to exceed 3 percentage points in the final course grade.

Example 1: Siobhan gets 100% on four quizzes and forgets to take one, getting a zero. She takes the optional final and gets 80% on it. (This does not improve her average quiz grade) The zero percent quiz is raised to 40%, raising her course grade by 2.4 percentage points.

Example 2: Connor gets 70% on all five quizzes. He takes the optional final and gets 90%. His grade for each of the quizzes is raised to 80%, raising his course grade by 3 percentage points.

Schedule

Module 1: Introduction and the American Electoral Process

Readings: *SSGL*, chapters 1-2

Assignments:

- Discussion Part 1 (due Friday, 5/19) **Academic activity for financial aid purposes**
- Discussion Part 2 (due Monday, 5/22)
- Crossword Puzzle (due Tuesday, 5/22)
- Quiz (due Tuesday, 5/22)

Module 2: The Transformation of American Campaigns and Financing Campaigns

Readings: *SSGL*, chapters 3-4

Assignments:

- Research Paper 1 (due Tuesday, 5/30)
- Crossword Puzzle (due Wednesday, 5/31)
- Quiz (due Wednesday, 5/31)

Module 3: Modern Campaign Strategies, Political Parties, and Presidential Campaigns

Readings, *SSGL*, chapters 5, 6, and 9

Assignments:

- Discussion Part 1 (due Friday, 6/2)
- Discussion Part 2 (due Monday, 6/5)
- Crossword Puzzle (due Tuesday, 6/6)
- Quiz (due Tuesday, 6/6)

Module 4: Congressional Campaigns, State and Local Campaigns, and Voter Participation

Readings: *SSGL*, chapters 10-12

Assignments:

- Discussion Part 1 (due Friday, 6/9)
- Discussion Part 2 (due Monday, 6/12)
- Crossword Puzzle (due Tuesday, 6/13)
- Quiz (due Tuesday, 6/13)

Module 5: Interest Groups, Media, and Voter Choice

Readings: *SSGL*, chapters 7, 8 and 13

Assignments:

- Research Paper #2 (due Monday, 6/19)
- Crossword Puzzle (due Tuesday, 6/20)
- Quiz (due Tuesday, 6/20)

Optional Final, June 22-23.

University Policies

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.

Political Science 4412.AW60: Presidential Campaigning
University of Central Florida
Summer 2023, Session A (May 15-June 23)
Instructor: John Hanley
Course Syllabus

Logistics

Class Meetings: Online. It is your responsibility to understand what to expect from the online modality. You can learn more about this and other types of courses offered at UCF [here](#).

Office Hours: by appointment via Zoom

Email via webcourses

Pre-requisites: None.

Catalog Description

Introduces the process of candidate selection, convention behavior, actual campaign process and the transition of power.

Overview

The American President is the leader of the world's most powerful country and undoubtedly the world's most visible person. The importance of the position, the schedule of quadrennial elections, and the close competition between the Democratic and Republican parties make the process of choosing presidents a compelling spectacle with a global audience. But despite the public's familiarity with the President and the general outline of presidential elections, the process retains a high degree of mysteriousness—how is it, precisely, that a *particular* person captures the presidency ahead of all of his (her?) rivals, not to mention all of the other persons capable of carrying out the office. From a political science perspective, presidential elections pose substantial explanatory challenges: the rules and country change from election to election, and the candidates themselves bring unique qualities to each individual contest. Through study of past presidential elections and academic treatments, we will increase our familiarity with the topic, gain understanding of how institutions may affect outcomes, and become comfortable with the unpredictable and unknowable elements of presidential elections.

Course Materials

Polsby, Nelson W., *et al. Presidential Elections: Strategies and Structures of American Politics*, Fifteenth Edition. Paperback. ISBN: 978-1538125113. \$54 paperback, \$51 eBook. Required. It is *strongly, STRONGLY recommended* that you purchase the current version of the text, because reading questions and quizzes will follow closely this specific version. Older editions will include information that is out of date, and they will draw more heavily on the history of the elections closely preceding their publication, certain details of which you may know less well than the election of 2016.

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.

Readings and due dates are subject to modification.

Learning Outcomes

Students shall:

- (1) Analyze and assess the actions of candidates, groups, and political parties. *To be more analytically rigorous, and become citizens who understand and recognize institutional and constraints on how elections work.*
- (2) Increase substantive understanding of American politics and political history, consistent with the centrality of public opinion, groups, and institutions to outcomes. *To facilitate careers in politics as well as further study in political science and law.*
- (3) Practice written communication skills. *To advocate for ourselves and others, and to effectively present information.*

Validation

Grades will be based on weekly quizzes, weekly discussion posts, short papers, and an optional final exam. These will be weighted as follows:

• Module quizzes (5)	30
• Review exercises (5)	10
• Written assignments (2)	40
• Group Discussions (4)	<u>20</u>
	100 %

Grades will be awarded as follows:

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

Quizzes (30%)

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.

Review Exercises (10%)

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.

Written Assignments (40%) 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 (20%) – In modules 1, 3, 4, and 5 you will be responsible for making a substantive posting in a discussion group, and replying to a colleague's post.

Optional Final (0-3% improvement)

You may raise your grade on the optional final, which will be multiple choice and true/false. The maximum credit awarded is one half of the difference between your optional final grade and *either*

your average quiz grade or a single quiz grade—whichever is more advantageous to you—but not to exceed 3 percentage points in the final course grade.

Example 1: Siobhan gets 100% on four quizzes and forgets to take one, getting a zero. She takes the optional final and gets 80% on it. (This does not improve her average quiz grade) The zero percent quiz is raised to 40%, raising her course grade by 2.4 percentage points.

Example 2: Connor gets 70% on all five quizzes. He takes the optional final and gets 90%. His grade for each of the quizzes is raised to 80%, raising his course grade by 3 percentage points.

Late Work

Completing all your work by the specified due dates is important to your success in this class. Late work will be penalized. Your score on late work will be reduced 5% per half day late, or fraction 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 by the instructor, and only upon evidence of extenuating circumstances.

Schedule of Material – Overview

Rather than have one designated day per week associated with deadlines for the course, due dates will slide back one weekday per module, resulting in mostly 8-day modules and a couple of 10-day periods. Keep note of where we are in the course and when the next assignments are due.

Week/Module	Completion Date		Election Focus	Paper?
1	M 5/22	Introduction, voters, groups	1960 and 1964	
2	T 5/30	Rules and Resources	1968 and 1972	5/26
3	M 6/5	The Nomination Process	1980 and 1992	
4	M 6/12	The Campaign	2000 and 2004	Due 6/16
5	M 6/19	Appraisals, American Parties and Democracy	2008 and 2012	
6	F 6/23	Optional Final		

Schedule of Material - Extended

Module 1 – Intro, Voters, Groups (due Monday 5/22)

Polsby et al., pp. 3-45

The Making of Theodore H. White's "The Making of the President 1960," *Presidential Studies Quarterly*. Vol. 29, No 2 (Jun., 1999), pp. 389-406

<https://onlinelibrary.wiley.com/doi/abs/10.1111/1741-5705.00040>

Johnson, Lyndon B. "Remarks Before the National Convention Upon Accepting the Nomination." August 27, 1964.

<https://www.presidency.ucsb.edu/node/241812>

Reagan, Ronald. Address on Behalf of Senator Barry Goldwater: "A Time for Choosing." October 27, 1964.

<https://www.presidency.ucsb.edu/node/276336>

Friday, 5/26 at 11:59pm: PAPER 1 DUE – GROUPS AND THE ELECTORAL LANDSCAPE

Module 2 – Rules and Resources (due Tuesday 5/30)

Polsby et al., pp. 47-82

Dominici, Michèle. 2008. *1968: A World In Revolt* (Un Monde en Révolte) (video: 51 minutes).

<https://video-alexanderstreet-com.ezproxy.net.ucf.edu/watch/1968-a-world-in-revolt>

Timothy Crouse, "The Boys on the Bus." *Rolling Stone*. October 12, 1972.

<https://www.rollingstone.com/politics/politics-news/the-boys-on-the-bus-172403/>

Module 3 – The Nomination Process (due Monday 6/5)

Polsby et al., pp. 85-134

Cockburn, Alexander, and James Ridgeway. "Ted Kennedy's Final Round." *Rolling Stone*. July 25, 1980.

<https://www.rollingstone.com/politics/politics-news/ted-kennedys-final-round-43621/>

Module 4 – The Campaign (due Monday 6/12)

Friday 6/16 at 11:59pm: PAPER 2 DUE – STATE ANALYSIS

Polsby et al., pp. 135-194

Video debate clips (webcourses)

Zelizer, Julian E. "The 8 Biggest Unforced Errors in Debate History" *Politico*. September 24, 2016.

<https://www.politico.com/magazine/story/2016/09/presidential-debates-errors-mistakes-gaffes-biggest-history-214279>

Henneberger, Melinda. "Driving W." *New York Times Magazine*. May 14, 2000.

<https://www.nytimes.com/2000/05/14/magazine/driving-w.html>

Module 5 – Appraisals, American Parties and Democracy (due Monday 6/19)

Polsby et al., pp. 195-237

Optional Final Exam due 6/23 at 11:59pm

University Policies

Academic Integrity

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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.

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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/>.

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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.

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Course Accessibility Statement

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Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Syllabus

POS 3424: Congress and the Legislative Process

Summer A 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. 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	Congress and the Legislative Process
Course ID & Section	POS 3424 Section W60
Credit Hours	3
Semester/Year	Summer A 2023
Location	Online

Course Description

This course is an examination of the politics of the United States Congress. During the semester we will examine the election of members of Congress, the legislative process, and the place of

Congress in the broader context of the American government and democracy. This will mean exploring the rules, norms, individuals, and historical events that have shaped the Congress. We will also discuss the development of the modern Congress and where it is heading in future.

Prerequisite: POS 2041 or consent of the instructor.

Course Objectives

This course will equip you not only to describe how Congress operates, but analyze why it operates in the manner it does. Students will become familiar with the theories posited by political scientists to explain congressional process and evaluate the rigor of these theories. At the end of the course, students will be better able to understand and analyze political outcomes within Congress and in the American political system in general.

Required Text

- Roger H. Davidson, Walter J. Oleszek, Francis E. Lee, and Eric Schickler. *Congress and Its Members*, 17th edition (Sage/CQ Press)

Course Requirements

The course is divided into three, two-week segments. During these periods, five modules will be available. You will be required in each period to complete four quizzes, participate in one discussion, and complete one writing assignment. These assignments will be due the 1st week of each period. During the 2nd week of each section an exam will open for you to complete. Modules will open on the Monday of the first week of each segment. Assignments and exams will also open on Mondays of the week they are to be completed and are due by 11:59pm the following Sunday. Because the semester ends on a Saturday, the third exam will be available from Sunday, June 18th through Saturday, June 24th.

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. Four of five modules in each segment of the class has a quiz associated with it. Quizzes consist of true/false and multiple choice questions. True/false and multiple choice questions will be worth one point each. Your quiz grade will be computed by dividing the total points earned during the semester by the total points available. Quizzes are listed under the quizzes tab on the course menu. Quizzes are due the Sunday of the first week of each segment.

Each two week segment of the class will include one discussion question in which you will be asked to interact with your classmates. Each discussion contribution will be graded on a 10 point scale based on the accuracy of the answer to the question posed and the quality of the interaction with fellow students. These are listed under the discussions tab of the course menu. Discussions are due the Sunday of the first week of each segment.

Each two week segment of the class will include a 500 word writing assignment. These will be assignments that require you to find or examine materials related to Congress on the web and respond to them. These assignments will be graded on a 100 point scale. These will be listed under the assignments tab on the course menu. These assignments substitute for quizzes in Modules 4, 8, and 11, and will be due after the first week of each segment.

During the second 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 open at midnight on the Monday of the week they are to be completed and close on the following Sunday at 11:59 pm (see course schedule). Because the semester ends on a Saturday, the third exam will be available from Sunday, June 18th through Saturday, June 24th. 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
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Final grades will be awarded according to the following scale.

Letter Grade	Points
A	93.5 - 100
A-	89.5 - 93.4
B+	86.5 - 89.4
B	83.5 - 86.4
B-	79.5 - 83.4
C+	76.5 - 79.4
C	73.5 - 76.4
C-	69.5 - 73.4
D+	66.5 - 69.4
D	63.5 - 66.4
D-	59.5 - 63.4
F	59.4 or below

Final grades are just that, final. I will not reconsider them except in a case where I made a computational error in calculating them (I have taught for many years and have yet to miscalculate a final grade). **Please do not email or call me asking for a grade change for another reason (including requesting extra credit), it will not happen.**

Student Engagement and Financial Aid

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [syllabus quiz](#) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

The syllabus quiz is a five question multiple choice quiz and can be found under the "Quizzes" tab. The only purpose of the syllabus quiz is to satisfy the financial aid requirement for this class. It will not be included in the calculation of your final grade.

Academic Honesty

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and

responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/> (Links to an external site.)Links to an external site.

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> (Links to an external site.)Links to an external site.> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/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

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](#) (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.
- 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.

Weeks	Topic	Readings	Assignments	Open Date	Due Date
Part I*	Module 1: Introduction, Origins and Development of Congress	Congress and Its Members Ch. 1- 2	Module 1 Quiz	May 15th	May 21st
	Module 2: The Electoral Connection		Module 2 Quiz Electoral Connection Discussion	May 15th	May 21st
	Module 3: Congressional Elections: Context and Candidates	C&M Ch. 3	Module 3 Quiz	May 15th	May 21st
	Module 4: Congressional Elections: Campaigns	C&M Ch. 4, pgs. 69-85	Campaign Ads Writing Assignment	May 15th	May 21st

	Module 5: Congressional Elections: Voters and National Politics	C&M Ch. 4, pgs. 85-104	Module 5 Quiz	May 15th	May 21st
	Exam 1			May 22rd	May 28th
Part II	Module 6: Representation and an Introduction to Lawmaking	C&M Ch. 5	Module 6 Quiz	May 29th	June 4th
	Module 7: Parties	C&M Ch. 6	Module 7 Quiz	May 29th	June 4th
	Module 8: Committees	C&M Ch.7	Committees Writing Assignment	May 29th	June 4th
	Module 9: Rules, Norms, and Procedures	C&M Ch.8	Module 9 Quiz House and Senate Procedures Discussion	May 29th	June 4th
	Module 10: Roll Call Voting	C&M Ch.9	Module 10 Quiz	May 29th	June 4th
	Exam 2			June 5th	June 11th

Part III	Module 11: Congress and the President	C&M Ch. 10	Presidential Rhetoric Writing Assignment	June 12th	June 18th
	Module 12: Congress and the Bureaucracy	C&M Ch. 11	Module 12 Quiz	June 12th	June 18th
	Module 13: Congress and the Judiciary	C&M Ch. 12	Module 13 Quiz	June 12th	June 18th
	Module 14: Congress and Organized Interests	C&M Ch. 13	Module 14 Quiz Congress and Organized Interests Discussion	June 12th	June 18th
	Module 15: Congress and the Policy Process	C&M Ch. 14, 15	Module 15 Quiz	June 12th	June 18th
	Exam 3			June 18th	June 24th

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.

POS 4961: 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: All Sections
- Zero Hour Credit Webcourse
- Semester/Year: Summer 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
C001 & CW60: Fri May 19, 2023 B001 & BW60: Fri June 30, 2023	Quiz Evidence of Academic Engagement Quiz	due by 11:59pm
All Sections: Fri Aug 4, 2023	Quiz SPSIA International and Global Studies Exit Exam	due by 11:59pm
	Quiz Graduating IGS Majors Exit Survey	due by 11:59pm
	Quiz Graduating Political Science Majors Exit Survey	due by 11:59pm
	Quiz SPSIA Political Science Exit Exam	due by 11:59pm

Syllabus
Scope and Methods of Political Science
POS 3703 AM01
Summer A 2023 (May 15 to June 24)

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: Face-to-face sessions on Mon and Wed 10:00 to 11:50 am with additional work on the course website normally available 24 hours a day.

Class Location: HPH O310. The course website can be found at www.webcourses.ucf.edu.

Modality: This is an “M” (Mixed Mode) course with face-to-face sessions twice a week and other work completed online.

Contact Information

Instructor / Email: Dr. Aubrey Jewett aubrey.jewett@ucf.edu

Office: Howard Phillips Hall (HPH) 302 E

Office Hours: Mon and Wed 9:00 to 9:45 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;

Graduate Teaching Assistant: Caitlin Concannon / Caitlin.Concannon@ucf.edu

Public Description of Course

Information Published in the UCF Undergraduate Catalog: The scope and methodology of political analysis. Extensive examination of the discipline, research design and methodology.

Course Scope and Purpose: Scope and Methods of Political Science class examines the scientific study of politics, the discipline of political science, and the skills needed for political analysis. We outline the multi-step research process and compares various types of quantitative and qualitative research design. We discuss unit of analysis, the measurement of concepts and variables, formulating and testing hypotheses, covariation, and causation. We cover survey research, survey questions, and sampling. We review statistical topics including the univariate distribution, bivariate and multivariate analysis (including cross-tabulations, measures of

association, and regression), and significance testing. Students receive ongoing practice to develop these skills.

Course Goals (Student Learning Outcomes)

Students who successfully complete Scope and Methods of Political Science should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the discipline of political science and political research methods including: foundations of empirical research, the design and structure of research, techniques for data collection, and methods for processing and analyzing data.
2. Use and apply appropriate analytical skills related to qualitative and quantitative political science research.
3. Think critically about political data, issues, research findings and methods and discuss these issues in a professional academic manner and show respect for other people who may hold different views.

Course Materials/Resources

There are no required materials that must be purchased for this course.

Assessment, Grading Procedures, Expectations and Support

Organization of this Mixed Mode Course

This course is mixed mode. During face-to-face sessions I will lecture, take questions, and discuss scope and methods. Exams will be taken online. Writing assignments (Extensions) will be submitted online, and discussion of your written work will occur online.

Assignments and Grading Weights:

Overview: This course has 12 Modules – approximately one per week. Each Module will require reading the information I post in the online module and doing an extension assignment and posting it into discussion and providing feedback to your classmates in discussion. There is a midterm exam and a final exam.

Here is the percent of your total grade for each type of assignment:

*Twelve Extension Assignments Including Discussion with Classmates – 30% of your total grade (I will drop the one lowest Extension grade before computing your overall Extension average, but you would be wise to do all of them since they give you practice on skills you will need for the tests). After posting your assignment you should read what other classmates have posted and discuss the assignment with them.

*Two Exams – 70% of your total grade (the midterm and the final exam are each worth 35%). The exams will be multiple choice and problem solving. The final exam is cumulative as the scope and methods class is a skills course that builds over the semester.

Grades and Grading Scale: Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding, superior work)
89-80 B (Excellent, above average work)
79-70 C (Good, average work)
69-60 D (Below average or incomplete work)
59-0 F (Poor work or missed assignment)

Missed Quizzes, Missed or Late Assignments and Make-Up Policy:

- **Make-up Assignments for Authorized University Events or Co-curricular Activities** – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.
- **Religious Observances** – A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed.
- **Tests** – I do not drop either test grade and tests automatically lock at the due date and time. Under normal circumstance I will not reopen the test. If you miss a test and want a chance to make up the test email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one test with no grade penalty. You should complete the test in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you 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 score in fairness to classmates who completed the test on time.
- **Extension Assignments** – I will drop your one lowest Extension Assignment score when I compute your final grade. Thus, this part of your grade is based on your 11 highest scores. This will provide you a measure of protection should something happen that prevents you from doing an assignment (computer glitch, illness, vacation etc.) or should you do poorly on an assignment. Because I drop the lowest grade, I normally do not

accept late Extension assignments. If you have an extraordinary situation which causes you to miss more than one Extension assignment you may email me with the pertinent information and I will make a decision based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your Extension Assignment up to one day late after the initial deadline, but there will be a 10 point penalty. Discussion with others is available until the module closes and will not be reopened.

Workload and Deadlines: Many students are apprehensive about taking Political Science Scope and Methods. Quite frankly that is probably a good thing because Scope and Methods for many students is the most difficult course they will take for their major. It is more difficult than other political science courses because it has many unfamiliar terms and concepts, requires competency in statistical analysis (especially the 2nd half of the course), and is primarily about learning a set of skills used by political scientists for political research rather than learning about the content of a substantive area.

In addition, taking scope and methods online adds a level of difficulty since you will not have face to face interaction with the professor and in-class lectures. To succeed in this class and really learn the information you may need to put in extensive time, read and re-read the material as some of it is quite difficult, keep up with all deadlines without being reminded, do all assignments regularly without missing any, and give your best effort all semester especially on the tests and the extension assignments. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time.

This is an important and serious course and so if you do not think you are up to doing all these things then I would strongly suggest you drop this course and sign up for an in-person section. If you do not follow all these suggestions than your apprehension about this course is warranted as you will most likely not do well in this class. Conversely if you follow these guidelines, then you will find that you have most likely done well by the end of the course and be justifiably proud of your efforts and achievement.

Professional Communication & Online Etiquette: I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

Questions for Professor Jewett: If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here

(and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

Instructor Response Time: Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded and you will received immediate feedback on your score. I seek to provide substantive feedback in the discussion to your initial policy analysis within 24 hours of the due date. Once a module closes I typically have Compare, Contrast, Update & Discuss graded and provide suggestions to improve within 48 hours.

Seeking Help from Other Students: If you would like to seek the help of fellow students go to Discussions and select the topic “Students Seeking Help from Students” and post your question as above. This can be a technical question about computer problems or a subject matter question.

Students Needing Technical Support: If you need technical support with Webcourses you can go to <https://cdl.ucf.edu/support/>. Phone support is available at 407-823-0407. Email support is available at webcourses@ucf.edu.

UCF Core Syllabus Statements

Academic Integrity:

I expect ethical academic behavior from all my students. Students should familiarize themselves with UCF’s Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

- f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- g) Helping another violate academic behavior standards.

AI Tools - The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism, and will be prosecuted as such.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<http://www.academicintegrity.org/icaai/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.

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- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <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.

Assignment Due Dates (Due Times are 11:59 pm unless otherwise noted)

I try to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

Pretest due by Friday 5/19 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 (Friday 5:00 pm EST), 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.

Go to Quizzes and click on "Pretest" and then "Take the Quiz." You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how much you know about the course material before we get started (so please do not just take 5 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit "Submit Quiz." The pretest quiz does not count towards your final grade.

Module 1 Political Science, the Scientific Approach and the Research Process: Initial discussion posting due by Monday 5/15; additional postings due by, and module closes on, Tuesday 5/16

Module 2 Conceptual Foundations: The Measurement of Political Concepts: Initial discussion posting due by Wednesday 5/17; additional postings due by, and module closes on, Thursday 5/18

Module 3 Measurement and Types of Data in Political Science: Initial discussion posting due by Monday 5/22; additional postings due by, and module closes on, Tuesday 5/23

Module 4 Basic Elements of Research: Variables, Covariation, and Hypotheses: Initial discussion posting due by Wednesday 5/24; additional postings due by, and module closes on, Thursday 5/25

Memorial Day Holiday Monday 5/29 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE MEMORIAL DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

Module 5 Research Design & Module 6 Sampling and Sample Design: Initial discussion posting due by Wednesday 5/31; additional postings due by, and module closes on, Thursday 6/1

Module 7 Survey Research and Questions: Initial discussion posting due by Monday 6/5; additional postings due by, and module closes on, Tuesday 6/6

Midterm Exam (Covering Modules 1-7) Due by Wednesday 6/7

Module 8 The Univariate Distribution: Describing Political Phenomenon with Statistics: Initial discussion posting due by Thursday 6/8; additional postings due by, and module closes on, Friday 6/9

Withdrawal Deadline Friday 6/9 11:59 p.m.

Module 9 Bivariate Analysis: Testing Hypotheses with Crosstabulations (Crosstabs): Initial discussion posting due by Monday 6/12; additional postings due by, and module closes on, Tuesday 6/13

Module 10: Significance Testing and Measures of Association: Initial discussion posting due by Wednesday 6/14; additional postings due by, and module closes on, Thursday 6/15

Module 11 Control, Elaboration, and Multivariate Analysis: Crosstabs with a Control Variable: Initial discussion posting due by Monday 6/19; additional postings due by, and module closes on, Tuesday 6/20

Module 12 Correlation and Regression Analysis: Initial discussion posting due by Wednesday 6/21; additional postings due by, and module closes on, Thursday 6/22

Final Exam Due by Friday 6/23

Term Ends: Saturday June 24

Getting Started

Go to the home page, go to Quizzes and click on “Pretest” and then “Take the Quiz” (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Political Science, the Scientific Approach, and the Research Process.

Syllabus
State Government and Public Policy
POS 3122 AW60
Summer A 2023

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: May 15 to June 24 2023, 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: Dr. Aubrey Jewett aubrey.jewett@ucf.edu

Office: Howard Phillips Hall (HPH) 302 E

Office Hours: Mon and Wed 9:00 to 9:45 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;

Graduate Teaching Assistant: Caitlin Concannon / Caitlin.Concannon@ucf.edu

Public Description of Course

Information Published in the UCF Undergraduate Catalog: A comparative study of American state governments, political processes, and public policies, with emphasis on Florida.

Course Scope and Purpose: State Government and Public Policy examines politics and policy in the American states with a special focus on comparing Florida with other states. We look at the demographic and economic environment of the states as well as state constitutions and the role of states in the federal system. We study participation in state and local politics, the role of political parties and the conduct of state and local elections. We explore state institutions including the legislature, executive branch, bureaucracy, and courts. We investigate the structure, function, governance and challenges facing local government in the US. We analyze and evaluate state and local policy including criminal justice, land use, economic development,

transportation, growth management, environment, civil rights, education, health, welfare and taxation.

Course Goals (Student Learning Outcomes)

Students who successfully complete State Government and Public Policy should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the political foundations, institutions, and processes of state and local government.
2. Engage in the comparative analytical approach: examine political institutions and behaviors across states and localities in order to identify and explain similarities and differences.
3. Evaluate the role of state and local government in managing conflict over what values should be implemented as public policy in a variety of areas.
4. Explain how and why politics and policy in Florida operate as they do in contrast to other states.
5. Explore how diversity impacts state and local 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.
6. Find, summarize, analyze, and express thoughtful opinions about current state and local politics and policy.
7. Discuss state and local political and policy issues in a professional academic manner and show respect for other people who may hold different views.

Course Materials/Required Texts

1. Thomas R. Dye and Susan A. MacManus, *Politics in States and Communities*, 15th ed. Upper Saddle River, NJ: Pearson, 2015. (D&M) ISBN-13: 9780205994724

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 digital e-version is inexpensive (less than \$40.00) and immediately available. The book is available for sale or rent and as new and used editions.

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 Update & Discuss. Each module will usually cover 2 chapters from the Dye and MacManus text (the last module has 3 chapters).

Chapter Quiz – 60% of total grade. Each quiz will usually have 50 questions covering material from the Dye and MacManus book. 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 8 quizzes count towards your final grade.

Update & Discuss – 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 4 modules and the highest 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 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 score in fairness to classmates who completed the quiz on time.

- **Update & Discuss** – I will assign you to write an update and discuss on four modules. Your final score will be based on your highest 3 update and discuss scores. This will provide you a measure of protection should something happen that prevents you from writing a paper (computer glitch, illness, work, vacation etc.) or should you do poorly on a paper and want to improve. 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: Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will usually be reading 2 chapters from the main text 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 want to do well. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time. After that, I start assessing the late penalty on the initial 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.
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Module 1 State Politics, Democracy and Constitutions: Quiz due by Monday 5/22; Initial discussion posting due by Tuesday 5/23; additional postings due by, and module closes on, Thursday 5/25

For Module 1 please read: D & M chapters 1 Politics in States and Communities and 2 Democracy and Constitutionalism in the States

Module 2 Federalism and Participation in State Politics: Quiz due by Monday 5/22; Initial discussion posting due by Tuesday 5/23; additional postings due by, and module closes on, Thursday 5/25

For Module 2 please read: D & M chapters 3 American Federalism and 4 Participation in State Politics

Memorial Day Holiday Monday 5/29 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 3 State Parties, Campaigns and Legislatures: Quiz due by Monday 6/5; Initial discussion posting due by Tuesday 6/6; additional postings due by, and module closes on, Thursday 6/8

For Module 3 please read: D & M chapters 5 State Parties and Campaigns and 6 Legislators in State Politics

Module 4 State Governors and Bureaucracy: Quiz due by Monday 6/5; Initial discussion posting due by Tuesday 6/6; additional postings due by, and module closes on, Thursday 6/8

For Module 4 please read: D & M chapters 7 Governors and 8 Bureaucratic Politics in States and Communities

Withdrawal Deadline Friday 6/9 11:59 p.m.

Module 5 State Courts, Criminal Justice and Civil Rights: Quiz due by Monday 6/12; Initial discussion posting due by Tuesday 6/13; additional postings due by, and module closes on, Thursday 6/15

For Module 5 please read: D & M chapters 9 State Courts, Crime and Criminal Justice and 15 Politics and Civil Rights

Module 6 Local Governance and Participation: Quiz due by Monday 6/12; Initial discussion posting due by Tuesday 6/13; additional postings due by, and module closes on, Thursday 6/15

For Module 6 please read: D & M chapters 10 Governing America's Communities and 11 Participation in Community Politics

Module 7 Metropolitan Politics and Community Power: Quiz due by Monday 6/19; Initial discussion posting due by Tuesday 6/20; additional postings due by, and module closes on, Thursday 6/22

For Module 7 please read: D & M chapters 12 Metropolitics: Conflict in the Metropolis and 13 Community Power, Land Use and the Environment

Module 8 State Taxation, Education, Health and Welfare: Quiz due by Monday 6/19; Initial discussion posting due by Tuesday 6/20; additional postings due by, and module closes on, Thursday 6/22

For Module 8 please read D & M chapters 14 Taxation and Finance, 16 Education and 17 Poverty, Welfare and Health

Term Ends: Saturday June 24

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: Politics in the States and Democracy and Constitutions.

CPO3034.AW60: Politics of Developing Areas

School of Politics, Security, and International Affairs

3 Credit Hours

Professor Information

- Professor: Myunghee Kim
- Office Location: Online
- Office Hours: Online (MW 2:00-3:00pm). You can also request a zoom meeting.
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

Teaching Assistants

- GTA(s): TBA
- Email: Webcourses@UCF messaging

Course Information

- Term: Summer 2023
- Course Number & Section: CPO3034-AW60
- 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. 2016. *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)
- Ten quizzes (6% each) and one final exam (30%)
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours' worth of homework outside of class each week.

Quiz Review

After you finish each quiz, you have one chance to see which one you answered wrong. Accordingly, after each quiz, make sure you review those questions.

Make-up Exams and Assignments

Do not miss quizzes and exams. Without instructor's prior permission to a specific student and without official documents, there will be no make-up 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)	May 15, 8am	
Module 1: Research design, Comparative politics	Quiz 1	May 17, 8am	May 18, 8am
Module 2: Concept of (under)development, Third World	Quiz 2	May 22, 8am	May 23, 8am
Assignment 1	Reaction paper 1	May 19	Due: May 24, 11:59pm Close: May 31, 11:59pm
Module 3: Outcome of interdependence	Quiz 3	May 25, 8am	May 26, 8am
Module 4: Theories of political development I	Quiz 4	May 29, 8am	May 30, 8am
Module 5: Theories of political development II	Quiz 5	June 1, 8am	June 2, 8am
Module 6: Domestic economy, Inequality	Quiz 6	June 5, 8am	June 6, 8am
Assignment 2	Reaction paper 2	June 2	Due: June 7, 11:59pm Close: June 14, 11:59pm
Module 7: International economy	Quiz 7	June 8, 8am	June 9, 8am
Module 8: Colonialism	Quiz 8	June 12, 8am	June 13, 8am
Module 9: Social groups	Quiz 9	June 15, 8am	June 16, 8am
Module 10: Religion	Quiz 10	June 19, 8am	June 20, 8am
Module 11: Religion - Application	Quiz 11 (practice quiz)	June 20, 8am	June 21, 8am
Module 12: Social groups (class, gender, ethnic groups)	Quiz 12 (practice quiz)	June 20, 8am	June 21, 8am
Final exam	University schedule	June 23, 8am	June 24, 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>](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.

**CPO 3104.DW60 Politics of Western Europe
Summer 2023**

Instructor Contact Information

Instructor	Dr. Barbara Sgouraki Kinsey
SPSIA Office	Phillips Hall 302
Office Hours	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
Course ID & Section	CPO 3104 – DW60
Credit Hours	3
Semester/Year	Summer 2023
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 *by* Thursdays, **at least** nine 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, May 19**. **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](#).

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Student Accessibility

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Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to

save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, **back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-mail Protocols

E-mail will be an integral part of this course. Make sure you: Check your e-mail at least once every 48 hours during regular business hours (more often is better).

Be patient. Don’t expect an immediate response when you send a message. Generally, 48 hours is considered a reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the “Subject” heading include the course number and your last name.

Be courteous and considerate. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

Break up large blocks of text into paragraphs and use a space between paragraphs.

Sign your e-mail messages.

Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail.

Copyright

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

this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Technical Assistance

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources.

UCF Service Desk – You can also call the Service Desk at 407-823-5117.

Learning Online This site provides information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment –
<http://www.cstore.ucf.edu/>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Third-Party Software and FERPA

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

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Religious Observances

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

CPO 3104.DW60 Class Schedule Summer 2023

Week of	Topic	Assignments
May 15	Getting Started	<p>"Learning online"</p> <p>See Module 1</p> <p>Due: May 19, 11 PM</p>
May 22	<p>Political and economic development in Europe</p> <p>The European Union: Institutions & Policies</p>	<p><i>European Politics:</i> Chapters 2 & 3</p> <ul style="list-style-type: none"> • Quiz 2: Chapter 2 • Quiz 3: Chapter 3 <p>Due: May 26, 11 PM</p>
May 30	Political Parties & Elections	<p><i>European Politics:</i> Chapter 7</p> <p>See Module 2:</p> <ul style="list-style-type: none"> • Quiz 4: Chapter 7 • Writing assignment (500-550 words) <p>Due: June 2, 11 PM</p>
June 5	<p>Legal Structures & Judicial Systems</p> <p>Political Culture & Citizen Politics</p>	<p><i>European Politics:</i> Chapters 6 & 8</p> <ul style="list-style-type: none"> • Quiz 5: Chapter 6 • Quiz 6: Chapter 8 <p>Due: June 9, 11 PM</p>
June 12	Parliaments: How They are Elected and How They Work	<p><i>European Politics:</i> Chapter 4</p> <p>See Module 3:</p> <ul style="list-style-type: none"> • Quiz 7: Chapter 4 • On-line discussion (500-550 words) <p>Due: June 16, 11 PM</p>

June 19	Immigration & multi-culturalism	<i>European Politics:</i> Chapter 10 <ul style="list-style-type: none"> • Quiz 8: Chapter 10 Due: June 23, 11 PM
June 26	Cabinet Formation and Heads of State	<i>European Politics:</i> Chapter 5 <p>See Module 4:</p> <ul style="list-style-type: none"> • Quiz 9: Chapter 5 • Writing Assignment (500-550 words) Due: June 30, 11 PM
July 3	The State and Economic Interest Groups Policy Outcomes	<i>European Politics:</i> Chapter 9 <p>See Module 5:</p> <ul style="list-style-type: none"> • Quiz 10: Chapter 9 • On-line discussion (500-550 words) Due: July 7, 11 PM
July 10	European Security & Foreign Policy Looking Ahead: possible future scenarios	European Politics: Chapters 11 &12 <ul style="list-style-type: none"> • Quiz 11: Chapter 11 • Quiz 12: Chapter 12 Due: July 14, 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.

Course Overview

Welcome to the real world of political science research! The majority of political scientists have adopted a method for studying political questions that differs from the approach taken by journalists, historians, and political commentators. They have adopted the **scientific method**, to systematically test explanations of political phenomena. Much of the research in political science uses empirical data to test hypotheses, and statistical tests to determine which explanations are best supported by the data.

Although you will be introduced to how political scientists use data and statistics in their research, this course, however, is **not** a statistics course and you will not be expected to learn and memorize scary looking mathematical formulas! Indeed, we use statistics regularly in our lives without ever fearing statistics, as any sports fan would attest! It's just the same for political scientists, except rather than using statistics to help describe the performance of a football or baseball team we are using statistics to better help us describe and explain politics.

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!

Office hours

By appointment via Zoom

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 et al, 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 each Module.

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 to professional researchers -- we 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. Even after our class is over. 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.

Exams

There will be two exams given during the semester scheduled as follows:

- The **midterm exam** is taken in Webcourses. You will have 2 hours to complete the exam. The exam will be open for 3 days so you can take the exam anytime from **Friday, June 22nd until Sunday, June 25th (midnight)**.
- The **final exam** is taken in Webcourses. You will have 2 hours to complete the exam. While you will be presented with output from SPSS to interpret you will **not** need access to SPSS for the final exam. The exam will be open for 3 days so you can take the exam anytime from **Wednesday, August 2nd until Friday, August 4th (midnight)**.

Details on the format of each exam and content covered can be found on the [Midterm](#) and [Final Exam](#) pages.

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.

A note on AI

Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, **college is a place for learning**. AI simply cannot do that learning for us.

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:

- Homework assignments (not including SPSS exercises): 20%
- SPSS data analysis homework exercises: 20%
- Midterm exam: 30%
- Final exam: 30%

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 requests to review a grade 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" overall grades 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 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 will be given in each Module. All deadlines will be **midnight** (eastern time).

[Exams](#)

There is no "after hours" grace period for each exam, i.e., they must be submitted no later than midnight on the due date

["After Hours" Submission Policy for Homework & SPSS Assignments](#)

*Please note the following policy for late submission of **homework and SPSS exercises only**.*

- 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 and the SPSS data analysis exercises 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 extenuating circumstances beyond the control of the students - 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

Readings, Power Point lectures and assignments will be shown in each Module. Click on the Module tab on the navigation bar. New Modules will open on Friday of each week.

May 15th-22nd	Module 1: The Scientific Method and the Study of Politics
May 22nd-29th	Module 2 - Conceptualizing and Measuring Political Phenomena
May 29th-June 5th	Module 3: Approaches to Data Collection and Types of Data in Political Science Research
June 5th-June 12th	Module 4 - Types of Variables in Political Science Research
June 12th-June 19th	Module 5: Testing Hypotheses in Political Science Research

<p>***Midterm Exam***</p>	<p><i>The exam is taken in Webcourses</i></p> <p><i>You will have 2 hours to complete the exam.</i></p> <p><i>The exam will be open for 3 days, from Friday, June 22nd until Sunday, June 25th (midnight).</i></p>
<p>June 26th-July 3rd</p>	<p>Module 6: Doing Data Analysis in Political Science - An Introduction to SPSS</p> <p>Module 7: Descriptive Statistics</p>
<p>July 3rd-July 10th</p>	<p>Module 8: Bivariate Analysis - Comparing Two Variables</p>

July 10th-July 17th	Module 9: Statistical Significance & Measures of Association
July 17th-July 24th	Module 10: Controlling for a Third Variable
July 24th-July 31st	Module 11: Scatterplots, Correlation and Regression Analysis
*** Final Exam ***	<p><i>The exam is taken in Webcourses.</i></p> <p><i>You will have 2 hours to complete the exam.</i></p> <p><i>While you will be presented with output from SPSS to interpret you will not need access to SPSS for the final exam.</i></p> <p><i>The exam will be open for 3 days so you can take the exam anytime from Wednesday, August 2nd until Friday, August 4th (midnight).</i></p>

POS 3703
SCOPE AND METHODS OF POLITICAL SCIENCE

SUMMER 2023
ONLINE COURSE

Professor: Dr. Drew N. Lanier	Office Hours: As this is a fully online course, office hours are by app't only via Zoom; contact me via email
Office: Phillips Hall 3020	
Phone: (407) 823-2608 [main office]	
E-mail: use Mail function in Canvas only	Credit Hours: Three (3)

"The messier the data are, the better the statistician needs to be, and in political science, our data are very messy"

— Prof. Matt Lebo, SUNY, Stony Brook

"When you cannot measure, your knowledge is meager and unsatisfactory"

— Lord William Kelvin (inscription found atop the Social Science Research Building at the University of Chicago) (Pritchett 1948, xi).

COURSE OBJECTIVES AND GOALS

This course is an **intensive examination** of the breadth of the field of political science and the methods that political scientists use to examine political phenomena. Why do two countries go to war? Why do justices on the U.S. Supreme Court decide the way that they do? Why do voters in elections choose the candidates that they do? These, and many others, are questions involving politics and portend the explanation of political phenomena.

"Politics," according to David Easton (1965), is the authoritative allocation of values and resources. Scholars of politics, then, seek to describe, explain and predict various political phenomena through customary and traditionally understood methods of theoretically-based inquiry. In this course, students will be exposed to these methods, and try their hand at formal political analysis, as it is understood in the discipline. Students will learn why political science deigns to call itself a "science" and come to understand what it means to study politics in a scientific manner. They will see how political scientists complete real research and how they communicate those findings in a transmissible and understandable way. They will learn how to analyze data and how to measure political phenomena.

Overall, there are several goals of this course:

- Students who successfully complete the course will acquire a **better knowledge of the discipline** of political science, the broad subfields of the field of study, and the ways by which political scientists go about their research;
- Students who successfully complete the course will **understand the elements of the scientific approach** and how they apply to the **systematic study of politics**.

- Students who successfully complete the course will have a **better understanding of research methods**, from data collection to research design to statistically analyzing data and reporting one's results, as they apply to political analysis;
- Students who successfully complete the course will be **better consumers of political information**, which will help them better grasp the concepts of other, upper-level courses in the discipline in addition to helping them understand the political world that surrounds them;
- Students who successfully complete the course will have a **good understanding of the rudiments of using statistical computing programs**, such as SPSS, and **how to interpret the results** that are obtained to generalize such findings to other theoretical settings and contexts.

REQUIREMENTS FOR A WEB-BASED CLASS

This is a **completely web-based class**, and, consequently, requires a much different approach in terms of requirements than a wise student would undertake in a face-to-face class. Most obviously, there will be no face-to-face meetings and no lectures. However, one should realize that a web-based class **does not** mean that you will be doing less work; indeed, a web-based class will require that a student take a **much more active role** in one's education as compared to a class offered in the face-to-face format. The web-based format will likely require approximately **three times the effort** that a student would on average expend in the face-to-face modality in the same course.

Generally, I have found that students who perform well in a web-based class are self-motivated and have usually earned good grades (B- or higher) in face-to-face classes. A web-based class does, however, provide students with some flexibility in that they are not required to be in a classroom two or three times a week at a specific time. As those who have taken a web-based course before may attest, this is one of the nice features of this type of class and can make for a very rewarding learning experience.

My general rule of thumb is that students devote **at least four hours of study per course credit hour per week**. As this is an online three credit-hour class, wise students should plan on **DEVOTING EXCLUSIVELY 15 HOURS per week to this class at a minimum**. If a student does not reasonably think that he or she can honestly devote this time to class, that student likely will struggle to make a passing grade, especially in this class. Some former students have doubted my assertion that these numbers of hours are required — to the detriment of their final course grade. Heed this warning.

ONLINE LEARNING ORIENTATION

If you are new to or unfamiliar with online courses, I STRONGLY encourage you to complete the online learning student-orientation, available at learn.ucf.edu/orientation/index.html. It will answer many of the fundamental questions you may have about how the course will, generally, function and how to locate answers to issues that may occur during the course of the term.

[Portions of the above section were adapted from Dr. Jonathan Knuckey's (Department of Political Science, UCF) online Scope and Methods of Political Science (POS 3703) syllabus.]

NATURE OF THE COURSE

In addition to the online nature of this course, its substantive material will be unlike that of many others courses that you may have taken. It deals with new and unfamiliar terminology and ways of thinking about the political world. We focus here on the methods that political scientists laboring in many of the subfields in the discipline use to accumulate knowledge. While it will refer to substantive findings in several areas, such information acquisition will not be the focus of the course. Rather, we will examine the ways by which that substantive knowledge was acquired, tested and communicated to the scholarly community.

Accordingly, some students may enter the course with a deep sense of dread or trepidation about the nature of the course and its demands. To be sure, such respect for the course is beneficial as it sharpens your attention to the course requirements. However, merely because you may fear the course should not be sole reason to avoid it. Instead, students should confront that fear that comes with undertaking new activities, overcome it and then enjoy the new-found feeling that comes with knowing that you have conquered some new endeavor without fleeing in panic, overwhelmed with anxiety. This is a skill that will benefit students many times over during their lives, I assure you. Moreover, students will come to realize that knowledge is empowering; that is, one does not take as given information that is provided by others without their explaining the exact nature of that information as well as how it was collected and analyzed. In addition, students will learn how to conduct their own research that can withstand the scrutiny of others who are similarly openly skeptical of reported findings. This is the way of the real world as it applies to political research. It is a daunting, but fun endeavor.

Thus, wise students must approach this course like they have none other:

- **read the assigned material for each assignment by the due date;**
- **follow the instructions precisely;**
- **do all of the homework exercises** (they are good practice for the exam; in this course, the more practice, the better);
- **anticipate problems** in completing the course requirements;
- and, above all, **ask questions** when one does not understand a concept or idea. *This is especially the case in Scope and Methods*, which has a significantly increased failure rate among students.

REQUIRED TEXTS AND MATERIALS

Required Texts

Pollock, Philip H., III, and Barry C. Edwards. 2020. *The Essentials of Political Analysis*. 6th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-5063-8961-4.

Pollock, Philip H., III, and Barry C. Edwards. 2020. *An IBM SPSS Companion to Political Analysis*. 6th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-5063-7965-4. **BUY ONLY NEW COPIES OF THIS TITLE. DO NOT BUY USED COPIES AS THEY WILL LIKELY HAVE SOME OF THE PAGES MISSING.**

Also note that Pollock and Edwards's *Companion* does not contain the SPSS program itself. One must either find that in one of the general access computer labs, online through UCF (at <https://ucfapps.cloud.com/Citrix/StoreWeb/#/apps/all/static/All>) or purchase some version of SPSS. The *Companion* only contains the data to be loaded into SPSS separately. See Pollock's *Companion* for more information.

UCF has now made available online access to a number of commonly-used programs, including SPSS (the statistical package that we will use this semester). Navigate to the above address, download the Citrix app, enter your NID and associated password, and then locate and open SPSS. The *Companion* provides you detailed, step-by-step directions as how to operate and use SPSS. You will need to install a small installation tool (Citrix Receiver), allow it access to your device, and then add the SPSS program to your personal apps page. This process will take some time. Plan accordingly.

Dr. Edwards has posted links in the *Companion* for videos demonstrating how to complete the SPSS assignments. Use them as they are helpful.

Required Materials

Students will need a basic calculator that performs the following functions: addition, subtraction, multiplication, division, squaring of variables and square root. One may be purchased at Walgreens or similar store; students do not need a highly complex instrument.

WEB RESOURCE – Canvas Site

The Course has a Canvas site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take quizzes, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of this course tool as well as how to navigate through it will be offered in class. Navigate to it via your my.ucf.edu login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

COURSE REQUIREMENTS

Technological Requirements

This course is a completely online course. Hence, it imposes on students the responsibility and obligation to anticipate problems that, all too often, haunt humans' use of technology. Namely, computers know when a deadline is approaching and will fail to function as the user wants at the most critical time, causing untold woe and trauma. Read and understand the technical requirements mentioned in the online learning module referenced above.

Thus, students **must**, as a course requirement, take steps to prevent any technological or other problems from obstructing their completing the course exams during the period when it is available. These steps include, but are not limited to, the following:

- **Ensure that anti-virus software has been installed and is regularly updated.** If I receive any document containing a virus, I will deduct 10% from the assignment's final grade. If I receive a virus-

infected assignment from the same student for a second time any time during the term, I will reduce that student's final grade by full letter grade (e.g., from A- to B-). If I receive a third virus-infected assignment, the student will fail the course automatically.

- **Enable pop-ups from the course Webcourses site.** This will allow you to have full functionality in the course. Do not disable the pop-up block entirely as you will need to be shielded from those intrusions while navigating in other sites.

COURSE REQUIREMENTS

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 **Wednesday, May 17, 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).

Read

Although it may sound obvious, one way to SUBSTANTIALLY increase one's understanding of the course (and, therefore, your final course grade) is to READ THE ASSIGNED MATERIAL. This course is a HANDS-ON EXPERIENCE, where much of the learning is by doing. In order to comprehend more fully the course material, one should carefully read the assigned materials. *This is especially the case in Scope and Methods*, where the course material is not self-evident much of the time. This is particularly true for a completely online course, where **you teach yourself** nearly all of the course material through self-directed work.

Tests (60%; 3 exams @ 20% each)

Each of the four exams in the course is worth 100 points. They will be composed entirely of *very challenging* multiple choice items worked keyed to the concepts covered in the course. They are **each noncomprehensive**, although (to some extent) the material builds throughout the course. These are challenging exams, not for the faint hearted. *This is especially the case in Scope and Methods*. Each is worth 20 percent of the final course grade, for a total of 60 percent drawn from performance on exams.

As this is an online course, all exams will be administered through the Assessment function of the Webcourses site associated with the course. There will be a **very narrow window** open during which students must complete the exam. Accordingly, students should anticipate any problems that they may foresee in completing the exam within that time frame. Once you open an exam, you will have a **maximum of 90 minutes to finish and submit it**. If you begin it within 90 minutes of the posted closing time for the exam window, you will have less than that amount of time to complete the test. **I will re-open the exam window only under the most extreme, Act-of-God circumstances.** Plan accordingly.

Given the time limitations of the exam window, I strongly encourage you—if at all possible—to take the exam on campus to prevent any connection problems that interrupt your completion of it. If that is not possible at all, then I strongly encourage you to take the exam while connected to a computer with broadband internet service. Otherwise, the loading of the exam's questions will be delayed, thereby costing your time.

No make-up exams will be allowed absent verifiable, documented, exigent (i.e., truly emergency, Act of God) circumstances. You **MUST** contact me before an exam if you know you will miss it and explain the **truly compelling situation** that prevents you from taking the exam as scheduled. My office phone has voicemail if I am away from my desk. Leave a message if you do not speak to me directly. If you do not speak to me or leave a message indicating your failure to take the exam as scheduled, I will look *very unfavorably* upon your request to take a make-up exam. There are *absolutely NO excuses* for missing an exam and not contacting me in advance. Unexcused exams will receive a failing grade (0 points).

Course Content Modules and SPSS Assignments (35% of final grade)

Because this is a complete online class, a substantial part of students' earned final course grades will be determined by completion of specific content modules. There will be one module due per week, on average, that ties in with that week's topics. The modules will often provide a brief overview of the topic, list the required reading, and outline specific tasks and assignments. These can involve researching a certain topic, discussing and debating issues through forum postings and, sometimes, the completion of specific internet assignments. These assignments are designed to make you more familiar with the Internet and the sites relevant to the study of the American judiciary.

As there are no formal face-to-face classes, it is incumbent on you to keep up with the readings, modules, assignments and the pace of the course. Getting behind the current schedule of the course is dangerous to your final course grade. The modules are listed in the Webcourses section of the course. Together, they will be averaged into 35% of your final course grade. Grades for each module will appear in the Grades section of the Webcourses site. Students may discuss the graded module assignments with me during office hours.

As students will discover once they enter the "real world," deadlines usually occur at 11:57 pm (23:57), and not sometime in the middle of the night when, among others, bakers are awake and active. **Some modules have multiple due dates for subparts of the module.**

Many of the modules will require students to complete, in part, specific analytical and/or SPSS assignments given throughout the term, the latter of which are available in Pollock and Edwards's *Companion*. The first of them is available on the Webcourses site for the class. These exercises enable students to acquire hands-on experience with data analysis and how to obtain estimates of many political phenomena of interest to political researchers. Problem sets are particularly important in giving students practical experience in working with difficult, opaque concepts. *This is especially the case in Scope and Methods.*

The following are rules regarding the analytical and SPSS assignments that **MUST** be followed:

- As this is a completely online course, submit the SPSS portion of the assignment (drawn from Pollock and Edwards's *Companion*) via Canvas. One may **either re-type the assignment in a WORD document and submit it via the Assignment tool in Webcourses. Or, one can scan it and submit the completed assignment via the Assignment tool in the Canvas site.**
- **Non-word processed analytical assignments will not be accepted.**
- **Place your name** on each assignment. Those without student names will be **penalized** by one letter grade.

- **Work alone on each of the assignments. Do not work in groups.** The work must represent YOUR effort alone, not that of others, just as you will encounter on the course exams. Failing to abide by this rule constitutes plagiarism and will be dealt with vigorously (see statement below regarding plagiarism).

I WILL NOT accept late modules. “Late” means any time after the due date and time listed in the Module. Thus, if your assignment is submitted even one minute after the due date and time, it is “late.” Computers and servers always seem to know when humans are working on a last-minute deadline and they take maniacal pleasure in crashing and not allowing you access to websites when the clock is approaching the deadline. The point (again): start the module assignments early in case there are problems. If you come to me with an exotic tale of woe, I will nod relatively sympathetically but point to this warning. The following rules apply to the Weekly Content Modules:

- **Any module, or part thereof, submitted after the due date/time will not be graded. The usual deadline time is 11:57 pm (23:57).**
- **Students may not makeup late modules**, as such assignments require an ongoing, dynamic discussion among the students across the term that cannot be later replicated.

Surveys (5%)

A portion of the Modules includes the completion of **Surveys** that require you to answer two questions about the material covered within that Module: what is the most important issue or concept addressed?; and, what is the topic or concept that bears further discussion? Completion of the Surveys earns you the appropriate number of points announced in each of the Modules of which they comprise a part.

The following are regulations regarding the **Surveys** that must be followed:

- The survey responses are anonymous in that I know who has submitted responses to the survey, but I do not know whose responses are whose. Accordingly, be honest and forthcoming in your responses as they are designed to deepen your understanding of the course content and its significance.
- After the due date for the Surveys has passed, I will collate and collect the most pertinent and relevant questions and post answers to them, in the Discussion Area keyed to that Module’s Surveys, for the entire class to read and consider. They are good ways to prepare for the exams, and not “busy work.” Use them for your benefit. Ignore them at your own peril.
- Do NOT send blank responses through for the Survey. Repeated violation of this rule will result in the entire class’s being required to send survey responses to me through Course Mail. Past classes have, sadly, tested me on this requirement. Please do not make me implement this requirement.
- Failing to complete even a small number of the Surveys will negatively affect your final course grade.

Do not put the Modules off until the last minute. *You should do them as they are assigned, since you cannot control for the internet’s being down, or the site that you must access being temporarily unavailable. I will have little sympathy for you if this circumstance befalls you and you are unable to turn-in your assignment. Assignments do not count until they are RECEIVED, not sent. See above warning about anticipating technological problems.*

If you come to me with an exotic tale of woe about your not having turned in your assignment on time, I will nod relatively sympathetically and point to this warning. If you submit the assignment through the Assignment Function on Webcourses AND you receive confirmation of its receipt safely there, you may rest assured that it has been properly received.

Course Point Allocation

In calculating final course averages, the *only* rounding will be up from 0.5 below the grade required in the professor's sole professional discretion. For example, those students whose file averages are 89.5 *may* earn an "A-," those with a final average of 79.5 may earn a "B-," and so on. I give you opportunities to earn points *all semester long*. Do not expect that I will give you any more points at the end of the term. I interpret this clause very stringently.

COMPONENT	WEIGHT
Exam I	20%
Exam II	20%
Exam III (Final Exam)	20%
Content Modules	35%
Surveys and Discussion Board	5%

GRADING SCALE (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	90-100
B+	89-87
B	80-86
C+	79-77
C	70-76
D+	69-67
D	60-66
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 students to be individually responsible for the material covered in the class. 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. These activities are especially important in this course, *Scope and Methods of Political Science*.

Accommodations for Students

Second, if you are physically challenged or otherwise have some demonstrable disability, every attempt is made to accommodate your learning needs. See me by the end of the first week of class so that we can make appropriate arrangements. This class operates in accordance with the Office of Student Disability Services here at the University and federal guidelines governing the *Americans with Disabilities Act* (1990).

Plagiarism and Cheating: Don't Let it Happen to You!

Third, please consult the policy regarding plagiarism and cheating which is attached. 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

Fourth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote **at least 15 hours per week outside** on your own studying, reading, and meeting with other students to discuss and review the course material. **This is a difficult course.** If you are not at least a sophomore and one who has a sincere interest in understanding the scientific study of politics, you should seriously consider withdrawing from the course and taking it once you attain that status. *This is especially the case in Scope and Methods.*

Conceptual Understanding Key

Fifth, class topics are best understood at the conceptual and/or abstract level. Read the course material AND THINK ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?." You are expected to read and prepare for course discussions. I assume that the reading will be completed by the associated assignment's due date and time. LEARN TO PACE YOURSELF ACCORDINGLY!

Online Decorum: Course Protocols

As this is a fully online course, there are certain rules and regulations that make the course and our asynchronous communication go more smoothly. Do not say or do anything that would otherwise do in a face-to-face context. In short, treat others as you would like to be treated, as your parents may have taught you to do. More specific requirements are listed in the Course Protocols available on the Webcourses site.

Respect for Colleagues and Their Comments

Additionally, you are on notice that this course sometimes engages in difficult discussions about our political leaders and political issues of the day. Hopefully we will have intelligent discussions regarding the concepts involved in the course. Above all, everyone will have the right to express their informed beliefs freely and openly without fear of reprisal from other students or myself.

Word Processing Required

All assignments (with the exceptions of exams and quizzes done online and the SPSS exercises) must be typewritten or word processed. If you do not know how to use a computer or word processor, it is strongly recommended that you learn to do so. If you are concerned about this, please see me. Numerous tutorials are available on campus to assist you. You should allocate enough time for printer cartridges to run dry and dogs to eat papers and computer disks! You laugh, but trust me: I have heard every excuse in the book!

Duplicates of Assignments

While I have never lost an assignment, I require that you make copies of all work submitted to me in the unlikely event that something should happen. In the event that I should need a copy of the assignment, and you are not able to provide it, you will not receive credit. Even after I have returned materials to you, please hold on to the work until after you have received your grade from the Registrar. This protects you from any possibility that you might receive an erroneous grade.

Technological Tools

I require that everyone learn how to use e-mail and the technological tools associated with the course. They can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions you may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on the course's associated web sites or via email. If you already have an e-mail account (either through the University or a commercial server), please do not sign-up for an additional account, but give me your address. You should check your mail on a regular basis as I post any changes about class assignments to your account and/or to the course-associated web site. If your email address changes during the semester, you **MUST NOTIFY ME**. This is a course requirement.

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 Webcourses Mail tool, contact me on the telephone, or see me in person in my office. *This is especially the case in Scope and Methods.*

Best Allies

The professor is **not your friend**. He cannot be your friend, as he is charged with the weighty responsibility of assessing your understanding of the course material and work in an objective manner. He may act in a courteous, kind and helpful manner, but do not mistake that for friendship. You will find that your colleagues will likely have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover in later life.

Your best allies in helping you make it through this course unscathed are those sitting around you. They will help you understand the material better, and you will do the same for them. By teaching the material to fellow students, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching. *This is especially the case in Scope and Methods.*

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 and/or posted on the course Webcourses site. 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 classmates about the missed material. 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

H&D = Hoover and Donovan's *The Elements of Social Scientific Thinking* (11th ed. – Canvas Reserves)

Essentials = Pollock and Edwards's *The Essentials of Political Analysis* (6th ed.)

SPSS = Pollock and Edwards's *An SPSS Companion to Political Analysis* (6th ed.)

Reserves = Material available on Webcourses, under "Discussions: Reserve Readings"

NOTE: Due dates listed here are the final due date. Some elements of some of the Modules have earlier deadlines. See the Module instructions for specific dates. Allocate yourself plenty of time to complete the Modules. Work ahead of this schedule to prevent your missing deadlines.

DATE/WEEK	TOPICS	READINGS	ASSIGNMENTS
May 15 – May 21	Course requirements Brief Introduction to SPSS The Scientific Method Studying Politics Scientifically A Brief History of the Scientific Study of Politics	Syllabus SPSS, pp. xiii-xv, 1-5, Chapt. 1 H&D, Chapt. 1, and 2 (Reserves) Essentials, pp. xxi-xxv, 1-5 Carlson and Hyde, Chapt. 1, "How Do We Know What's True?" (Reserves)	Self Intro (due Wed., May 17 by 23:57) Module 1: Getting Started (due Friday, May 19 by 23:57)
May 22 – May 28	The Research Process (Deduction, Induction and Theory-Building) Concepts and Operational Definitions Measurement Validity Reliability of Measures of Political Phenomena	H&D, pp. 84-89 (Reserves) Essentials, Chapt. 1 SPSS, pp. 1-4, Chapt. 1 Carlson and Hyde, Chapt. 1, "How Do We Know What's True?" (Reserves)	Module 2: Scientific Method and the Research Process (due Monday, May 22 by 23:57) Module 3: Measurement—Conceptual and Operational Definitions (due by Thurs., May 25 by 23:57)
May 29 – June 4	Types of Data Levels of Measurement (NOIR) Types of Research Designs Explanations and Hypothesis Testing Null and Alternative Hypotheses The Ecological and Individual Fallacies	H&D, Chapt. 3, 4 and pp. 78-84 Essentials, Chapt. 2 SPSS, Chapt. 2	Module 4: Measurement—Types of Data (due Monday, May 29 by 23:57) Module 5: Hypotheses and Hypothesis Testing (due Thurs., June 1 by 23:57)
Sat., June 3 – Sun., June 4	*** TEST I ***	Test I (to be completed by Sunday, June 4 by 23:57)	Window will open at noon on Sat., June 3. Plan accordingly.

DATE/WEEK	TOPICS	READINGS	ASSIGNMENTS
June 5 – June 11	<u>Using and Interpreting Descriptive Statistics</u> Describing Variables Frequency Distributions and Tables Measures of Central Tendency (MMM) Measures of Dispersion Standardized Scores (z-scores)	Essentials, Chapt. 3 SPSS, Chapt. 3	Module 6: Variables, Variation, and Explanation (due <i>Monday, June 5</i> by 23:57) Module 7: Using and Interpreting Descriptive Statistics (due <i>Thurs., June 8</i> by 23:57)
June 12 – June 18	<u>Bivariate Analyses</u> Making Comparisons Cross-Tabulations and their Interpretation Graphical Analysis Making Controlled Comparisons Types of Analytical Relationships Cross-Tabulations with Three Variables Means Comparison Analysis	Essentials, Chapt. 3 (re-read) and 4 SPSS, Chapt. 4 and 5	Module 8: Bivariate Analysis: How to Create and Interpret Cross-Tabulations (due <i>Monday, June 12</i> by 23:57) Module 9: Bivariate Analysis: Analysis of Variance (due <i>Thurs., June 15</i> by 23:57)
Sat., June 17-Sun., June 18	*** TEST II ***	Test II (to be completed Sunday, June 18 by 23:57)	Window will open at noon on Sat., June 17. Plan accordingly.
June 19 – June 25	<u>Using and Interpreting Inferential Statistics</u> Sample Size and Random Error The Standard Normal Distribution Standard Deviation and Random Error Inference Using the Standard Normal and <i>t</i> -Distributions	H&D, re-read Chapt. 5 (pp. 84-92) Essentials, Chapt. 5 SPSS, Chapt. 6	Module 10: Inferential Statistics — Making Inferences About Sample Means (due <i>Thurs., June 22</i> by 23:57)
FRI., JUNE 23	*** WITHDRAWAL DEADLINE***		
June 26 – July 2	Statistical Significance and Hypothesis Testing Comparing Two Sample Means Comparing Two Sample Proportions Measures of Association and their Uses The PRE Approach Correlation (<i>r</i>), its Uses and Limitations Bivariate Regression R-Squared (R^2)	H&D, Chapt. 5 (pp. 92-110) Essentials, Chapt. 6 and 7 SPSS, Chapt. 7 and 8	Module 11: Statistical Significance and Measures of Association (due <i>Monday, June 26</i> by 23:57) Module 12: Correlation and Regression Analysis (due <i>Thurs., June 29</i> by 23:57)

DATE/WEEK	TOPICS	READINGS	ASSIGNMENTS
July 3 – July 9	Dummy Variables Multivariate Regression Interaction Effects in Multivariate Regression Ordinary Least Squares (OLS) Regression Multicollinearity The Overall Research Process Course Evaluations (my.ucf.edu)	Essentials, Chaps. 8 and 9 SPSS, Chaps. 9 and 11	Module 13: Multivariate Regression and Dummy Variables (due Monday, July 3 by 23:57) Module 14: The Overall Research Process (due Thurs., July 9 by 23:57)
July 10 – July 15	Review for Final Exam		
Wed., July 12 – Thurs., July 13	*** TEST III (Final Exam) *** – NO EXCEPTIONS to this date and time. Do not ask, as I cannot grant them.	Test III (to be completed by Thurs., July 13 by 23:57).	Window will open at noon on Wed., July 12. Plan accordingly. *** NOTE THAT THIS IS A DIFFERENT SCHEDULE THAN THE OTHER COURSE EXAMS, WHICH OCCUR OVER SAT. and SUN. ***

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/assets/FVProject.pdf>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

The Golden Rule: A Handbook for Students (University of Central Florida) defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but obtained through someone else's efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)".

Normally, the penalty for a violation of this policy is an "F" in the course.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

COVID-19 Safety Protocols

I recognize and understand the difficult times that we are all now face. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide reasonable support and resources to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and assignments.

Statement Regarding Masks in Classrooms

UCF expects, when feasible, that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings. Social distancing is also a beneficial practice.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

A deployed, active-duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they intend to miss class or miss an assignment to observe a holy day of their religious faith.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well as an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit <http://www.turnitin.com>.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

COURSE OUTLINE

POT 3302 - DW60 (54599), Summer 2023

Modern Political Ideologies

Department of Political Science

College of Sciences, University of Central Florida

3 credit hours

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu

Graduate Teaching Assistants: TBA. Contact via a course email.

Zoom Regular Office Hours:

Mondays, 1pm to 3pm, at <https://ucf.zoom.us/j/93157529069>

Thursdays, 1pm to 3pm, at <https://ucf.zoom.us/j/98716595295>

Or by appointment scheduled via email for a Zoom meeting.

The instructor is available any day of the week and would be pleased to talk with you.

There is no need to cancel work or skip class for us to talk over Zoom.

The truth is rarely pure and never simple.

Oscar Wilde

I. Course Description

Ideologies are sets of ideas inspiring, guiding, and justifying political behavior, social institutions, and government policy. They help make sense of the world around us. They guide political action. They structure political identity for some people and some organizations. As such, they are important and inescapable features of modern politics.

Some ideologies have led to great achievements. Think of the emergence of representative governments elected by all citizens -- the result of liberal, socialist, and feminist pressures. Or again, think of the equalization of gender statuses in both law and social practices in response to feminism.

However, ideologies have also moved people to commit terrible deeds in the name of dubious abstractions. Think of the systematic killing of European Jews by

Nazism in the name of racial purity. Think of the cruel internment of millions of so-called “dissidents” in Soviet labor camps in the name of building a workers’ paradise.

In brief, this course examines the ideas articulated by the ideologies that shaped and are shaping global politics in the 20th and 21st century.

II. Course Materials: one textbook and access to *Packback*.

You will need to have ready access to the following textbook:

Terrence Ball, Richard Dagger, and Daniel O’Neill

Political Ideologies and the Democratic Ideal.

Routledge, 11th edition, ISBN: 9780367235116.

AVOID EARLIER EDITIONS

(The 11th edition contains updated information on which you will be queried.)

ALSO avoid a different book by the same authors with a somewhat similar title, namely: “*Ideals and Ideologies: A Reader*.”

IN ADDITION TO THE TEXTBOOK, we will also use an electronic platform called *Packback* to facilitate discussion on issues of evaluation among participants (Part B Tasks). This platform presents advantages over Webcourses for that purpose. (We will also use Webcourses for quizzes and Part A questions).

A fee of \$29 applies to access the *Packback* platform. To access Packback, go to the Webcourses home page for our course. In the left column at the top click on the Packback button. Proceed from there.

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook and access to Packback; (3) to take quizzes and submit Part A and Part B answers in due time in normal circumstances; (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather than use direct quotes. Quotes can be used, but sparingly. Quoting is sometimes the most effective thing to do, particularly when dealing with concept definitions. But quotes should normally not amount to more than 10 to 15% of your text. (6) The use of ChatGPT for the composition of your posts is forbidden.

IV. Student Learning Outcomes

LO-1: Students will be able to describe with a high degree of accuracy the central values, main ideas, and assumptions of the major political ideologies influencing the modern political world, namely: liberalism, libertarianism, conservatism, Nazism/fascism, communism, social-democracy, green politics, feminism, identity politics, and radical Islamic fundamentalism.

LO-2: Students will be able to describe with a high degree of accuracy how the triadic model of freedom (agent, obstacle, goal) structures all ideologies despite their differences in contents.

LO-3: Students will be able to describe with a high degree of accuracy how ideologies arbitrarily and uncritically fix and reduce what are multidimensional, equivocal, and essentially contested concepts such as democracy, liberty, equality, and human nature.

LO-4: Students will be able to demonstrate sophisticated critical thinking in answers to Part B questions in Packback.

V. Assessment Overview

NOTE ON THE CALENDAR AND DUE DATES

The semester unfolds in 8 weeks.

Week 1 starts on Monday 5/15 and ends on Monday 5/22.

Week 2 starts on Monday 5/22 and ends on Monday 5/29

and so on until Week 8, ending on Monday July 10 (with Part B due on Thursday 13).

Quiz and Part A answers in Webcourses are normally due on **Mondays** (except for the UCF Holidays of Memorial Day and Independence Day, then on Tuesday).

Part B Tasks are always due on **Thursdays**. The delay over Monday is meant to give time for reflection and thinking issues through. Note that the Thursday Part B deadline is **not** flexible. See Policy Statements on Make-up Exams and Assignments.

Before Course Perception of Ideologies is due on Friday 5/19 (this frees financial aid).

After Course Perception of Ideologies is due on Friday 7/19. This is the last assignment in this course.

Two electronic platforms:

Webcourses for the weekly quiz and for answering Part A reading comprehension questions. Webcourses is basically where you demonstrate you understood the week's readings.

Packback for three distinct and separate tasks:

- (1) formulating your own original critical thinking question concerning the week's readings. It is recommended that you do this before the last minute. This maximizes your chance of receiving answers from your classmates.
- (2) answering the instructor's evaluation question for that module.
- (3) answering one other student's question.

Packback is basically where you reflect on the reading's meaning in dialogue with class participants.

CONTINUED...

Assessment Overview

WHAT? Description	WHEN? Deadlines	WORTH Course Points	WHY? Purpose
Before Course Perception of Ideologies	Friday 5/19, 11:59pm Attach file labeled: LASTNAME_Before	1	Free up your financial aid and prepare your After- Course Statement.
Weekly Quiz Average Each quiz is over 58 points. An average is used to compute the final course grade.	Weeks 1-8 by Monday Evenings 11:59 P.M. (except for Memorial; then Tuesday)	58	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average Part A Reading Comprehension In Webcourses Each weekly post is over 10 points. An average is used to compute the final course grade.	Weeks 1-8 by Monday Evenings 11:59 P.M. (except for Memorial and Independence holidays; then Tuesday)	10	Articulate in your own words a meaningful idea from the readings and explain why you found it meaningful.
Weekly Discussion Post Average Part B Evaluation In Packback Each set of weekly posts is over 30 points. An average is used to compute the final course grade.	Weeks 1-8 Three tasks in three separate posts, due on Thursday. This deadline is not flexible.	30	Develop evaluation of ideas through interaction with other class participants.

After Course Perception of Ideologies	Friday 7/14, 11:59 PM Upload file labelled: LASTNAME_After	1	Students reflect on, and evaluate, their learning.
TOTAL		100	

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VI. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VII. Course Credits

3 credits

VIII. Course Schedule

The Weekly Discussion Board (labelled “Part A Questions”) updates the Course Outline: in case of a discrepancy between the Course Outline and the Webcourses Weekly Discussion Board of the week, the Weekly Discussion Board is correct.

Week 1, What is Ideology? What is Democracy?

Read the Course Outline.

Read Ball et al., chapters 1 and 2.

Instructor’s Remarks and or video documents will occasionally be assigned on any given week. Follow the instructions given in the Weekly Discussion Board.

DEADLINES:

Turn in your BEFORE course submission before Friday 5/19 at 11:58 PM, upload a Word file labelled with your last name, ex.: SURNAME_Before.

Quiz and Part A: Monday, 5/22 at 11:58 pm. Consult the Guide to Part A questions in Files.

Part B: Thursday, 5/25 at 11:58pm. Three different tasks fulfilled in three different posts. Consult the Guide to Part B Questions in Files.

Week 2, Liberalism

Note: Monday May 30th is a UCF holiday. Therefore, the quiz and Part A are **exceptionally** due on Tuesday.

Part B is always due on Thursdays.

- Read Ball et al., chapter 3 Liberalism.

Week 3, Conservatism

- Read Ball et al., chapter 4 Conservatism.

Week 4, Socialism I

- Read Ball and Dagger, chapter 5.

Week 5, Socialism II

- Read Ball and Dagger, chapter 6.

Week 6, Fascism

- Read Ball et al. chapter 7.

Week 7, Identity Politics

- Read Ball et al. chapter 8.

Weeks 8, Green Politics + Radical Islam

- Read Ball et al. chapters 9 and 10.

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 requests. 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 submission 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:

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- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *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.
- The use of ChatGPT for the composition of your posts is forbidden.

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. Students found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodation requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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

Deployed Active-Duty Military Students

If you are a deployed active-duty military student and feel that you may need 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.

INR4063-23Summer CW60

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

- UCF Prelaw Advising Office: *Hiring Student Assistants for Summer and Fall 2023*, [more info & application](#)
- UCF Summer Research Academy: *Hiring Peer Mentors for Summer 2023*, apply by June 1st, [more info.](#)
- **Prelaw Students:** AccessLex Free Webinars about Law School Admissions [see](#)

INR 4063: The Cold War

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

Number of Credit Hours: 3

Table of Contents

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

- [Course Schedule](#)
 - [Policy Statements](#)
-

Instructor Information

- Instructor: Professor Michael Mousseau
- Office Location: Howard Phillips 302 M
- Office Hours: Online only for summer. Email questions or for appointment on zoom.
- Phone: 407-823-2608
- Digital Contact: Michael.Mousseau@UCF.edu (<mailto:Michael.Mousseau@UCF.edu>) / I normally respond within 24 hours. Please communicate from your UCF knights email account.

Teaching Assistants

- Graduate Teaching Assistant: TBA
- Email: TBA

Course Information

- Term: Summer 2023
- Course Number & Section: INR 4063 CW60
- Course Name: American Foreign Policy
- Credit Hours: 3
- Class Meeting Days: Online-only course.
- Class Meeting Time: n/a
- Class Location: n/a
- Course Modality: W

Enrollment Requirements

Course Prerequisites (if applicable): [ENC 1102](http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=7103)[Links to an external site.](#) (http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=7103) or [POS 2041](http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=8754)[Links to an external site.](#) (http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=8754) or C.I.

Course Description

Politics of US-Soviet relations emphasizing the Cold War including the global impact of the Cold War, and prospects for post-Cold War international politics.

Course Purpose

To understand global politics during the Cold War, with emphasis on American foreign policy goals and strategies to meet these goals. Understanding the Cold War is an essential foundation to understanding world politics today, including American foreign policy regarding the current war in Ukraine.

Course Materials and Resources

Required Materials/Resources

All the course content is in short videos and one text.

Course text (selected chapters): George C. Herring, *The American Century and Beyond: U.S. Foreign Relations, 1893-2014*. Oxford University Press, 2017.

I am **proud of my affordability book badge**:



The digital version of the course textbook is **available for free through the UCF Libraries**.

Accessing the textbook requires that you authenticate (log in) with your NID. You are permitted to read the textbook online and/or download content to read offline. If PDF downloads are available for your book, this method is recommended to ensure uninterrupted access to the content. 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.

eTextbook Link: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4816068> →
<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Febookcentral.proquest.com%2Flib%2Fucf%2Fdetail.action%3FdocID%3D4816068&data=05%7C01%7CMichael.Mousseau%40ucf.edu%7Ceae843dc4542428412bf08db508c67b0%7Cbb932f15%3D%7C3000%7C%7C%7C&sdata=CwMHeX5h%2BzrE9poAtQ0epG%2BUcjEAaAksf%2FaphypBvEs%3D&reserved=0>

Third-Party Accessibility and Privacy Statements

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>).

Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Understand the goals and behaviors of U.S. foreign policy during the Cold War.
2. Apply your understanding of U.S. foreign policy during the Cold War to explain and predict U.S. behavior in global policy spaces today.
3. Coherently and clearly communicate the goals and behaviors of U.S. foreign policy for diverse audiences.

Course Activities

To accomplish the student learning outcomes, students will submit a weekly reflection essay on the course materials. There are no exams or other assignments. The student should have regular access to the internet and plan on logging into the course at least twice each week to watch video lectures, read materials, and prepare for their reflection essays.

Activity Submissions

Submit all reflection essays online as instructed in the reflection essay course page.

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.

<u>Reflective Essays</u> <u>(https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)</u>	Percentage of Grade
Week 1	3%
Week 2	7%
Weeks 3-12	90% (9% each)
Total	100%
<u>Extra credit Multiple-choice Exam</u> <u>(https://webcourses.ucf.edu/courses/1431590/pages/extra-credit-multiple-choice-quiz)</u> on Videos in Weeks 1-3	10%

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

Start Date	Week	Topic	Assignment	Module Links	Due Date
15-May	1	Getting Started	Reflective Essay. (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	1 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Friday, May 19, 2023
22-May	2	The Reluctant Hegemon	Reflective Essay. (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	2 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, May 23, 2023
29-May	3	How America is Not Normal	Reflective Essay. (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	3 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, May 30, 2023
5-Jun	4	America's Options	Reflective Essay. (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	4 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, June 6, 2023
12-Jun	5	The National Security State	Reflective Essay. (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	5 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, June 13, 2023

19-Jun	6	Coexistence and Crises, 1953-1961	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	6 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, June 20, 2023
26-Jun	7	Kennedy and Johnson, 1961-1968	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	7 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, June 27, 2023
3-Jul	8	Détente, 1969-1974	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	8 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, July 4, 2023
10-Jul	9	Renewed Tensions, 1974-1981	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	9 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, July 11, 2023
17-Jul	10	The Soviet Union Implodes, 1981-1991	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	10 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, July 18, 2023
24-Jul	11	The Lonely Superpower	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	11 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, July 25, 2023
31-Jul	12	A New Cold War?	Reflective Essay (https://webcourses.ucf.edu/courses/1431590/pages/weekly-reflective-essays)	12 (https://webcourses.ucf.edu/courses/1431590/modules/2500819)	Tuesday, August 1, 2023
31-Jul	12	Extra Credit Option, up to 10% of grade	Optional M-C Exam (https://webcourses.ucf.edu/courses/1431590/pages/extra-credit-multiple-choice-quiz)		Friday, August 4, 2023

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/>). 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/>). 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/>) for more information about your access to non-academic services.

Policy Statements

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

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Academic Integrity

Students should familiarize themselves with UCF's **Rules of Conduct** (<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 **The Golden Rule** [↗ \(http://goldenrule.sdes.ucf.edu/zgrade\)](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. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services** [↗ \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, sas@ucf.edu

(<mailto:sas@ucf.edu>), 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

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> (<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.

Sections with face-to-face components (M, RV)

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 **Emergency Guide** (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>).
- 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>

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 Summary:

Date	Details	Due
Fri May 19, 2023	 Getting Started (https://webcourses.ucf.edu/courses/1431590/assignments/8002989)	due by 11:59pm
Tue May 23, 2023	 The Reluctant Hegemon (https://webcourses.ucf.edu/courses/1431590/assignments/8003409)	due by 11:59pm
Tue May 30, 2023	 How America is Not Normal (https://webcourses.ucf.edu/courses/1431590/assignments/8003456)	due by 11:59pm
Tue Jun 6, 2023	 America's Options (https://webcourses.ucf.edu/courses/1431590/assignments/8003457)	due by 11:59pm
Tue Jun 13, 2023	 The National Security State (https://webcourses.ucf.edu/courses/1431590/assignments/8003458)	due by 11:59pm
Tue Jun 20, 2023	 Coexistence and Crises, 1953-1961 (https://webcourses.ucf.edu/courses/1431590/assignments/8003459)	due by 11:59pm
Tue Jun 27, 2023	 Kennedy and Johnson, 1961-1968 (https://webcourses.ucf.edu/courses/1431590/assignments/8003461)	due by 11:59pm
Tue Jul 4, 2023	 Détente, 1969-1974 (https://webcourses.ucf.edu/courses/1431590/assignments/8003460)	due by 11:59pm
Tue Jul 11, 2023	 Renewed Tensions, 1974-1981 (https://webcourses.ucf.edu/courses/1431590/assignments/8003462)	due by 11:59pm
Tue Jul 18, 2023	 The Soviet Union Implodes, 1981-1991 (https://webcourses.ucf.edu/courses/1431590/assignments/8003463)	due by 11:59pm

Date	Details	Due
Tue Jul 25, 2023	 The Lonely Superpower (https://webcourses.ucf.edu/courses/1431590/assignments/8003464)	due by 11:59pm
Tue Aug 1, 2023	 A New Cold War? (https://webcourses.ucf.edu/courses/1431590/assignments/8003465)	due by 11:59pm
Wed Aug 2, 2023	 Optional Redo of 1 Essay (https://webcourses.ucf.edu/courses/1431590/assignments/8011373)	due by 11:59pm
Fri Aug 4, 2023	 Optional Extra Credit Multiple-choice Quiz on Videos Weeks 1-3 (https://webcourses.ucf.edu/courses/1431590/assignments/8011397)	due by 11:59pm

INR4008-23Summer BW60

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

- **UCF Prelaw Advising Office:** *Hiring Student Assistants for Summer and Fall 2023*, [more info & application](#)
- **UCF Summer Research Academy:** *Hiring Peer Mentors for Summer 2023*, apply by June 1st, [more info.](#)
- **Prelaw Students:** Access Lex Free Webinars about Law School Admissions [see](#)

INR 4008: Global Perspectives

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

Number of Credit Hours: 3

Table of Contents

- General Course Information
- (<https://webcourses.ucf.edu/courses/1431590#CD>)_Course Description
- Course Materials and Resources
- Student Learning Outcomes
- Course Activities
- Grading Information
- Course Schedule
- Policy Statements

Instructor Information

- Instructor: Professor Michael Mousseau
- Office Location: Howard Phillips 302 M
- Office Hours: Online only for summer. Email questions or for appointment on zoom.
- Phone: 407-823-2608
- Digital Contact: Michael.Mousseau@UCF.edu (<mailto:Michael.Mousseau@UCF.edu>) / I normally respond within 24 hours. Please communicate from your UCF knights email account.

Teaching Assistants

- Graduate Teaching Assistant: TBA
- Email: TBA

Course Information

- Term: Summer 2023
- Course Number & Section: INR 4008 BW60
- Course Name: Global Perspectives
- Credit Hours: 3
- Class Meeting Days: Online-only course.
- Class Meeting Time: n/a
- Class Location: n/a
- Course Modality: W

Enrollment Requirements

Course Prerequisites (if applicable): **ENC 1102**[Links to an external site. \(http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=7103\)](http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=7103) or **POS 2041**[Links to an external site. \(http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=8754\)](http://catalog.ucf.edu/preview_course_nopop.php?catoid=3&coid=8754) or C.I.

Course Description

The historical and contemporary contexts of globalization.

Course Purpose

To understand global politics with emphasis on the historical and contemporary aspects of globalization. Understanding how our world came to be is an essential foundation for grasping world politics today, especially how American foreign policy came to shape the world we have.

Course Materials and Resources

Required Materials/Resources

All the course content is in short videos and one text. I am **proud of my affordability book badge:**





Course texts:

- Pietra Rivoli, *The Travels of A T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade* (2014, Wiley).
 - The digital version of the course textbook is **available for free through the UCF Libraries**. Accessing the textbook requires that you authenticate (log in) with your NID. You are permitted to read the textbook online and/or download content to read offline. If PDF downloads are available for your book, this method is recommended to ensure uninterrupted access to the content. Any unauthorized sharing of the textbook content is in violation of the license agreement between the publisher and university. The license permits access to this textbook for current UCF students, staff, and faculty only. Contact your librarian if you have any questions. Link: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=1840835>.
<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Febookcentral.proquest.com%2Flib%2Fucf%2Fdetail.action%3FdocID%3D1840835&data=04%7C01%7CMichael.Mousseau%40ucf.edu%7C917296c6068f4f93756d08d98a9d60f6%7Cbb%3D%7C1000&sdata=3Rzn5QQ8aBA%2FUsXC%2BaC0jn%2BC6NsBaM%2BHLp7DiLg7OTk%3D&reserved=0>
- Paul Collier, *Wars, Guns, and Votes: Democracy in Dangerous Places* (2010, HarperCollins).
 - A digital version of this book is available at the UCF book store for only \$7.85.

Third-Party Accessibility and Privacy Statements

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>)

Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Understand the state of the world, including pressing contemporary economic and security issues.
2. Apply your understanding of world politics to explain and predict behavior in global policy spaces today.
3. Coherently and clearly communicate the state of the world for diverse audiences.

Course Activities

To accomplish the student learning outcomes, students will submit a weekly reflection essay on the course materials and take a weekly multiple-choice exam. The student should have regular access to the internet and plan on logging into the course at least twice each week to watch video lectures, read materials, and prepare for their reflection essays and exams.

Activity Submissions

Submit all reflection essays online as instructed in the reflection essay course page. Complete all exams before the deadlines.

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.

Assignments	Number	Percent Grade Each	Percent Grade Total
Weekly Multiple-choice Quizzes (https://webcourses.ucf.edu/courses/1431589/pages/multiple-choice-quizzes)	6	8.33%	50%
Weekly Reflective Essays (https://webcourses.ucf.edu/courses/1431589/pages/weekly-reflective-essays)	6	8.33%	50%
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

Start Date	Week	Topic	Assignment	Due Date	Assignment	Due Date
26-Jun	1	Getting Started (https://webcourses.ucf.edu/courses/1431589/modules)	Multiple-choice Test	Friday, June 30, 2023	Reflective Essay	Sunday, July 2, 2023

		/2502439)				
3-Jul	2	Origins of Globalization (https://webcourses.ucf.edu/courses/1431589/pages/week-2-origins-of-globalization)	Multiple-choice Test	Friday, July 7, 2023	Reflective Essay	Sunday, July 9, 2023
10-Jul	3	Globalization & the Economy I (https://webcourses.ucf.edu/courses/1431589/pages/week-3-globalization-and-the-economy-i)	Multiple-choice Test	Friday, July 14, 2023	Reflective Essay	Sunday, July 16, 2023
17-Jul	4	Globalization & the Economy II (https://webcourses.ucf.edu/courses/1431589/pages/week-4-globalization-and-the-economy-ii)	Multiple-choice Test	Friday, July 21, 2023	Reflective Essay	Sunday, July 23, 2023
24-Jul	5	Globalization & Security I (https://webcourses.ucf.edu/courses/1431589/pages/week-5-globalization-and-security-i)	Multiple-choice Test	Friday, July 28, 2023	Reflective Essay	Sunday, July 30, 2023
31-Jul	6	Globalization & Security II (https://webcourses.ucf.edu/courses/1431589/pages/week-6-globalization-and-security-ii)	Multiple-choice Test	Friday, August 4, 2023	Reflective Essay	Sunday, August 6, 2023
31-Jul	6	Optional Retake of 1 M-C Test	Multiple-choice Test	Friday, August 4, 2023		

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/>). 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/>). 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/>) for more information about your access to non-academic services.

Policy Statements

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

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Academic Integrity

Students should familiarize themselves with UCF's **Rules of Conduct** (<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 **The Golden Rule** [↗ \(http://goldenrule.sdes.ucf.edu/zgrade\)](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. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services** [↗ \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, sas@ucf.edu

(<mailto:sas@ucf.edu>), 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

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> (<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.

Sections with face-to-face components (M, RV)

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 **Emergency Guide** (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>).
- 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>

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 Summary:

Date	Details	Due
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Date	Details	Due
Fri Jun 30, 2023	 Week 1 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8011833)	due by 11:59pm
Sun Jul 2, 2023	 Getting Started (https://webcourses.ucf.edu/courses/1431589/assignments/8011526)	due by 11:59pm
Fri Jul 7, 2023	 Week 2 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8012120)	due by 11:59pm
Sun Jul 9, 2023	 Origins of Globalization (https://webcourses.ucf.edu/courses/1431589/assignments/8011528)	due by 11:59pm
Fri Jul 14, 2023	 Week 3 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8003989)	due by 11:59pm
Sun Jul 16, 2023	 Globalization & the Economy I (https://webcourses.ucf.edu/courses/1431589/assignments/8011529)	due by 11:59pm
Fri Jul 21, 2023	 Week 4 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8006477)	due by 11:59pm
Sun Jul 23, 2023	 Globalization & the Economy II (https://webcourses.ucf.edu/courses/1431589/assignments/8011530)	due by 11:59pm
Fri Jul 28, 2023	 Week 5 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8003991)	due by 11:59pm
Sun Jul 30, 2023	 Globalization & Security I (https://webcourses.ucf.edu/courses/1431589/assignments/8011531)	due by 11:59pm

Date	Details	Due
Fri Aug 4, 2023	 Week 6 Multiple-choice Quiz (https://webcourses.ucf.edu/courses/1431589/assignments/8006487)	due by 11:59pm
Sun Aug 6, 2023	 Globalization & Security II (https://webcourses.ucf.edu/courses/1431589/assignments/8011532)	due by 11:59pm



INR 4084: Politics of International Terrorism

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

COURSE SYLLABUS- Summer 2023

Instructor:	Ted Reynolds, PhD	Term:	Summer C -2023
Office:	PH 206B	Class Meeting Days:	Wednesday
Phone:	407-823-5702	Class Meeting Hours:	6:00-8:50pm
E-Mail:	teddy.reynolds@ucf.edu	Class Location:	CB1 - Room 319
Office Hours:	Wednesdays 3-5pm		

Introduction

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

Course requirements:

This course will feature a combination of lectures and discussions, with an emphasis on interactive learning. Presentation material – including talks by guest speakers, public forums and other special programs (when available) – will often not be found in reading assignments. Students will be expected to prepare for class discussions by completing the reading assignments and staying informed about current developments as they pertain to terrorism/counter terrorism.

Students will be responsible for a group research project consisting of a paper/case study (25 pages double spaced per group of five students).

Required Texts and Materials

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

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

Basis for Final Grade

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

Grading Scale (%)

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 paper topic will be approved by the instructor

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

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

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 accommodation for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodation in this course must contact the professor at the beginning of the semester to discuss needed accommodation. No accommodation will be provided until the student has met with the professor to request accommodation. Students who need accommodation 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 accommodation 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 4084-Schedule: Summer 2023

Date	Readings for Class	Topic
5/17	Review syllabus / Questions	Introduction
5/24	Nacos Ch 1 & 2 Intro & What is terrorism	Discussion
5/31	Ch 3- Global Context Ch 4 - American context	Discussion Film: The Man Who Knew
6/7	Ch 5- Political Violence in the name of God	Quiz Select Groups Discussion
6/14	Ch 6- Making a terrorist Ch 7-Women and Children	Who becomes a terrorist? And WHY Paper topic proposals
6/21	Terrorism and Human Trafficking	QUIZ Discussion Receive Midterm
6/28	Complete Midterm Exam	TURN IN MIDTERM EXAM Set Presentation Schedule
7/5	Ch 8-11 Goals-targets- tactics Organization, strategy	Discussion
7/12	Ch 12 Security vs liberty Ch 13-The Role of Intelligence	Group Presentations
7/19	Ch 14 Propaganda and media Ch 16 CT in the news	QUIZ Group Presentations Discussion
7/26	Ch 15- Terror in Cyberspace	Group Presentations (if needed) Turn in Group Papers Receive Final Exam
8/2	Complete Final Exams	Turn in Final Exam

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

Politics of Eastern Europe



Course ID & Section	CPO 3614 AW60, Summer 2023, World Wide Web
Credit Hours	3
Prerequisites	ENC 1102 or POS 2041

Professor	Dr. Anca Turcu; Pronouns: she, her, hers
Office Hours	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.

Important: Requirements for a Six Weeks, Three Credits Online Class

Please keep in mind that this is a very short semester, but it will earn you the same number of credit hours (3) as a full-length term. Therefore, the material covered will be the same as a full-length term. This will amount to significant amounts of reading each week, as well as a fast-paced testing regimen, with long, close book, closed notes quizzes and substantial written assignments. You should spend at least 12 hours a week focusing on this class. Keep in mind that online classes, especially very short ones, are extremely labor intensive and you need to be very pro-active and well-organized. Please plan accordingly, make sure you keep up with all assignments and do not fall behind. I do not accept late work and do not grant extensions, except for documented medical emergencies and UCF sanctioned extracurriculars (for more on extensions and make-up work, see below).

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. **Also, with this being a very short semester, make sure you purchase the text in the first or second day of class (maybe opt for an electronic version for convenience and promptness), so that you may complete the first assignment in good time, by due date.**

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
Week 1: 5/15-22	Introductory Module	Introduction and Class Overview	Syllabus
	Module 1	Communism Defined; The Establishment of Soviet Rule in Eastern Europe	Csergo et al: Ch.1 (Pages 3-16); White Chapters 1 & 2
	Module 2	Communist Rule in Eastern Europe: 1950s-1980s	Csergo et al: Ch.1 (Pages 16-24); White Chapters 3, 4 & 5
Week 2: 5/22-30	Module 3	The Collapse of Soviet Control	Csergo et al: Ch.1 (Pages 24-35); White Chapters 6,7 & 8
	Module 4	EU and NATO Accession and After	Csergo et al: Ch. 9
Week 3: 5/30-6/5	Module 5	Nationalism and Its Challenges to Democratic Governance	Csergo et al: Ch. 3
	Module 6	Case Study: Poland	Csergo et al: Ch.11
Week 4: 6/5-12	Module 7	Case Study The Czech and Slovak Republics	Csergo et al: Ch.12
	Module 8	Case Study: Hungary Comparative Analysis Paper Posted on 6/5	Csergo et al: Ch.13
Week 5: 6/12-19	Module 9	Case Study: Former Yugoslavia and Its Successors	Csergo et al: Ch.18
	Module 10	Case Study: Romania	Csergo et al: Ch.16
Week 6: 6/19-26		Comparative Analysis Paper Due on 6/19	
	Module 11	Case Study: The Baltic Countries	Csergo et al: Ch.14
	Module 12	Case Study: Ukraine	Csergo et al: Ch.19

Course Requirements

Weekly Assignments

Six module assignments (one assignment per module, starting with Week 1) will test your knowledge of the material from the module covered during each week.

Your lowest scoring module assignment will be dropped at the end of class, leaving you with five chapter assignment scores, worth 15% of your grade each. That is, five module assignments will make up 75% of your final grade. If you miss a module assignment, or fail to submit it on time, you will automatically be assigned a grade of 0 for that assignment. Module 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. Every week, you will be given a choice between a quiz (closed book, closed notes) and a written assignment. Please only complete one of the two assignments. If you complete both, only the quiz will be graded. **Make sure that you only click the “quiz” tab if you have chosen to take the quiz that week. Clicking the tab to only look at quiz questions is not allowed. Once you click on that tab, the system will give you a grade for that quiz, even if you have only been on that page for only a couple of seconds. In that case, the quiz grade will be the only one to count for that week, even if you submit a written paper for that week. So please, no ‘peeking’ at quizzes! Click the quiz tab only if you have committed to the quiz and you are ready to complete it.** You will have to answer forty multiple choice or true/ false questions at 2.5 points each, for 100 points total. The quiz will need to be taken in forty minutes or less. The alternative will be a written assignment which you can read prior to submission and which will be made up of some short questions about the topic of the week and other instructions.

I am aware that some students do better with quizzes than written answers, or vice versa. Therefore, I am giving you the choice. But, I encourage you to try each one of the two at least once during the semester (**not both during the same week!**). Even if you do not like writing, I encourage you to complete at least one weekly written assignment, so that you know what to expect and how to go about answering a written assignment, given that the final will be very similar to such written assignments. The last weekly assignment for the class, Quiz 6, (for Module 6) will be due on 6/26 and will open on 6/19. Due to the fact that the last assignment of the semester is due two days before final class grades must be turned in, and grading time will be short, Module 6 does not offer a written assignment option. **All students will have to complete Quiz 6.**

Comparative Analysis Paper

Students will have to submit a comparative analysis paper. This paper will be worth 25% of your final grade. The final paper will be posted on Monday, 6/5 and will be due on 6/19 at 11:59 PM. Note that the final assignment must be submitted as a full text (not as an attachment) through the Canvas online submission system. This system is

designed to help me identify plagiarism, so make sure to take all necessary measures needed to avoid plagiarism. If you are not sure what constitutes plagiarism and how to avoid it, take this UCF library tutorial: <http://infolit.ucf.edu/students/modules/#article116> Students who cheat, commit plagiarism or engage in any other type of dishonest academic behavior will fail the class, (will receive an FZ grade) and will also be subject to disciplinary proceedings. Please review the UCF Golden Rule: <http://goldenrule.sdes.ucf.edu/> Please allow for plenty of time to complete each assignment, so that you avoid last minute submissions and the technical difficulties that sometimes accompany them. Final assignments should not be submitted late and will incur a 10 points penalty for the first 24 hours delay post due date. 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 EXCEPT for Week 2 , which will be due on Tuesday, 5/30 (due to the Memorial Day holiday).
Comparative Analysis Paper: posted on 6/5, due by 6/19 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.

The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed under any circumstances.

Students who do not respect this rule will receive a zero for their assignments (or will fail the class, depending on the gravity of the transgression) and will be reported to the university for misconduct.

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>](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
5 Module Assignments	75%
1 Comparative Analysis Paper	25%
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!

$(\text{comparative analysis paper} \times .25) + [(\text{sum of 5 highest scoring module assignments} / 5) \times .75] = \text{final grade}$

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.

Time Commitment and UCF Resources

For most students striving for B grades or higher, I recommend that you schedule about 12-15 hours per week for engaging with this course, including materials in the online modules, 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.

The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed under any circumstances. Students who do not respect this rule will receive a zero for their assignments (or will fail the class, depending on the gravity of the transgression) and will be reported to the university for misconduct.

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/>

A Culture of Respect

The University of Central Florida considers 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 a respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of a respectful culture 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 these topics, 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
- Student Bias Grievances – Just Knights response team – <http://jkr.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 all 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.

Comparative Politics Summer A 2023

Course Information

Course Name & Credit Hours	Comparative Politics: 3 Credit Hours
Course ID & Section	CPO 3103 AW60
Semester/Year & Location	Summer A 2023 World Wide Web
Prerequisites	ENC 1102 or POS 2041
Corequisites	None

Professor Contact

Instructor	Dr. Anca Turcu
Office & Office Hours	By appointment via Canvas conference chat. If you would like to chat with me, please e-mail me so we can make arrangements for an online discussion during regular business hours, Monday-Friday.
E-mail	Anca.Turcu@ucf.edu You may 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.
GTA	N/A

Important: Requirements for a Six Weeks, Three Credits Online Class

Please keep in mind that this is a very short semester, but it will earn you the same number of credit hours (3) as a full-length term. Therefore, the material covered will be the same as a full-length term. This will amount to significant amounts of reading each week, as well as a fast-paced testing regimen, with long, close book, closed notes quizzes and substantial written assignments. You should spend at least 12 hours a week focusing on this class. Keep in mind that online classes, especially very short ones, are extremely labor intensive and you need to be very pro-active and well-organized. Please plan accordingly, make sure you keep up with all assignments and do not fall behind. I do not accept late work and do not grant extensions, except for documented medical emergencies and UCF sanctioned extracurriculars (for more on extensions and make-up work, see below).

Catalog Description

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

Course Description

This class 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 each country.

Course Objectives and Learning Outcomes

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

Therefore, on completing this course students will be able to:

1. describe and analyze differences between the institutions and governmental systems of different countries
2. discuss the implications of different electoral systems for institutional change
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

Academic Calendar

Week & Module	Topic(s)	Readings
Week 1: Module 1 5/15-22	Class Overview and Introduction Introduction to Comparative Politics The Modern State	Syllabus D&O Chapters 1 & 2 (See Module 1 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)
Week 2: Module 2 5/22-30	States, Citizens and Regimes States and Identity	D&O Chapters 3 & 4 (See Module 2 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)
Week 3: Module 3 5/30-6/5	Governing Institutions in Democracies Institutions of Participation and Representation in Democracies	D&O Chapters 5 & 6 (See Module 3 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)
Week 4: Module 4 6/5-12	Contentious Politics Authoritarian Institutions Comparative Analysis Paper Posted on 6/5	D&O Chapters 7 & 8 (See Module 4 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)
Week 5: Module 5 6/12-19	Regime Change Political Economy of Wealth Comparative Analysis Paper Due on 6/15	D&O Chapters 9 & 10 (See Module 5 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)
Week 6: Module 6 6/19-26	Political Economy of Development Public Policies When Markets Fail	D&O Chapter 11 & 12 (See Module 6 Overview in Canvas for specific sections assigned from each chapter and additional ancillary materials)

Required Texts

- *"Introducing Comparative Politics- Concepts and Cases in Context"* by Stephen Orvis and Carol Ann Drogus, 5th edition, SAGE, January 2020, ISBN-13: 978-1544374451

Note: Comparative Politics 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 edition listed above. **Also, with this being a very short semester, make sure you purchase the text in the first or second day of class (maybe opt for an electronic version for convenience and promptness), so that you may complete the first assignment in good time, by due date.**

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 overview 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.

Course Requirements

Weekly Assignments

Six module assignments (one assignment per module, starting with Week 1) will test your knowledge of the material from the module covered during each week.

Your lowest scoring module assignment will be dropped at the end of class, leaving you with five chapter assignment scores, worth 15% of your grade each. That is, five module assignments will make up 75% of your final grade. If you miss a module assignment, or fail to submit it on time, you will automatically be assigned a grade of 0 for that assignment. Module 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. Every week, you will be given a choice between a quiz (closed book, closed notes) and a written assignment. Please only complete one of the two assignments. If you complete both, only the quiz will be graded. **Make sure that you only click the "quiz" tab if you have chosen to take the quiz that week. Clicking the tab to only look at quiz questions is not allowed. Once you click on that tab, the system will give you a grade for that quiz, even if you have only been on that page for only a couple of seconds. In that case, the quiz grade will be the only one to count for that week, even if you submit a written paper for that week. So please, no 'peeking' at quizzes! Click the quiz tab only if you have committed to the quiz and you are ready to complete it.** You will have to answer forty multiple choice or true/ false questions at 2.5 points each, for 100 points total. The quiz will need to be taken in forty minutes or less. The alternative will be a written assignment which you can read prior to submission and which will be made up of some short questions about the topic of the week and other instructions.

I am aware that some students do better with quizzes than written answers, or vice versa. Therefore, I am giving you the choice. But, I encourage you to try each one of the two at least once during the semester (**not both during the same week!**). Even if you do not like writing, I encourage you to complete at least one weekly written assignment, so that you know what to expect and how to go about answering a written assignment, given that the final will be very similar to such written assignments. The last weekly assignment for the class, Quiz 6, (for Module 6) will be due on 6/26 and will open on 6/19. **Due to the fact that the last assignment of the semester is due two days before final class grades must be turned in, and grading time will be short, Module 6 does not offer a written assignment option. All students will have to complete Quiz 6.**

Comparative Analysis Paper

Students will have to submit a comparative analysis paper. This paper will be worth 25% of your final grade. The final paper will be posted on Monday, 6/5 and will be due on 6/15 at 11:59 PM. Note that the final assignment must be submitted as a full text (not as an attachment) through the Canvas online submission system. This system is designed to help me identify plagiarism, so make sure to take all necessary measures needed to avoid plagiarism. If you are not sure what constitutes plagiarism and how to avoid it, take this UCF library tutorial: <http://infolit.ucf.edu/students/modules/#article116> Students who cheat, commit plagiarism or engage in any other type of dishonest academic behavior will fail the class, (will receive an FZ grade) and will also be subject to disciplinary proceedings. Please review the UCF Golden Rule:

<http://goldenrule.sdes.ucf.edu/> Please allow for plenty of time to complete each assignment, so that you avoid last minute submissions and the technical difficulties that sometimes accompany them. Final assignments should not be submitted late and will incur a 10 points penalty for the first 24 hours delay post due date. 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 EXCEPT for Week 2, which will be due on Tuesday, 5/30 (due to the Memorial Day holiday).

Comparative Analysis Paper: due by 6/15 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.

The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed under any circumstances. Students who do not respect this rule will receive a zero for their assignments (or will fail the class, depending on the gravity of the transgression) and will be reported to the university for misconduct.

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

Grades will be recorded and released via Canvas.

Assignment	Percentage of Grade
5 Module Assignments	75%
1 Comparative Analysis Paper	25%
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!

$(\text{comparative analysis paper} \times .25) + [(\text{sum of 5 highest scoring module assignments} / 5) \times .75] = \text{final grade}$

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.

Time Commitment and UCF Resources

For most students striving for B grades or higher, I recommend that you schedule about 12-15 hours per week for engaging with this course, including materials in the online modules, 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.

The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed under any circumstances.

Students who do not respect this rule will receive a zero for their assignments (or will fail the class, depending on the gravity of the transgression) and will be reported to the university for misconduct.

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/>

A Culture of Respect

The University of Central Florida considers 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 a respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of a respectful culture 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 these topics, 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
- 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 all 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

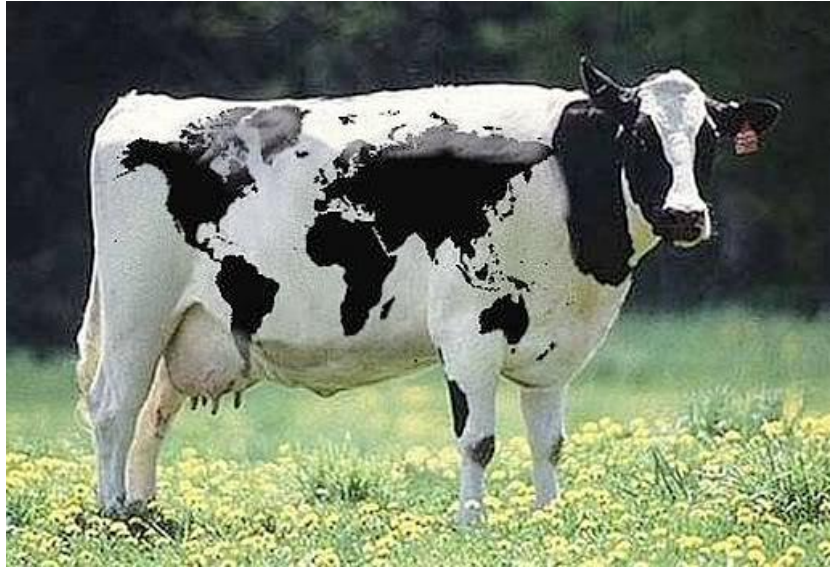
evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that 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.

PHYSICAL GEOGRAPHY

GEO 1200
Summer A 2023

Richard E. Tyre - Instructor
School of Politics, Security, and
International Affairs
University of Central Florida
Office Hours: 6:00 Mondays via
Zoom Link on Canvas

Formal Office: 102 Howard Philips
Email: Richard.Tyre@ucf.edu



Public Course Description

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

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.

Required Texts

Introducing Physical Geography, 5th or 6th Edition by Strahler

UCF has provided a complimentary download of this textbook via the UCF Libraries site. The link is on Webcourses.

Final Grading Scale

A	> 93	B+	87 – 89.99	C+	77 – 79.99	D+	66 – 69.99
A-	90 – 92	B	83 – 86	C	72 – 76	D	62 – 65
		B-	80 – 82	C-	70 – 71	D-	60 – 61
						F	< 59.99

Grading Criteria

Mid-Term Exam: 25%

Final Exam: 25%

Quizzes: 25%

Assignments: 25%

Attendance Policy:

This course is an online course that is to be completed at your own pace. There is no mandatory attendance or date any assignment, quiz, or exam is due. All materials, however, must be submitted by the last day of the Summer A session.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

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.

Course Calendar

This course is at your own pace. The material opens on Monday, May 15, 2023 and you have until Friday, June 23, 2023 to complete all of the work.

Each Module will feature one (1) or two (2) chapters. Most chapters feature a lecture to watch, chapter PowerPoint presentation to follow at take notes, an online assignment, and a knowledge quiz. To maintain pacing in the course, it is advised to complete two (2) to three (3) modules per week.

*All elements of this syllabus are subject to change at the discretion of the instructor during the course with due notice. An effort will be made to avoid any changes but circumstances may necessitate potential alterations, particularly those related to course format, scheduling and content.

Honors Undergraduate Thesis Program
CPO 4970H-0202 Honors Undergrade Thesis
UCF School of Politics, Security, and International Affairs
3 credit hours

Instructor Information

- Instructor: **Dr. Joseph Paul Vasquez, III**
- Office Location: 102A Howard Philips Hall
- Office Hours: by appointment over Zoom
(<https://ucf.zoom.us/j/3142725238>) or in person
- School of Politics Phone #: (407) 823-2608
- Digital Contact: paul.vasquez@ucf.edu

Course Information

Term: Summer C completion Credit Hours: 3 credit hours

Course Description

During this semester, the student will develop the Honors Undergraduate Thesis. This includes carrying out the research, analyzing the data, writing, submitting for format review, defending, and publishing the thesis. Other committee members should be consulted when and as appropriate to review and comment on students' written work. The grade for the Thesis semester depends upon the quality and depth of the work, regular communication with the Thesis Chair and committee, and fulfillment of all Thesis semester requirements in a timely manner

Student Learning Outcomes

- Objective One: expand the student's competency in the relevant literature and concepts,
- Objective Two: further develop the student's research skills,
- Objective Three: develop the students writing skills, especially in the context of various case studies, and
- Objective Four: develop the students' ability to apply analytical skills with regard to testing stated hypotheses.

Course Activities

The activities for this course include: gathering and analyzing data in light of hypotheses and the evidence, communicating with the committee members via email, writing up the results of his analysis, and meeting with

the committee members. All writing assignments will be submitted via Webcourses (and through turnitin.com)

Expected Method(s) and Frequency of Contact/ Meetings

We plan to meet every other week by Zoom.

Course Requirements and Grade Table

A	B	C	D	
Assignments	% of Final Grade	Assignment Scores*	Component Score = column B x column C	Due Date
Communication w/ faculty	10%			We will plan to meet every other week just to touch base.
Timely completion of requirements	10%			
Depth/quality of written work	80%			
Paper #1 (case study 2)	20%			Monday, May 29 th @11:59 PM
Paper #2 (case study 3)	30%			Monday, June 12 th @11:59 PM
Thesis draft	30%			Monday, June 26 th @11:59 PM
Total	100%		Add each of your component scores to get your anticipated final grade	

Other important dates	
Thesis draft circulated to committee	Monday, June 26 th @ 11:59 PM
Thesis defense target date	Monday, July 10 th @ 11:59 PM
Final submission process	Monday, July 24 th @ 9 AM - Friday., Aug. 4 th @ 5PM sharp
Thesis approval form due to Honors College	Monday, July 31 st @ 4:30 PM

To maintain good standing in or graduate from the HUT program, students must obtain an A, B or S in each HUT course. Below is a rubric, based on the three criteria spelled out above, that will be applied to determine students' grade.

- "Communication with faculty" includes regularity of contact with committee chair, promptness, and professionalism of response to emails, and timeliness to scheduled appointments.
- "Timely completion of requirements" refers to the on-time completion of written assignments by deadlines.
- "Depth/quality of work" will be evaluated regarding written work in accord with the criteria discussed below.

Thesis: The student will conduct case study research that will test the hypotheses developed previously in the student's thesis proposal. The student will gather data on several cases studies, write up the analysis of that information in normative format, and ultimately integrate it with various sections of the thesis proposal into the final thesis, including the student's analytical conclusions.

Unless otherwise directed by the Honors College guidance, please use the Chicago citation style and 1-inch margins, double-spacing with 12-point font. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment. This assignment will be graded in accord with the following distribution of credit.

The grading rubric for the **first paper** will follow the guidance below.

Mechanics of writing	20%
Empirical case discussion	25%
Apply/develop relevant theory to the case	25%
Proper documentation and citation	20%
<u>Organization of paper</u>	10%
	100%

The grading rubric for the **thesis draft** will follow the guidance below.

Mechanics of writing	20%
Empirical case discussion	25%
Apply/develop relevant theory to the case	20%
Methodological discussion	5%
Proper documentation and citation	20%
<u>Organization of paper</u>	<u>10%</u>
	100%

Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. Also, students have a tendency to lose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so you should consult the section below on academic dishonesty for details on how to avoid plagiarism. For example, I deduct one point for missing words or marks of punctuation, two points for sentence fragments or run-on sentences and five points for each failure to appropriately cite sources. Thus, you should take steps to minimize those kinds of flaws in your writing, including becoming familiar with Chicago style using the literacy tutorial referenced in the Academic Honesty section below. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities.

Additional procedural guidance:

Workshop Requirement: Attend and participate in at least one HUT-approved support workshop to aid and enhance their research pursuit during each enrolled HUT semester before the last day of classes. The student will Submit the thesis proposal with the signed Thesis Proposal Cover Page to the Office of Honors Research by the appropriate deadline. Also, the student should register for Honors Thesis (4970H for 3 credit hours). Students will use the HUT Course Registration form, which can be obtained from the Office of Honors Research.

Grading Scale

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points

C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

Policy Statements

Academic Integrity

BHC Honor Code

Honors Scholars pledge to uphold the honor code found at <https://honors.ucf.edu/students/>.

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:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#) [\(Links to an external site.\)](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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, see <http://goldenrule.sdes.ucf.edu/zgrade>[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](#)[Links to an external site.](#) (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.

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.

Thesis Structure Overview

I. Introduction

Clearly state your research question. What causal relationship are you interested in studying? Explain to your reader why they should bother to read or care about your project without saying so quite directly (as in don't just say, "This subject is important, and you should care!"). How does the relationship that interests you effect the lives or quality of life for people, organizations, communities, countries, or other groups of people? Use some clear and compelling examples to capture your audience's attention. Try to give the average person a reason to care and want to know more.

II. Theory

Review the relevant academic literature here purposefully, not so much as a laundry list, but to build your argument. Start by explaining to the reader if and how previous research has addressed your question. How do existing theories inform your expectations about the relationship you will be studying? In what ways does it support your argument? In what ways do you question the prevailing literature or find it inadequate? What concepts are involved and how are they defined in the literature? What underlying theoretical assumptions are relevant to your research? If your research could make a new and unique contribution to studies on the subject, be sure to explain why and how that is.

III. Methodology/Methods

State your hypothesis clearly and precisely so that someone else could replicate or copy your study. What independent variable (cause=X) leads to or results in what dependent variable (effect=Y)?

What type of research design do use in your study (quantitative/statistical, qualitative/case study, experimental, etc.)? Why are you using that particular design? What advantage does this approach have?

What unit of analysis are you studying (who and what are the subjects of your study)? What is the scope of your study in terms of where and when/time and place?

How did you operationalize/measure your X and Y variables? Note: These operationalizations/measures will allow you to distinguish between X and Y and similar things that should not be mistaken for them.

Few social science relationships involve only independent and dependent variables. What alternative variables affected the causal relationship you are studying, and how did you control for their potential impact on the relationship of X on Y? How did you operationalize or measure those variables?

How did you collect data for your study? Was it in existing data sets, reference and scholarly sources, important primary documents or histories, interviews, did you conduct surveys, etc.?

If there were ethical concerns associated with your research, how did you deal with that issue? What clearances or permissions were received?

IV. Empirical or case analysis

This is the section where you discuss the evidence you collected and whether or not it supports your hypotheses and why you came to that conclusion.

V. Conclusion

Offer a brief summary of what insights were gained from your research. In addition, what kinds of limits in your study might impair your ability to know all there is to know about this research question? If possible, offer future researchers' advice on what important issues raised by your study could be examined further?

VI. References/works cited/bibliography

INR2002.CW61 IR Theory & Practice

Summer 2023 Syllabus

Course Information

Course Name	International Relations Theory & Practice
Course ID & Section	INR 2002.CW61
Credit Hours	3 credit hours
Semester/Year	Summer 2023 Term C
Time & Location	Not applicable; class is online and asynchronous in Webcourses

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III UCF School of Politics, Security, and International Affairs
Office	102 Howard Philips Hall
Office Hours	Tuesday & Thursday 1:00-2:00 PM and by appointment over Zoom (https://ucf.zoom.us/j/3142725238) or by phone. Please email me two hours prior to office hours so I know to expect a "visit."
E-mail	paul.vasquez@ucf.edu

Course Description

There are a lot of countries out there. In fact, the world is full of them! In this course we will examine factors that influence the behavior of states and other international actors. We will begin by reviewing some important events in world history and explore the issue of globalization today. Second, we will delve into issues related to war, peace, and international security. Our study of these topics will focus on issues related to power politics among states and some alternative perspectives. Specifically, we will consider phenomenon such as foreign policy, military force, and terrorism. In the final half of the course, we will examine issues related to international political economy, international organizations and human rights, the gap between rich and poor countries and global environmental challenges. In a curricular sense, this course can be used to satisfy Basic Core Requirements for IGS Majors or the Area B requirement for students majoring in Political Science.

Prerequisite: ENC 1102 or consent of the instructor.

Note: This course provides a good foundation for students planning to take INR 4603 to help satisfy the Advanced Core Requirements for the IGS Major or the Area C requirement for student majoring in Political Science.

Important Advice: I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness—without compromising on standards—to help you do your best. You should do the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

Course Objectives

- Objective One: help students understand trends and developments in the practice of international relations as well as major theoretical perspectives and insights offered by political scientists
- Objective Two: help students understand the influence of international relations on their own lives
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication

Required Materials

- REVEL for International Relations by John C. Pevehouse and Joshua Goldstein, Brief Edition, 8e is the digital text you'll be using to access assignments throughout the semester. To access your materials, follow the link address (unique to this course) below.
 - Go to: <https://console.pearson.com/enrollment/on49jt>
 - Sign in or create a Pearson Account.
 - Click View access options to redeem your access code or buy instant access. (If you are waiting for financial aid, you can use course materials for free temporarily for 14 days.)
 - If you need help, check out these Revel student resources: <https://www.pearsonhighered.com/revel/students/support/>
- The e-text includes videos you should watch as well as practice quizzes and tests, which are optional to complete that do not count toward your grade. All graded assignments will be completed in Webcourses/Canvas. None of them will be done in REVEL for a grade. Since I am not requiring you to use the hardcopy text, I have not asked the bookstore to purchase hardcopies.

Course Mode via Webcourses

This course will require asynchronous, largely self-driven activity via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact

[Webcourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

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 Requirements and Grade Table

A	B	C	D	E
Assignments	% of Final Grade	Assignment Scores*	Component Score = column B x column C	Open/Due Date
Quizzes & Information Literacy Tutorial	50			See the Course Schedule below
Midterm Exam	15			July 1 12:01 AM & July 2 11:59 PM
1 st Course Paper	10			See the Course Schedule below
2 nd Course Paper	10			
Final Exam	15			Aug. 3 12:01 AM & Aug. 4 11:59 PM
Total	100%	Add Column D to estimate grade →		

* Add grades for each type of assignment and divide by the number of grades for this task, except for discussion post grades which should be added.

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Quizzes: These will include online multiple-choice quizzes with one correct answer for each question. These quizzes will usually cover substantive information from each module covering any assigned courses materials, including course readings, videos, lectures, etc. Those quizzes will open at 12:01 AM on the last Friday of each module and close at 11:59 PM on the last Sunday of each Module (except for the final module, which closes on a Friday. As a result, the last quiz will be open on Thursday and Friday). Before Module 3 concludes you will also be expected to watch a video lecture on proper citation practice using the Chicago Manual of Style and take a quiz over it, which will counted as a separate quiz in Webcourses. This exercise 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, May 19, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz and submit it.

Midterm Exam and Final Exam: Multiple choice exams will be administered after Module 4 and Module 8. The final exam will be cumulative to the extent that it will cover some material from the midterm exam, but it will be much more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams and quizzes 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 the third option will be about global 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. Once course papers have been graded on a particular topic, late papers will not be accepted barring extraordinary circumstances.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) cite relevant assigned course materials to support your analysis. While other academic sources can be used such as an academic journal article or book, you are not required to do so. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

When each discussion prompt is released, it will include a breakdown of how points will be allocated. Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing, so take steps to minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism.

Missed Assignments/Make-Ups/No Extra Credit: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from completing a quiz.

Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse or a reason that is sufficiently verifiable, compelling significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points "off-the-top." Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%, unless they meet the excused criteria in the

paragraph above. I do not plan to offer extra credit for this course, so please ensure that you direct your energies accordingly.

Evaluation and Grading

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements. Assignment grades will be recorded in Webcourses.

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

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. Communicate online with the instructor using either his UCF email address (Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab. 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 watching my video lecture about citing sources using the Chicago Manual of Style in Module 3 and taking the quiz over it, you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct

(<https://scai.sdes.ucf.edu/student-rules-of-conduct/>) and UCF's student handbook, *The Golden Rule* (<https://goldenrule.sdes.ucf.edu/>).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary, respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (<http://goldenrule.sdes.ucf.edu/zgrade>).

Campus Safety

Though most emergency situations are primarily relevant to face-to-face courses, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. Therefore, to stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Copyright

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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 distress related to stress, anxiety, or depression that is hindering you from being the best you can be, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811. If it's urgent, please call 911 for help.

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

University Writing Center: The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler

on our website; walk-in consultations are also available. The main location is in Colbourn 109 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>.

Course Schedule

Note: All modules below are open for two weeks, except for those noted below with an asterisk (*), which are open for less than two weeks. Please plan accordingly, which might involve reading ahead for those weeks so as to cover all the assigned reading.

Topic	Assignments	Open & close dates	Open & close times
Syllabus	Syllabus Quiz	May 15 - May 19 (or ASAP for late enrollees)	12:01 AM & 11:59 PM
Module 1: Introduction to IR Chapter 1. The Globalization of International Relations	Quiz	May 15 - May 28	12:01 AM & 11:59 PM
Module 2: Realism Chapter 2. Realist Theories	Quiz	May 29 - June 11	12:01 AM & 11:59 PM
Module 3: Liberalism Chapter 3. Liberal and Social Theories	Quiz Citation quiz Paper A due (Security topic will be released on Thurs., June 22)	June 12 - June 25	12:01 AM & 11:59 PM
Module 4: Violent Conflict Chapter 4. Conflict, War and Terrorism	Quiz	June 26 - July 2	12:01 AM & 11:59 PM
	Midterm Exam	July 1 – July 2	12:01 AM & 11:59 PM
Module 5: Trade and Finance Chapter 5. Trade and Finance	Quiz Paper B due (Economics topic will be released on Thurs., July 13)	July 3 – July 16	12:01 AM & 11:59 PM

<p>*Module 6: Global Governance*</p> <p>Chapter 6. International Organizations, Law and Human Rights</p>	Quiz	July 17 – July 23	12:01 AM & 11:59 PM
<p>*Module 7: North-South Relations*</p> <p>Chapter 7. North-South Relations</p> <p>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</p>	Quiz Paper C due (North-South relations topic will be released on Thurs., July 27)	July 24 – July 30	12:01 AM & 11:59 PM
<p>*Module 8: The Global Environment*</p> <p>Chapter 8. Environment and Technology</p>	Quiz	July 31 – August 4	12:01 AM & 11:59 PM
	Final Exam	August 3 – August 4	12:01 AM & 11:59 PM

Important Dates:

Date	Event
Friday, May 19, 11:59 P.M.	Drop/add deadline
Friday, July 7, 11:59 P.M.	Withdrawal deadline

General procedures for each module (more details will be provided with each module as it is released)

Required Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading.
2. **Online Materials:** Do the assigned online assignments, including watching the instructor videos.
3. **Quiz:** Typically you will go to the Quizzes Tab and complete the quiz for each module between 12:01 AM on the last Friday of each module and 11:59 PM on the last Sunday of each module. This quiz is based on topics related to each

module's content. You have one attempt to complete this quiz, which is usually open for approximately 15-20 minutes. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating. Since the semester ends on a Friday, the last quiz will be open from Thursday through Friday.

Syllabus Summer/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-BW60

Credit Hours: 3 Credit Hours

Semester/Year: Summer/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.
- 1 political cartoon assignment - 65 points.
- 2 article critiques/discussions - each critique/discussion is worth 65 points for a total of 130 points.
- Syllabus quiz - worth 15 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 410 points available in this course. The following chart shows a breakdown of the point range for the final grade in the course. Point values for individual assignments will show up in the Modules and Assignments tabs.

Letter Grade/Points

A/369-410 points

B/328-368 points

C/287-327 points

D/246-286 points

F/0-245 points

UCF Financial Aid Statement

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Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/Links to an external site.>](https://scai.sdes.ucf.edu/student-rules-of-conduct/Links%20to%20an%20external%20site.>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- 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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule<<https://goldenrule.sdes.ucf.edu/Links to an external site.>>. 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.

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Deployed Active Duty Military Students

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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to

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

Third-Party Software and FERPA

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

Syllabus - Summer/2023

Instructor Contact

Instructor: Brian Yeitz

Office Hours: Virtual, by appointment

Email: brian.yeitz@ucf.edu (All emails regarding the course must be sent through Canvas Email)

Course Information

Course Name: Physical Geography

Course ID & Section: GEO1200-BW60

Credit Hours: 3

Semester/Year: Summer 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.

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 Texts

Living Physical Geography. Author: Bruce Gervais. Publisher: Macmillan. Edition: 2nd.

Course Requirements

- 3 Tests – each test will be worth 50 points for a total of 150 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 assignment will be worth 20 points for a total of 80 points. Instructions for the assignments can be found under the Modules Tab Assignments Tab.
- 1 Syllabus Quiz - 4 points. This is your Financial Aid Activity.

NOTE: All assignments/tests will open for at least one week. 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.

Evaluation and Grading

There will be a total of 234 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 / 210-234 points

B / 187-209 points

C / 163-186 points

D / 140-162 points

F / 0-137 points

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- Falsifying or misrepresenting the student's own academic work.

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INR 6065: Seminar on War [ONLINE]

Summer D Term

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

Office Hours: Tuesdays and Wednesdays, 10:00-11:00 AM or by appointment

Credit: 3 Hours

Although major war has declined in frequency, war remains an important element of international politics. This course examines the nature of war as a military and political process, using classic texts, historical works, prescriptive manuals, and modern social science.

Learning Objectives

Students will understand the classical, prescriptive, and social scientific literature on war

Students will develop their abilities to do social scientific research on war-oriented topics

Students will improve presentation skills and writing ability

General Course Expectations

Reading

Students should complete all readings by no later than Tuesday of each week. As this is a graduate course, you are expected to grasp the core elements (question, theory, findings, and weaknesses) of each article through your own reading, and then further develop that knowledge through your participation in the online discussions. You should expect to be challenged by the nature and content of some of the readings, and you should plan enough time to complete them. (As this is a shortened term course, the reading schedule is aggressive.) If you encounter difficulties with the readings, please contact the instructor: there is an art to reading academic articles. If you are unfamiliar with how to interpret regression analysis, you are also encouraged to contact the instructor for advice, since many of the articles will use it. Only readings that are not available through library databases are provided for you in the files section.

Weekly Assignments.

Students will participate each week in the course in several different ways: papers, constructive comments on other students' papers, readings presentations, and questions about the readings. This participation is students' main interaction with each other and foundational to the course. Students should set aside sufficient time, at the right times, to participate effectively in these weekly activities. Students are evaluated on the quality of their participation. They should plan to demonstrate a clear understanding of the readings, ask thoughtful questions, make genuinely useful, constructive comments (i.e., critical but not cruel) on others' papers and articulate thoughtful, interesting arguments.

Research

Each student will produce a research design. A research design is, in essence, the first part of a research paper, and is appropriate for people whose course of study involves training to become political science researchers. It defines your research question, the dependent variable, reviews relevant literature, presents a theory (or at least a well-explained theoretical intuition) and a hypothesis, and then explains how you would test the hypothesis. When you explain how you would test your hypothesis, you need to be specific about the methods you would use, how you would operationalize your variables, and the sources you would use for your information/data. You should plan to have your question approved by your instructor no later than the end of the third week of class. Your discussion of relevant literature should include relevant readings from the courses but also at least non-required peer-reviewed academic journal articles or books.

Assignments

Research Design: 27%. 15 pages, double-spaced. Due 8 July.

Design a research project on war, complete with clear question, 4 page literature review referencing at least 15 peer-reviewed articles, 5 page theoretical discussion, specific and falsifiable hypotheses, and clearly identified and justified method of analysis, appropriate operational criteria, and proposed sources of evidence.

Article Presenter: 10%, 2 times = 20%

- Create and post by 23:59 on the Saturday before your week begins a narrated slide presentation (e.g. powerpoint) lasting not more than 5 minutes which effectively communicates the core elements of the text. For a social scientific article, your presentation should describe the question, the text's place in the literature, its theory, methods, and findings, along with a critical evaluation of the text. (N.b., do not describe the article, communicate the arguments, theory, findings, etc. of the article. There's a difference.) For a classic text that makes an argument or describes a method of doing something, be sure to effectively describe the author's task and explain how they execute that task (including a full discussion of the substance they present); again, include a critical evaluation of the text. *Please note that it can take a while for powerpoint to save the video file combining voice and slides. For technical assistance (for powerpoint) see <https://goo.gl/PC6Sbp>*
- By 23:59 on Wednesday, respond to all questions that have been posed by fellow students by 23:59 on Monday (if fewer than 5 are posted contact instructor).
- Sign up for the texts that you would like to present during week 1. At least 1 presentation should be from weeks 2, 6, 7, 8, or 9.

Staff Ride Role Presentation: 10%

During Week 2, each student will be assigned a role to present in the Week 5 (virtual) Staff Ride. They will prepare a 3-5 minute narrated powerpoint presentation on what the person that they are representing did during the battle, and why. They will respond to questions from other students about why the person they are representing behaved as they did.

Weekly Papers: 3% per paper, 1 paper per week (totaling 9 Papers) = 27%

With the exception of the first week, by 23:59 on Monday, each student will post two 400-500 word papers per week, in response to the posted prompts. One of these papers will be turned in for grading by 9:00 AM on Fridays. [The other paper is factored into the participation grade.] Students should use the comments they receive on their papers to identify the stronger paper, and take advantage of those comments improve the paper—the final version, turned in for grading, should be a substantial revision of the draft that they posted on Monday.

- During the first week, each student will be responsible for posting (by 23:59 on Wednesday only one paper, which will be submitted for grading by 23:59 on Saturday.
- While students will be able to see other students' papers after their initial posts, they should take care to not duplicate others' papers.

Weekly Participation: 2% per week, with the lowest week dropped = 16%

With the exception of the first week, the staff ride week, and week 6, each student is responsible for asking one question about three different readings and making three critical but constructive comments on other students' papers (all three comments cannot be made in response papers addressing the same prompt). During the first week, students will be responsible for making two critical, constructive comments on other students' papers. During Staff Ride week, each student will ask question to at least 3 role-players, and critical, constructive comments on three papers (again, not all comments can be made in response to papers addressing a single prompt). The lowest weekly participation grade will be dropped. During week 6, in addition to asking 3 questions and making 3 critical constructive posts, you will complete the tactics activity.

- Participation is graded in terms of the aggregate quality and timeliness of posted questions, prompts, and papers.

Note: See appendix at end of syllabus for advice on posts.

Weekly Course Activity Pattern

Week 1 Deadlines (15 May – 13 May)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			23:59 + <u>All</u> week paper addressing the nature of war		23:59 PM +All make comments on two other peoples' papers by this point.	23:59 + <u>All</u> turn in 1 paper for grading + <u>Article</u> <u>presenters</u> post presentations for next week by this point

Typical Week Deadlines

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	23:59 + <u>All</u> post Papers to discussion board by this point + All post response questions on presentation pages by this point		23:59 + <u>All</u> post comments on others' papers by this point + <u>Article Presenters</u> post answers to questions by this point		9:00 AM + <u>All</u> turn in 1 paper for grading by this point	23:59 <u>Article presenters</u> post presentations for next week

Staff Ride Week Deadlines (Week 5)

Saturday of Week 4	Sunday (of week 5)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday of week 5
23:59 <u>All</u> post Staff Ride Presentations by this point		23:59 + <u>All</u> post Papers to discussion board by this point + All post response Questions on presentation pages by this point		23:59 + <u>All</u> post comments on others' papers by this point + <u>(All) Role Players</u> post answers to questions by this point		9:00 AM + <u>All</u> turn in 1 paper for grading by this point	23:59 <u>Article presenters</u> post presentations for next week

Miscellaneous Course Policies

Grades

Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Academic Misconduct

Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <http://osc.sdes.ucf.edu/process/roc>). Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

Relevant UCF Policies

Course Accessibility Statement

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

sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Accommodations for Students with Military Obligations

Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Campus Safety

Emergencies on campus are rare. Still, everyone should be aware of their surroundings and familiar with basic safety and security concepts. Students may ensure that they are informed about situations on campus by signing up for UCF text alerts via my.ucf.edu. The locations of campus first aid equipment can be found at <http://www.ehs.ucf.edu/workplacesafety.html>. UCF's emergency guide is available at http://emergency.ucf.edu/emergency_guide.html. Students who feel that they have experienced abuse or harassment may wish to consult <https://letsbeclear.ucf.edu/> or UCF victim services <https://www.ucf.edu/services/s/victim-services/>. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

Changes to the Syllabus:

In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar). Changes become effective immediately after the sending of the e-mail.

Readings

Each student should obtain the following books:

Carl von Clausewitz, *On War*. Edited and Translated by Michael Howard and Peter Paret.

Michael Shaara, *The Killer Angels*, 1974.

Other readings can be found via library databases and, when unavailable through those means, the files section of the webcourses page.

Schedule of Readings

Week 1: What is War? *Note: Week 1 begins on 17 May and ends on 22 May.*

Clausewitz, *On War*, Book 1, Chapters 1, 2, and 8

Recommended:

John Keegan, *A History of Warfare*, selection

Quincy Wright, *A Study of War*, selection

Jack Snyder, "Anarchy and Culture: Insights from the Anthropology of War," *International Organization* 56:1, pp. 7-45.

Thomas Schelling, *On Conflict*

R. Harrison Wagner, *War and The State*

Thomas Rid, "Cyber-War will not Take Place," *Journal of Strategic Studies*. 2011, and responses in *Journal of Strategic Studies*' 2013 "Cyber Round-table," in Vol. 34, Issue 1

Erik Gartzke, *The Myth of Cyberwar*, *International Security* 2014.

Week 2: Proximate Causes of War

Fearon, J. (1995) "Rationalist Expectations for War," *International Organization*.49:3, pp. 379-414.

Branislav Slantchev and Ahmer Tarar, "Mutual Optimism as a Rationalist Explanation for War," *American Journal of Political Science*, 2010

Rachel Stein, "War and Revenge," *American Political Science Review*, 2015

Ahsan I. Butt, "Why did the US Invade Iraq in 2003?" *Security Studies*, 2019

Todd Hall, "On Provocation," *Security Studies*, 2016.

Recommended:

Geoffrey Blainey, *The Causes of War*, 1973

Hein Goemans and Mark Fey, Risky but Rational: War as an Institutionally Induced Gamble." *Journal of Politics*. Vol. 71, Issue 1, (January) 2009: 35-54.

Peter Lieberman, "Punitiveness and US Elite Support for the 1991 Gulf War" *Journal of Conflict Resolution*, Vol. 51, #1 (February 2007), pp. 3-32.

N. Sambanis, Do Ethnic and Non-ethnic Civil Wars Have the Same Causes?: A Theoretical and Empirical Inquiry (Part 1) *The Journal of Conflict Resolution*, Vol. 45, No. 3 (Jun., 2001), pp. 259-282

Johnston, D. (2004) *Overconfidence and War*. Cambridge: Harvard University Press.

Alastair Smith and Allan Stam, "Bargaining and the Nature of War," *Journal of Conflict Resolution*, 2004.

Muhammet Bas and Robert Schub, "Mutual Optimism as a Cause of Conflict: Secret Alliances and Conflict Onset," *International Studies Quarterly*, 2016

Thomas M. Dolan, "Demanding the Impossible," *Security Studies*, 2015

Andrew Little and Thoms Zeitzoff, "A Bargaining Theory of Conflict with Evolutionary Preferences," *International Organization*, 2017.

Jonathan Renshon, "Status Deficits and War," *International Organization*, 2016

Week 3: Strategy

Clausewitz, *On War*, 1:7; 3:1, 11; 6: 3-8; 7: 1-6, 15, 16, 22

Sun Tsu, *The Art of War* (any version, including those online)

Reading from Luttwak, E. (2001) *Strategy: The Logic of Peace and War* (Revised and Enlarged edition). Cambridge: Belknap Press of Harvard University Press.

Thomas Schelling. *Strategy of Conflict*. Harvard, 1960. Selection.

Betts, R. (2000) "Is Strategy an Illusion?" *International Security*.

Recommended:

Liddell Hart, B. (1954) *Strategy*. New York: Praeger.

Jomini, A. H. *The Art of War*.

Thomas Schelling, *Arms and Influence*.

Alastair Iain Johnston, "Thinking about Strategic Culture," *International Security*, 1995

Jennifer Mitzen, "Illusion or Intention? Talking Grand Strategy into Existence," *Security Studies*, 2015

Week 4: The Practice of War

Julian Corbett, *Some Principles of Maritime Strategy*. Part II, "Theory of Naval War," available at <http://www.gutenberg.org/files/15076/15076-h/15076-h.htm>

Mao, *On Guerilla Warfare*. [Available online in a variety of places]

Mearsheimer, J. (1984) *Conventional Deterrence*. Ithaca: Cornell University Press. (selection)

Robert Pape, *Bombing to Win*, 1996 (selection) AND R. Pape, "The True Worth of Air Power," *Foreign Affairs*. March 2004.

John Nagl, *Learning to eat Soup with a Knife*, Chicago, 2002. (selection)

Austin Long and Brendan Green, "Stalking the Secure Second Strike: Intelligence, Counterforce, and Nuclear Strategy," *Journal of Strategic Studies*, 2015.

Nadia Kostyuk and Yuri Zhukov, Indivisible Digital Front: Can Cyber Attacks Shape Battlefield Events?" *Journal of Conflict Resolution*, 2019

Recommended:

Dominika Kunertova, The War In Ukraine shows the Game-Changing Effects of Drones Depend on the Game. *Bulletin of Atomic Scientists*, 2023.

Peter Paret, ed., *Makers of Modern Strategy*, Princeton, 1986.

Owen Cote, *The Third Battle: Innovation in the Navy's Silent Cold War Struggle with Soviet Submarines*. Newport: Paper #16, US Naval War College Press, 2003.

Bernard Brodie, *Sea Power in the Machine Age*, 1943

Tami Davis Biddle, *Rhetoric and Reality in Air Warfare*, Princeton University Press, 2002.

US Strategic Bombing Survey, Summary Reports, 1945-46

Arreguin-Toft, "How the Weak Win Wars" *International Security*, 2001

D. Reiter and M. Horowitz, "When Does Aerial Bombing Work? Quantitative Empirical Tests, 1917-1999", *Journal of Conflict Resolution*, 45:2 (2001)

D. Scott Bennett and Allan C. Stam III, The Duration of Interstate Wars, 1816-1985, *The American Political Science Review*, Vol. 90, No. 2 (Jun., 1996)

Andrew Mack, "Why Big Nations Lose Small Wars," *World Politics*, 1975

Patricia Sullivan and Johannes Karreth, "Strategies and Tactics in Armed Conflict," *Journal of Conflict Resolution*, 2019

Trinquier, R. (1965) *Modern Warfare*.

US Army Field Manual FM 100-5, Operations, 1982

US Army/US Marine Corps Counter-Insurgency Manual, FM 3-24

Albert J. Marckwardt and Michael Burgoyne, *The Defense of Jisr al-Doreaa*. and E.D. Swinton, *Defense of Duffers Drift*

E. Rommel, *Infantry Attacks*.

Michael Horowitz, Sarah Kreps and Matthew Fuhrmann, "Separating Fact from Fiction in the Debate over Drone Proliferation," *International Security*, 2018

Providing for the Common Defense: The Assessment and Recommendations of the National Defense Strategy Commission, Eric Edelman and Gary Roughead, Co-Chairs. 2018.

<https://www.usip.org/sites/default/files/2018-11/providing-for-the-common-defense.pdf>

Herman Kahn, *On Thermonuclear War*, Princeton, 1960.

R. Harrison Wagner, Nuclear Deterrence, Counterforce Strategies, and the Incentive to Strike First. *American Political Science Review*, 1991

Week 5: Virtual Staff Ride Gettysburg

Michael Shaara, *The Killer Angels* [ALL]

Week 6: Military Power

*Do Tactics Assignment, and post answer on relevant discussion page.

Stephen Biddle, *Military Power*, Princeton, 2006 (selection)

Kenneth Pollock, *Arabs at War*, Nebraska, 2002 (selection)

Michael Beckley, "Economic Development and Military Effectiveness," *Journal of Strategic Studies*, 2010.

Stephen Biddle and Stephen Long, Democracy and Military Effectiveness, *Journal of Conflict Resolution*, 2004.

Caitlin Talmadge, "The Puzzle of Personalist Performance," *Security Studies*, 2013.

Ryan Grauer, "Uncertain Victory: Information Management and Military Power," *Journal of Global Security Studies*, 2017

Recommended:

Dan Reiter and Allan Stam, Democracy and Battlefield Military Effectiveness, *Journal of Conflict Resolution*, 1998.

David Lake, Powerful Pacifists: Democratic States and War, *American Political Science Review*, 1992.

Dan Reiter and Allan Stam, Democracy, War Initiation, and Victory, *American Political Science Review*, 1998

Alexander Downes, How Smart and Tough are Democracies? Reassessing Theories of Democratic Victory in War. *International Security*, 2009

Caitlin Talmadge, Different Threats, Different Militaries: Explaining Organizational Practices in Authoritarian Armies. *Security Studies*, 2016.

Bruce Bueno de Mesquita et al., "An Institutional Explanation for the Democratic Peace," *American Political Science Review*, 1999
Ryan Grauer and Michael Horowitz, "What Determines Military Victory? Testing the Modern System," *Security Studies*, 2012
Michael Horowitz, *The Diffusion of Military Power*, Princeton, 2011.

Week 7: Learning and Innovation in War

Scott Gartner, S. (1997) *Strategic Assessment in War*. Cambridge: Cambridge University Press. Selection.
Stephen P. Rosen, (1991) *Winning the Next War: Innovation and the Modern Military*, selection
David Welch. (2005) *Painful Choices*. Princeton: Princeton University Press. Selection
Thomas M. Dolan, "Go Big or Go Home," *International Studies Quarterly*, 2015
Alex Weisiger, "Learning from the Battlefield," *International Organization*, 2016.
Todd Lehmann and Yuri Zhukov, "Until the Bitter End? The Diffusion of Surrender Across Battles," *International Organization*, 2019

Recommendation

Jonathan D. Caverley, The Myth of Military Myopia: Democracy, Small Wars, and Vietnam," *International Security*, 34, 3 (Winter, 2009/2010)
Thomas M. Dolan, "Emotions and Strategic Learning in War," *Foreign Policy Analysis*, 2015

Week 8: War Termination

Hein Goemans, *War and Punishment*, Princeton, 2000. Ch. 1, 2, 4. [Available online via the library website]
Elizabeth Stanley, "Ending the Korean War: The Role of Domestic Coalition Shifts in Overcoming Obstacles to Peace, *International Security*, 34:1 (Summer, 2009)
Slantchev, B. (2003). "The Principle of Convergence in Wartime Negotiations," *American Political Science Review*, Vol. 97, No. 4, pp. 621-632.
Patricia Sullivan, *Who Wins? Predicting Strategic Success and Failure in Armed Conflict*, Oxford, 2012, Ch 2-5. [Available online via the library]
Sarah Croco, "The Decider's Dilemma: Leader Culpability, War Outcomes, and Domestic Punishment," *American Political Science Review*, 2011
Shawn Cochran, "Gambling for Resurrection versus Bleeding the Army," *Security Studies*, 2018.

Recommended

Dan Altman, "By Fait Accompli, Not Coercion: How States Wrest Territory from Their Adversaries," *International Studies Quarterly*, 2017
Symposium on War Duration, *Polity* 50:2, 2018
Ikle, F. (1971) *Every War Must End*.
Kecskmeti, P. (1958) *Strategic Surrender*. Stanford: Stanford University Press.

Michael Koch and Patricia Sullivan, "Should I Stay or Should I Go? Partisanship, Approval, and the Duration of Major Power Democratic Military Interventions," *Journal of Politics* 2010

Alexandre Debs and H. E. Goemans. 2010. "Regime Type, the Fate of Leaders, and War," *APSR* 104, 3: 2

Shawn T. Cochoran, "The Civil-Military Divide in Protracted Small War," *Armed Forces and Society*, 2014.

Alex Weisiger, *Logics of War*, Cornell, 2013

Dan Reiter, *How Wars End*, Princeton, 2009.

Week 9: The Rules?

Brian Orend, "War," *Stanford Encyclopedia of Philosophy*, 2005.
<https://plato.stanford.edu/archives/spr2016/entries/war/>

Lazar, Seth. 2017. "Just War Theory: Revisionists versus Traditionalists," *Annual Review of Political Science*, 20:4, 37-54.

James Morrow, "When Do States follow the Laws of War?" *American Political Science Review*, 2007.

Nina Tannenwald, "The Nuclear Taboo," *International Organization*, 1999

Scott Sagan and Benjamin Valentino, "Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Non-combatants," *International Security*, 2017.

Jeffrey Legro, Which Norms Matter? Revisiting the "Failure" of Internationalism," *International Organization*, 1997.

Recommended:

Scott Sagan and Benjamin Valentino, "Not Just a War Theory: American Public Opinion on Ethics in Combat," *International Studies Quarterly*, 2018.

Daryl Press, Scott Sagan, and Benjamin Valentino, "Atomic Aversion" Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons," *American Political Science Review*, 2013.

Richard Price, *The Chemical Weapons Taboo*, Cornell, 1997.

Richard Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization*, 1997.

Thomas Dolan, "Unthinkable and Tragic," *International Organization*, 2013

Vaughn Shannon, Norms are what states make of them: The Political Psychology of Norm Violation," *International Studies Quarterly*, 2000.

Paul Lushenko, The Moral Legitimacy of Drone Strikes: How the Public forms its Judgments. *Texas National Security Review*, 2022/3.

If I had another week...War and the Public

John Mueller, "Presidential Approval from Truman to Johnson," *APSR*, 1970.

Gelpi, C., P. Feaver, and J. Reifler. (2005/6) "Success Matters: Casualty Sensitivity and the War in Iraq," *International Security*. 30:3, pp. 7-44.

Matthew A. Baum and Tim Groeling, "Reality Asserts Itself: Public Opinion on Iraq and the Elasticity of Reality," *International Organization*, 64:3,(2010) pp 443 -479

Scott Gartner, "The Multiple Effects of Casualties on Public Support for War: An Experimental Approach," *American Political Science Review*, 102:1 (2008) pp.95-106.

Adam Berinsky, "Assessing the Costs of War: Events, Elites, and American Public Support for Military Conflict," *Journal of Politics*, 69:4, (2007) pp. 975-997.

Michael Horowitz and Matthew Levendusky, "Drafting Support for War" Conscription and Mass Support for Warfare," *The Journal of Politics*, 2011.

Recommended:

John Mueller, "Presidential Approval from Truman to Johnson," *APSR*, 1970.

Scott Gartner, Gary Segura, and Michael Wilkening, "All Politics Are Local," *JCR*, 1997.

Douglas Foyle, "Public Opinion and Foreign Policy: Elite Beliefs as a Mediating Variable," *International Studies Quarterly*, 1997.

Douglas Kriner, "Examining Variance in Presidential Approval: The Case of FDR in World War II," *Public Opinion Quarterly*, 70:1, (2006), 23-47.

Dominic Johnson and Dominic Tierney, *Failing to Win: Perceptions of Victory and Defeat in International Politics*, Harvard University Press, 2006,

Richard K Herrmann, Philip Tetlock, and Penny Visser, "Mass Public Decisions to Go to War," *APSR*, 1999, 93:3.

Appendix 1: Advice on Participation (Papers, Comments, and Questions)

In general, effective posts in an online discussion should:

- Articulate a clear, overarching argument
- Engage critically with the week's text and their subject, and demonstrate a clear understanding of the week's texts
 - Note that reasonable mistakes in understanding are not do not necessarily inhibit a high mark, if they are well grounded in the reading.
- Address key concerns of the text rather than superficial ones
- Explains why problems are problems in a persuasive way
- Connect the texts/issues with other texts, theories, and findings
- Demonstrates an understanding of core social science principles

Kinds of questions/comments that receive somewhat lower marks:

- Demonstrates superficial grasp of the material/indicates that the questioner/commenter did not read
- Asks simple definition questions like "how does the author define X" when the answer clearly appears in the text
 - (critical definition questions like 'given Y, is the author correct to define X in the way that they do?' can be appropriate)
- Asks simple clarifying questions, when the answers are plainly evident in the text
- Asks irrelevant questions
- Asks questions/makes criticisms addressing tangential issues
- Criticizes the author for not doing something irrelevant to the issue they are concerned with
- Comments purely on matters of style or ease of reading.
 - (if a fellow student seems to be having difficulty with writing, a private message could be a generous and appropriate way of helping them.)

Key issues for Papers:

- Does the paper have a clear argument, expressed from the very beginning? Is that argument well-founded and persuasive?
- Does it effectively address the prompt?
- Does the paper evince a clear understanding of social science principles?
- Does the paper evince a correct understanding of the readings?
- Has the author taken into account relevant feedback from other students, and possibly the instructor?
- Is the paper well-written?