

# Course Syllabus

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## INR6356 - Environmental Security

**Instructor:** Konstantin Ash

**Office Hours:** Mondays and Wednesdays 3:30 - 5p or by appointment. HPH 302D or Zoom.

**Meeting Times:** N/A; Asynchronous Online.

### Course Description

The role of climatic factors in security outcomes ranging from protests to migration to conflict has gained considerable attention from academics across numerous disciplines. This course will examine the extent to which climatic stress has been linked to political outcomes and the extent to which security situations may change in the future as climate change continues and escalates.

There are several additional learning goals for the course. **First**, the readings are intended for you to gain a broad understanding of environmental security research and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in the field. **Second**, as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings but to find flaws in them and potential avenues for improvement in future research. **Third**, It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on environmental security AND clearly improves upon that work in some capacity. This is why you must develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more complete research products.

### Assignments

#### Research Paper

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

- September 24 @ 11:59p. Submit the research question and at least five articles or books that have answered the same research question or a similar question.

- October 15 @ 11:59p. Submit a critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.
- November 5 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include but is not limited to, qualitative case study methods, survey methods, or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

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

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

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

The research paper is due on **Saturday, December 9 @ 11:59p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis. The research paper is worth 50% of your final grade.

### **Critical Response Papers**

For each week's readings, I will provide questions bridging the readings. Your assignment is to write **three** 2-3 page responses that reflect an application of at least three of the week's required or recommended readings. You may choose whatever weeks you would like and whatever readings you would like. The only condition is that no more than two students can respond to a specific question in a given week. The student engagement assignment will ask you to rank your preferences in terms of questions and have more details as far as the selection process.

As summaries are already to be written for each reading as part of "Participation," summaries of the readings should be minimal and the reading's content should only be focused on replying to the question. Each critical response is worth 8% of your final grade.

### **Participation**

This is an asynchronous online course. As such, conducting a conventional seminar is impossible. Nevertheless, I would like to see that you've engaged with the readings. For each week, you will be

assigned a reading to write a summary of an article in a discussion post. This summary should be completed by Friday @ 11:59p of each week (2 through 13). The summary should include the contribution the paper claims to make to the literature, the theoretical claims (if any), the research design (if any), and the results (if any). The questions [here](https://webcourses.ucf.edu/courses/1436513/pages/questions-to-answer-while-reading-an-academic-article-or-book) (<https://webcourses.ucf.edu/courses/1436513/pages/questions-to-answer-while-reading-an-academic-article-or-book>) can be foundations for the summary. There should be no critical content. There are six required readings per week. The students will be divided into groups of five or six for the discussions.

After summaries have been posted, students must make **five** critical posts in the summary discussion thread. The posts do not have to respond to each reading. Ideally, there is an exchange about some of the readings. The posts can be both in the form of text or audio/video.

The summaries are worth one point per week. The participation points are worth one point per week. The grade is cumulative for both (not per post). Participation is worth 24% of the total final grade.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu> (<https://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an ``F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a ``Z" designation on one's transcript.

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (<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.

### **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> (<https://policies.ucf.edu/documents/4-401.pdf>).



## Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

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## Grade Breakdown

Research Paper -- 50%

Critical Response Papers -- 8% each (3x)

Participation -- 24%

Student Engagement Assignment -- 2%

## Course Schedule and Readings

Each week (from 2 to 13) follow the same structure: there are five readings and discussion questions for critical response papers. Reading summaries are assigned by group and due on Friday at 11:59p.

Critical Response Papers, if any are assigned, are also due on Friday at 11:59p. Critical responses to summaries (5 total) are to be completed by the following Monday at 11:59p. The only assignment for week 1 is the student engagement assignment.

### **Week 2 (Friday: September 2; Monday: September 5) - Foundational Readings**

#### Readings

- Homer-Dixon, Thomas F. 1991. "On the Threshold: Environmental Changes as Causes of Acute Conflict." *International Security* 16, no. 2 (1991): 76–116.
- Homer-Dixon, Thomas F. 1994 "Environmental Scarcities and Violent Conflict: Evidence from Cases," *International Security*, Vol. 19, No. 1, pp. 5-40
- Deudney, D., 1990. The Case Against Linking Environmental Degradation and National Security. *Millennium* 19, 461–476.
- Levy, M.A., 1995. Is the Environment a National Security Issue? *Int. Secur.* 20, 35–62.
- Gleditsch, N.P., 1998. Armed Conflict and the Environment: A Critique of the Literature. *J. Peace Res.* 35, 381–400.
- Hendrix, Cullen S. "The streetlight effect in climate change research on Africa." *Global Environmental Change* 43 (2017): 137-147.

#### Questions

- **Was the role of climate in security research initially perceived in a correct way?**
- **To what extent were early critiques of environmental security research valid?**

- **Do the early authors make a convincing case for/against environmental issues leading to conflict?**
- **Is it a problem that there is a disproportionate focus on locations with conflict in environmental security research?**

### **Week 3 (Friday: September 9; Monday: September 12) - Food**

#### **Readings**

- Friedmann, H. (1982). The Political Economy of Food: The Rise and Fall of the Postwar International Food Order. *American Journal of Sociology*, 88, S248-S286.
- Clapp, Jennifer, and William G. Moseley. "This food crisis is different: COVID-19 and the fragility of the neoliberal food security order." *The Journal of Peasant Studies* 47, no. 7 (2020): 1393-1417.
- Hendrix, Cullen S., and Stephan Haggard. 2015. Global Food Prices, Regime Type, and Urban Unrest in the Developing World. *Journal of Peace Research* 52 (2): 143-157
- von Uexkull, Nina, Mihai Croicu, Hanne Fjelde, and Halvard Buhaug. 2016. Civil conflict sensitivity to growing season drought. *Proceedings of the National Academy of Sciences*: 201607542. 1-6.
- McGuirk, Eoin, and Marshall Burke. "The economic origins of conflict in Africa." *Journal of Political Economy* 128, no. 10 (2020): 3940-3997.
- Shillington, L. J. (2013). Right to Food, Right to the City: Household Urban Agriculture, and Socionatural Metabolism in Managua, Nicaragua. *Geoforum*, 44, 103-111.

#### **Questions**

- **Has the international food system changed for the better or for the worse in the last 40 years?**
- **Are you convinced that high food prices/shortages are associated with conflict? Why or why not?**
- **Might food surplus also lead to conflict? What is the ideal point between shortages and surpluses?**

### **Week 4 (Friday: September 16; Monday: September 19) - Water**

#### **Readings**

- Busby, J., 2017. "Water and Security." Council on Foreign Relations. 1-19
- Gleick, Peter H. 1993. Water and Conflict: Fresh Water Resources and International Security. *International Security* 18 (1): 79-112.
- Sowers, Jeannie, Avner Vengosh, and Erika Weinthal. "Climate change, water resources, and the politics of adaptation in the Middle East and North Africa." *Climatic Change* 104, no. 3-4 (2011): 599-627.
- Koren, Ore, Benjamin E. Bagozzi, and Thomas S. Benson. "Food and water insecurity as causes of social unrest: Evidence from geolocated Twitter data." *Journal of Peace Research* 58, no. 1 (2021): 67-82.

- Akhter, M. (2015). "The Hydropolitical Cold War: The Indus Waters Treaty and state formation in Pakistan." *Political Geography* 46(0): 65-75.
- Mohyeldeen, Sherif. "The dam that broke open an Ethiopia-Egypt dispute." *Malcolm H. Kerr Carnegie Middle East Center* (2021).

### Questions

- **How may water insecurity lead to conflict? How might that process change as water insecurity increases?**
- **Are mitigation and adaptation feasible solutions to increased water insecurity in the developing world?**
- **How might water disputes escalate into international conflicts? What are ways to settle those conflicts? Are those methods feasible?**

### **Week 5 (Friday: September 23; Monday: September 26) - Climatic Stress and Migration**

#### Readings

- Reuveny, R., 2007. Climate change-induced migration and violent conflict. *Polit. Geogr.* 26, 656–673.
- Raleigh, C., Jordan, L., Salehyan, I., 2008. Assessing the Impact of Climate Change on Migration and Conflict. *Soc. Dimens. Clim. Change.* 1-40.
- Black, Richard, Stephen RG Bennett, Sandy M Thomas, and John R Beddington (2011). Climate change: Migration as adaptation. *Nature* 478(7370), 447
- Gray, Clark and Valerie Mueller (2012a). Drought and population mobility in rural Ethiopia. *World development* 40(1), 134–145.
- Cattaneo, Cristina, and Giovanni Peri. "The migration response to increasing temperatures." *Journal of development economics* 122 (2016): 127-146.
- Kaczan, David J and Jennifer Orgill-Meyer (2019). The impact of climate change on migration: a synthesis of recent empirical insights. *Climatic Change*, 1–20.

### Questions

- **Why might climatic stress influence migration? How do the impacts differ across national contexts?**
- **Is migration a positive or negative response to climatic stress? Adaptation or a precipitant of future conflict?**
- **Why might some people leave and some people stay within the same context?**

### **Week 6 (Friday: September 30; Monday: October 3) - Public Attitudes about Environmental Migrants**

#### Readings

- Koubi, Vally, T Bohmelt, Gabriele Spilker, and Lena Schaffer (2018). The determinants of environmental migrants' conflict perception. *International Organization*

- Bansak, Kirk, Jens Hainmueller, and Dominik Hangartner (2016). How economic, humanitarian, and religious concerns shape european attitudes toward asylum seekers. *Science* 354(6309), 217–222.
- Helbling, Marc. "Attitudes towards climate change migrants." *Climatic Change* 160, no. 1 (2020): 89-102.
- Spilker, Gabriele, Quynh Nguyen, Vally Koubi, and Tobias Böhmelt (2020). Attitudes of urban residents towards environmental migration in kenya and vietnam. *Nature climate change* 10(7), 622–627.
- Arias, Sabrina B and Christopher W Blair (2021). Changing tides: Public attitudes on climate migration. *Journal of Politics*
- Castellano, Rachel, Nives Dolšak, and Aseem Prakash. "Willingness to help climate migrants: A survey experiment in the Korail slum of Dhaka, Bangladesh." *Plos one* 16, no. 4 (2021): e0249315.

### Questions

- **Why do responses to climate migrants differ from responses to environmental migrants or refugees?**
- **Why do responses to climate migrants differ in developing countries from developed countries?**
- **Why do responses to internal climate migrants differ from responses to external climate migrants?**

### **Week 7 (Friday: October 7; Monday: October 10) - How Climate Could Lead to Conflict**

#### Readings

- Barnett, Jon, and W. Neil Adger. 2007. Climate Change, Human Security and Violent Conflict. *Political Geography* 26 (6): 639-655.
- Moser, Susanne C., and Julia A. Ekstrom. 2010. A Framework to Diagnose Barriers to Climate Change Adaptation. *Proceedings of the National Academy of Sciences* 107 (51): 22026-22031.
- Hendrix, Cullen S., and Idean Salehyan. "Climate change, rainfall, and social conflict in Africa." *Journal of peace research* 49, no. 1 (2012): 35-50.
- Oels, Angela. "From 'securitization of climate change to climatization 'of the security field: comparing three theoretical perspectives." In *Climate change, human security and violent conflict: challenges for societal stability*, pp. 185-205. Berlin, Heidelberg: Springer Berlin Heidelberg, 2012.
- De Juan, Alexander (2015). Long-term environmental change and geographical patterns of violence in Darfur, 2003–2005. *Political Geography* 45, 22–33.
- Mach, Katharine J., Caroline M. Kraan, W. Neil Adger, Halvard Buhaug, Marshall Burke, James D. Fearon, Christopher B. Field et al. "Climate as a risk factor for armed conflict." *Nature* 571, no. 7764 (2019): 193-197.

### Questions

- **What is the most convincing possible pathway from climatic factors to conflict?**
- **Why might the relationship between climate and conflict be indirect?**

- **What factors might mitigate the risk of climate leading to conflict? Are these plausible?**

## **Week 8 (Friday: October 14; Monday: October 17) - Climatic Stress and Civil War**

### Readings

- Burke, Marshall B., Edward Miguel, Shanker Satyanath, John A. Dykema, and David B. Lobell. "Warming increases the risk of civil war in Africa." *Proceedings of the national Academy of sciences* 106, no. 49 (2009): 20670-20674.
- Buhaug, Halvard. "Climate not to blame for African civil wars." *Proceedings of the National Academy of Sciences* 107, no. 38 (2010): 16477-16482.
- Hsiang, S. and M. Burke (2014). "Climate, conflict, and social stability: what does the evidence say?" *Climatic Change* 123(1): 39-55.
- Buhaug, H., et al. (2014). "One effect to rule them all? A comment on climate and conflict." *Climatic Change* 127(3-4): 391-397.
- Hsiang, S. M. and K. C. Meng (2014). "Reconciling disagreement over climate–conflict results in Africa." *Proceedings of the National Academy of Sciences of the United States of America* 111(6): 2100-2103.
- Solow, Andrew R. "A call for peace on climate and conflict." *Nature* 497, no. 7448 (2013): 179-180.

### Questions

- **Are you convinced that climatic stress affects civil conflict?**
- **Is there an intermediate view between the positions and Burke and Hsiang on one side and Buhaug et al on the other? Does Solow have a point?**
- **What are some paths by which climate change and/or variability could lead to civil conflict?**

## **Week 9 (Friday: October 21; Monday: October 24) - The Debate over the Syrian Civil War Part 1**

### Readings

- Gleick, Peter H. 2014. Water, Drought, Climate Change, and Conflict in Syria. *Weather, Climate, and Society* 6 (3): 331-340.
- Kelley, C. P., Mohtadi, S., Cane, M. A., Seager, R., & Kushnir, Y. (2015). Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought. *Proceedings of the National Academy of Sciences*, 112(11), 3241-3246.
- De Châtel, Francesca. "The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution." *Middle Eastern Studies* 50, no. 4 (2014): 521-535.
- Selby, Jan, Omar S. Dahi, Christiane Fröhlich, and Mike Hulme. "Climate change and the Syrian civil war revisited." *Political Geography* 60 (2017): 232-244.
- Ide, Tobias (2018). Climate war in the middle east? drought, the syrian civil war and the state of climate-conflict research. *Current Climate Change Reports*, 1–8.
- Feitelson, Eran, and Amit Tubi. "A main driver or an intermediate variable? Climate change, water and security in the Middle East." *Global environmental change* 44 (2017): 39-48.

### Questions

- **To what extent do you think drought caused the Syrian Civil War?**
- **Is the drought's role in the Syrian Civil War symbolic of the future effects of climate change?**
- **What do the potential conditional and complex effects of the drought say about the role of climate in conflict?**

### **Week 10 (Friday: October 28; Monday: October 31) - The Debate over the Syrian Civil War Part 2**

#### Readings

- Ash, Konstantin, and Nick Obradovich. "Climatic stress, internal migration, and Syrian civil war onset." *Journal of Conflict Resolution* 64, no. 1 (2020): 3-31.
- Daoudy, Marwa. 2020. *The Origins of the Syrian Conflict: Climate Change and Human Security*. Cambridge University Press. Chapter 5.
- Selby, Jan. "Climate change and the Syrian civil war, Part II: The Jazira's agrarian crisis." *Geoforum* 101 (2019): 260-274
- Eklund, Lina, Ole Magnus Theisen, Matthias Baumann, Andreas Forø Tollefsen, Tobias Kuemmerle, and Jonas Østergaard Nielsen. "Societal drought vulnerability and the Syrian climate-conflict nexus are better explained by agriculture than meteorology." *Communications Earth & Environment* 3, no. 1 (2022): 85.
- Dinc, Pinar, and Lina Eklund. "Syrian farmers in the midst of drought and conflict: the causes, patterns, and aftermath of land abandonment and migration." *Climate and Development* (2023): 1-14.
- Ash, Konstantin. "Fallow agriculture and climatic stress independently predict migration during Syria's 2006-10 Drought" Working Paper.

### Questions

- **Does more recent work further challenge or reinforce the role of climate in Syria's civil war?**
- **Is migration sufficient to induce conflict based on the findings from Syria?**
- **What can the interaction between agriculture and climate say about the broader possible impacts of climatic stress on behavior?**
- **Are agricultural factors and government policies credible challenges to the role of climatic stress in Syria?**

### **Week 11 (Friday: November 4; Monday: November 7) - Natural Disasters and Security**

#### Readings

- Egorova, Aleksandra and Cullen Hendrix. 2014. "Can Natural Disasters Precipitate Peace?" *CCAPS*. 1-8.
- Slettebak, R.T., 2012. Don't Blame the Weather! Climate-Related Natural Disasters and Civil Conflict. *Journal of Peace Research*. 49, 163–176.

- Schleussner, Carl-Friedrich, Jonathan F. Donges, Reik V. Donner, and Hans Joachim Schellnhuber. "Armed-conflict risks enhanced by climate-related disasters in ethnically fractionalized countries." *Proceedings of the National Academy of Sciences* 113, no. 33 (2016): 9216-9221.
- Gray, Clark L and Valerie Mueller (2012). Natural disasters and population mobility in Bangladesh. *Proceedings of the National Academy of Sciences* 109(16), 6000–6005.
- Petrova, Kristina. "Natural hazards, internal migration and protests in Bangladesh." *Journal of Peace Research* 58, no. 1 (2021): 33-49.
- Ide, Tobias. "Rise or Recede? How Climate Disasters Affect Armed Conflict Intensity." *International Security* 47, no. 4 (2023): 50-78.

### Questions

- **Do findings about natural disasters call the role of other climatic shocks on conflict and protest into question?**
- **Why might natural disasters have a different impact than droughts or other longer-term changes?**
- **Are the claims that natural disasters make for more peaceful outcomes credible?**

### **Week 12 (Friday: November 11; Monday: November 14) - Resource Scarcity, Resource Wealth and Conflict**

### Readings

- Ide, T. (2015). Why Do Conflicts over Scarce Renewable Resources Turn Violent? A Qualitative Comparative Analysis. *Global Environmental Change*, 33, 61-70.
- Benjaminsen, Tor A., Koffi Alinon, Halvard Buhaug, and Jill Tove Buseth. "Does climate change drive land-use conflicts in the Sahel?." *Journal of peace research* 49, no. 1 (2012): 97-111.
- de Jong, Lotte, Sophie De Bruin, Joost Knoop, and Jasper van Vliet. "Understanding land-use change conflict: A systematic review of case studies." *Journal of Land Use Science* 16, no. 3 (2021): 223-239.
- Aytaç, S. E., Mousseau, M., & Örsün, Ö. F. (2016). Why Some Countries Are Immune from the Resource Curse: The Role of Economic Norms. *Democratization*, 23(1), 71-92.
- Matthias Basedau and Jann Lay, 2009, "Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violent Conflict" *Journal of Peace Research*, November; vol. 46, 6: pp. 757-776.
- Koubi, Vally, Gabriele Spilker, Tobias Böhmelt, and Thomas Bernauer. "Do natural resources matter for interstate and intrastate armed conflict?." *Journal of peace research* 51, no. 2 (2014): 227-243.

### Questions

- **What factors into escalation and conflict over scarce natural resources?**
- **To what extent do resources matter for either interstate or intrastate conflict?**
- **Why might natural resource abundance induce more domestic peace?**
- **At the same time, might natural resource wealth lead to more international aggression?**



**Week 13 (Friday: November 18; Monday: November 21) - Climatic Stress and International Conflict**

Readings

- Young, Oran. 2009. Whither the Arctic? Conflict or Cooperation in the Circumpolar North. *Polar Record* 45 (232): 73-82.
- Keil, Kathrin. "The Arctic: A new region of conflict? The case of oil and gas." *Cooperation and conflict* 49, no. 2 (2014): 162-190.
- Le Billon, Philippe. 2004. The Geopolitical Economy of 'Resource Wars.' *Geopolitics* 9 (1): 1-28
- Ide, Tobias. "Does environmental peacemaking between states work? Insights on cooperative environmental agreements and reconciliation in international rivalries." *Journal of Peace Research* 55, no. 3 (2018): 351-365.
- Busby, Joshua W. 2021. Beyond Internal Conflict: The Emergent Practice of Climate Security. *Journal of Peace Research*. DOI: 10.1177/0022343320971019.
- Reuveny, R. and K. Barbieri (2014). "On the effect of natural resources on interstate war." *Progress in Physical Geography* 38(6): 786-806.

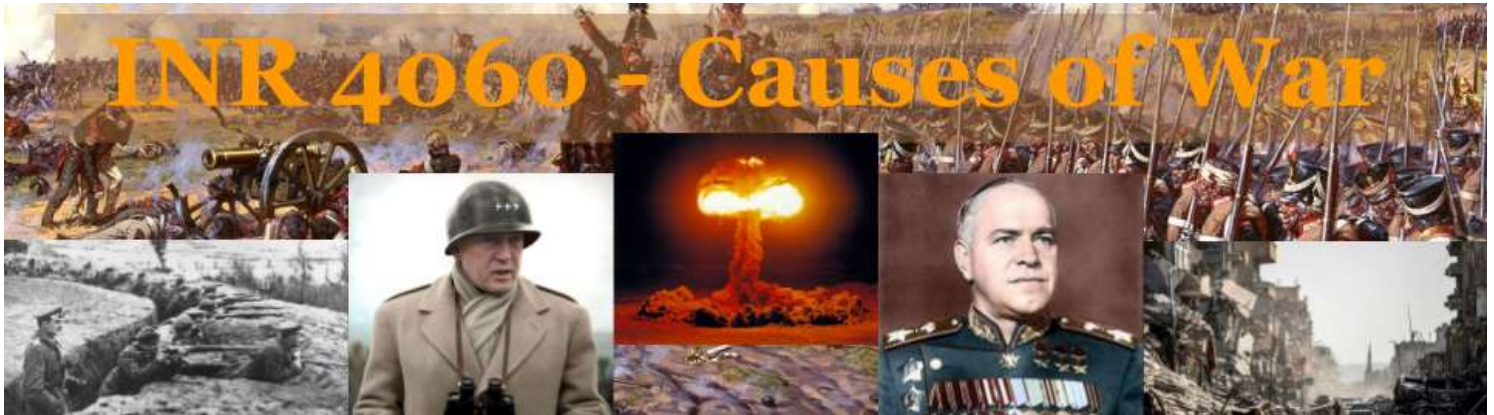
Questions

- **Does a changing climate increase/decrease the likelihood of war between states?**
- **Will the melting of the polar ice cap increase the likelihood of international disputes over the Arctic?**
- **What could international conflict precipitated by climatic factors look like? How would this differ from current or past conflicts?**

Course Summary:

| Date  | Details | Due |
|-------|---------|-----|
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# Course Syllabus

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**Instructor:** Konstantin Ash

**Office Hours:** Mondays and Wednesdays 3:30-5p (HPH 302D) or by appointment.

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

**Teaching Assistant:**

**Teaching Assistant E-Mail:**

## Course Description

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

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

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

## Assignments

### Exams

The course is divided into six two-week sections. Each section concludes with a short exam, due every other Sunday at 11:59p for the first twelve weeks of the course. The exams encompass content from each section's readings, tutorials (when applicable), and lectures. Each will consist of both short-answer and multiple-choice questions. Students will have 75 minutes to complete each short exam and may use any course materials to aid them while taking the exam. The exams are each worth 5% of a student's total grade.

### Discussion Papers

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

### Final Paper

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

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

All papers should be at least 12 pages in length, excluding citations, double-spaced with 12-point font and one-inch margins, and cite **at least five academic sources** using either MLA (parenthetical) or endnote style. Papers **MUST** have in-text citations. Papers are due Friday, December 8 at 11:59pm.

## Topic Approval

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

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

Topics for papers MUST be submitted for approval by Tuesday, October 17th at 11:59 PM to my e-mail ([konstantin.ash@ucf.edu](mailto:konstantin.ash@ucf.edu) (<mailto:konstantin.ash@ucf.edu>)) for full credit. You lose one point from your paper for every day that the topic is late (of a maximum of ten points). Students must submit any revisions within 3 days of reply.

## Grade Distribution

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

## Academic Honesty

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

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

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

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

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

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

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. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

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

## Course Schedule and Readings

### Section 1: War and the State

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

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

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

Daniel H. Nexon, *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change*. Princeton: Princeton University Press, 2009. 266-285

Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, New York, NY: Knopfe Doubleday. pp. 37-46.

### **Tutorial: Reading Academic Research**

### Section 2: Between-State Causes of Interstate War

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



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

Wagner, R. Harrison. 2007. *War and the State*. Ann Arbor, MI: University of Michigan Press. pp. 24-33

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

### **Tutorial: Research Questions**

## **Section 3: Within-State Causes of Interstate War**

Jack S. Levy and William R. Thompson, *Causes of War*. Chichester, UK: Wiley-Blackwell, 2010. Chap. 6: 162-182

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

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

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

Giacomo Chiozza, "Is There a Clash of Civilizations? Evidence from Patterns of International Conflict Involvement, 1946-97." *Journal of Peace Research*, 39, 6 (November 2002): 711-34

### **Tutorial: Writing Research Papers**

## **Section 4: Structural Causes of Civil Conflict**

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.

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

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

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

### **Tutorial: Writing a Policy Brief**

## **Section 5: Individual-Level Causes of Civil Conflict**

Eli Berman, Michael Callen, Joseph H. Felter and Jacob N. Shapiro. 2011. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines" *Journal of Conflict Resolution*, Vol. 55, No. 4. pp. 496-528

Graeme Blair, C Christine Fair, Neil Malhotra, Jacob N Shapiro. 2013. "Poverty and support for militant politics: Evidence from Pakistan" *American Journal of Political Science*. Vol. 57, no. 1. pp. 30-48.

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

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

### **Tutorial: Linking Claims to Evidence**

## **Section 6: Why not War?**

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

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

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

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

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

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

Dan Reiter and Allan C. Stam. 2002. *"Democracies at War."* Princeton, NJ: Princeton University Press. Ch. 2

### **Tutorial: Paraphrasing**

**Final Paper Due Friday, December 8 @ 11:59p**

## **Course Summary:**



POS 3703: Scope and Methods (Section 001)

Fall 2023

Professor: Dr. Kevin Aslett

Email: [kevin.aslett@ucf.edu](mailto:kevin.aslett@ucf.edu)

Days and Times: Tuesday & Thursday 4:30PM-5:50 PM

Classroom: Howard Phillips Hall (HPH) 0310

Office Hours: Tuesday 3:00 – 4:20 PM in Howard Phillips Hall (HPH) 0302I ; Thursday 3:00 – 4:20 PM in Howard Phillips Hall (HPH) 0310

Lab Hours: Thursday 3:00 – 4:20 PM in Howard Phillips Hall (HPH) 0310

Final Exam Date and Time: Thursday, December 7th, 2023 4:00 - 6:50 PM in Howard Phillips Hall (HPH) 0310

## **COURSE INFORMATION**

### **Course Description:**

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

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

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

## **Course Objectives:**

- (1) The development basic coding skills in the R programming language.
  - (1.1) Producing an easy-to-understand figure
  - (1.2) Plotting data distributions
  - (1.3) Running and interpreting a linear regression (Ordinary Least Squares)
- (2) The development of basic research skills:
  - (2.1) Basic statistics
  - (2.2) How to statistically analyze data and report one's results
  - (2.3) The ability to digest the report results in the political science discipline.

## **Required Materials**

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

## **Graded Assignments:**

Class Participation (10%)

HW assignments (20%)

Lightning Talk Presentation (10%)

Midterm I (15%)

Midterm II (15%)

Final Exam (30%)

## Grading Scale

| GRADE | PERCENTAGE   |
|-------|--------------|
| A     | 91.5-100     |
| A-    | 89.5-91.5    |
| B+    | 87.5-89.5    |
| B     | 79.5-87.5    |
| B-    | 77.5-79.5    |
| C+    | 75.5-78.5    |
| C     | 68.5-75.5    |
| C-    | 66.5-68.5    |
| D+    | 64.5-66.5    |
| D     | 57.5-64.5    |
| F     | 57.5 or less |

## Course Technologies

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

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

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

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

RStudio - <https://www.rstudio.com/products/rstudio/download/>

(choose free desktop version)

## Reading

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

### Required Readings:

- Llaudet, Elena and Imai, Kumai (2023). *Data Analysis For Social Science*. Princeton University Press.

[Can be purchased here](#)

[Or can be purchased here](#)

- Watkins, J. C. (2019). An introduction to the science of statistics: From theory to implementation (Pages 3-4 ; Pages 24-25).

[Accessible for free online here](#)

- King, G., Keohane, R. O., & Verba, S. (2021). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.

[Accessible for free online here](#)

- Wilke, Claus. Fundamentals of Data Visualization.

[Accessible for free online here](#)

- Grolemund, Garrett and Hadley Wickham. R for Data Science. <https://r4ds.had.co.nz/>

## Class Schedule

| Date     | Topic                                                                        | Readings                                                     | Assignment                                             |
|----------|------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------|
| Aug. 22  | Introduction to the course<br>Course requirements<br>Brief Introduction to R | Syllabus                                                     | HW 1 Assigned (Aug. 24)<br><br>HW 2 Assigned (Aug. 25) |
| Aug. 24  | The science in political science                                             | KKV - Ch. 1                                                  | HW 3 Assigned (Sept. 1)                                |
| Aug. 29  | Introduction to R                                                            | Llaudet & Imai (1-16)                                        | HW 4 Assigned (Sept. 8)                                |
| Aug. 31  | *** NO CLASS ***                                                             |                                                              |                                                        |
| Sept. 5  | Working with dataframes in R                                                 | Llaudet & Imai (16-26)<br>Watkins (Pages 3-4 ; Pages 24-25). |                                                        |
| Sept. 7  | Randomized Experiments                                                       | Llaudet & Imai (27-38)                                       | HW 5 Assigned (Sept. 15)                               |
| Sept. 12 | Randomized Experiments (Examples)                                            | Llaudet & Imai (38-50)                                       |                                                        |
| Sept. 14 | Inferring Population Characteristics (Two-way Tables)                        | Llaudet & Imai (50-65)                                       | HW 6 Assigned (Sept. 22)                               |
| Sept. 19 | Inferring Population Characteristics (Histograms)                            | Llaudet & Imai (66-78)                                       |                                                        |
| Sept. 21 | REVIEW DAY                                                                   |                                                              |                                                        |
| Sept. 26 | MIDTERM 1                                                                    |                                                              |                                                        |
| Sept. 28 | Inferring Population Characteristics (Scatter Plots)                         | Llaudet & Imai (78-98)                                       | HW 7 Assigned (Oct. 13)                                |
| Oct. 3   | Predicting Outcomes using Linear Regression                                  | Llaudet & Imai (98-107)                                      |                                                        |
| Oct. 5   | Natural Logarithm Transformation                                             | Llaudet & Imai (112-120)                                     | HW 8 Assigned (Oct. 20)                                |
| Oct. 10  | Interpretation of Linear regression                                          | Llaudet & Imai (120-128)                                     |                                                        |
| Oct. 12  | Estimating Causal Effects with Observational Data                            | Llaudet & Imai (128-152)                                     |                                                        |

|         |                                                   |                          |                          |
|---------|---------------------------------------------------|--------------------------|--------------------------|
| Oct. 17 | Estimating Causal Effects with Observational Data | Llaudet & Imai (128-152) |                          |
| Oct. 19 | Internal and External Validity Revisited          | Llaudet & Imai (152-162) |                          |
| Oct. 24 | REVIEW DAY                                        |                          |                          |
| Oct. 26 | MIDTERM 2                                         |                          |                          |
| Oct. 31 | Axioms of Probability                             | Llaudet & Imai (162-169) | HW 9 Assigned (Nov. 10)  |
| Nov. 2  | Normal Distribution                               | Llaudet & Imai (170-179) |                          |
| Nov. 7  | Population Parameters Versus Sample Parameters    | Llaudet & Imai (180-195) | HW 10 Assigned (Nov. 17) |
| Nov. 9  | Quantifying Uncertainty                           | Llaudet & Imai (195-210) |                          |
| Nov. 14 | Hypothesis Testing                                | Llaudet & Imai (210-225) | HW 11 Assigned (Nov. 27) |
| Nov. 16 | Data Visualizations                               | Wilke (Sections 1-25)    |                          |
| Nov. 21 | ** NO CLASS **                                    |                          |                          |
| Nov. 28 | Lightning Presentations                           |                          |                          |
| Nov. 30 | REVIEW DAY                                        |                          |                          |
| Dec. 7  | FINAL EXAM (4:00 - 6:50 PM)                       |                          |                          |

# POS7745-23Fall 0001

[Jump to Today](#)

 [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](#)
- Prelaw Students: AccessLex Free Webinars about Law School Admissions, [see upcoming events](#).
- UCF Academic Services: Tutors and Learning Assistants needed help UCF student –

## POS 7745: Advanced Quantitative Methods in Political Research

Fall 2022

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

Credit hours: 3

## Instructor Information

- Instructor: Dr. Jacopo A. Baggio
- Office Location: HPH 302 (ask the front desk)
- Phone: 407 823 5990
- Digital Contact: [Webcourses@UCF](mailto:Webcourses@UCF) messaging
- **Office Hours - In the office or Online via Zoom (upon request):** Tuesday 10.30am to 12.30 pm, Wednesday 10.30pm to 12pm, other times available upon appointment:
  - Join Zoom Meeting <https://ucf.zoom.us/j/8496051416> (<https://ucf.zoom.us/j/8496051416>)
  - Join by Skype for Business <https://ucf.zoom.us/skype/8496051416> (<https://ucf.zoom.us/skype/8496051416>)
- (<https://ucf.zoom.us/skype/8496051416>) **Office Location:** HPH 302 (Howard Phillips Hall), UCF Main Campus - or Research 1
- **All course-related issues have to be sent through Webcourses@UCF (Canvas); any**

**questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.**

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

## **SYLLABUS DISCLAIMER:**

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

## **Course Information**

- Term: Fall 2023
- Course Number & Section: POS 7745
- Course Name: Advanced Quantitative Methods in Political Research
- Credit Hours: 3
- Class Meeting Days: Wednesday
- Class Meeting Time: 1pm - 3.50pm
- Class Location: HPH 310
- Course Modality: P (face to face instruction)

## **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.



The books are also available (in older editions) freely on the files link, Book Resources folder. Let me know if you choose this option.

## Enrollment Requirements

Course Prerequisites (if applicable): Passing the pre-selection exam given to enrolled graduate students in the security studies program.

## Online Policy:

If you are enrolled online, it is up to you to make sure you participate and have a stable internet connection. Depending on the room set-up it is not possible to guarantee view of all the white boards that we will use during this course, especially during student led lectures.

## Course Description

This course is designed to introduce students to advanced topics in the use of statistical methods as well as other methods and tools used to analyze issues in political science research. More specifically, in this course students will learn how to use appropriate statistical software (STATA) in order to perform quantitative data analysis (linear and logistic regression, time-series data analysis, panel data analysis). The course will also introduce students to other potentially useful software to perform data analysis and they will be introduced to methods beyond statistical analysis that are used in political science research such as content analysis, qualitative comparative analysis, agent based modelling and networks.

By the end of the course students will be familiar with the tools used in current quantitative research in political science and know how to use statistical software to apply this methodology to the analysis of political phenomena.

## Course Materials and Resources

### Required Materials/Resources

- INTRODUCTORY ECONOMETRICS, Author: Wooldridge, Jeffrey M., Edition: 7TH, but the 5th (freely available online, is also ok).
- STATA 15 or newer software
- Additional readings will be required and students will need to search and download the relevant literature (see schedule for weekly required readings)

literature (see schedule for weekly required readings)

## Optional Materials/Resources

### Books

- Gujarati, Damodar N. 2009. *Basic Econometrics*. 5<sup>th</sup> Edition. McGraw Hill
- Hamilton, Lawrence C. 2013. *Statistics with STATA: Version 12*. 8<sup>th</sup> Edition. Brooks/Cole Cengage Learning.
- Kennedy, Peter. 2008. *A Guide to Econometrics*. 6<sup>th</sup> Edition. Wiley-Blackwell.
- Gill, Jeff. 2006. *Essential Mathematics for Political and Social Research*. Cambridge University Press.
- Fox, John. 1991. *Regression Diagnostics. An Introduction*. Sage Publications Inc.

### DataBases

- A collection of databases, at the country level, from 1946 to today (note that not all countries/years are available for all variables): Goteborg Quality of Governance Institute:  
<https://qog.pol.gu.se/data> (<https://qog.pol.gu.se/data>)
- Library Website: <http://guides.ucf.edu/SecurityStudies> (<http://guides.ucf.edu/SecurityStudies>), 'Databases' tab
- ICPSR Inter-University Consortium for Political and Social Research. Find & Analyze Data.  
<http://www.icpsr.umich.edu/icpsrweb/ICPSR/> (<http://www.icpsr.umich.edu/icpsrweb/ICPSR/>)
- Stockholm International Peace Research Institute (sipri). <http://www.sipri.org/> (<http://www.sipri.org/>) Databases.
- Correlates of War. Available Datasets. <http://www.correlatesofwar.org/> (<http://www.correlatesofwar.org/>)
- Paul Hensel's International Relations Data Site. Paul R. Hensel. University of North Texas.  
<http://www.paulhensel.org/data.html> (<http://www.paulhensel.org/data.html>)
- Council of European Social Science Data Archive. Accessing Data. <http://www.cessda.org> (<http://www.cessda.org>)
- Comparative Study of Electoral Systems. Other Comparative Projects.  
<http://www.cses.org/about.htm> (<http://www.cses.org/about.htm>)

### STATA Resources

- Free video tutorials on STATA are available here: <https://www.stata.com/links/video-tutorials/> (<https://www.stata.com/links/video-tutorials/>)

- Annotated output and examples of data analysis in STATA: <https://stats.idre.ucla.edu/stata/> (<https://stats.idre.ucla.edu/stata/>)

## Student Learning Outcomes

In this course, our main goal are

- 1) To understand how to conduct and implement your own research and choosing the appropriate analysis technique based on your general problem statement (research question) as well as data availability/needs.
- 2) Implement the correct analysis using appropriate software (STATA)
- 3) Present your findings both orally (through presentation) and written (through writing a research report).

## Course Activities

### Discussion Assessment: Discussion (15 points)

During the course you will be required to discuss the weekly topic (i.e. analysis method). Discussion takes the following form:

- Two students will discuss a topic (analysis method) assigned,
- One student will be responsible for taking notes of the presentation and discussion and submit the notes of the discussion on [Webcourses@UCF](mailto:Webcourses@UCF) (<mailto:Webcourses@UCF>)

Discussions should:

Critically assess the topic assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the topic assigned (i.e. when to do hypothesis testing, when not, what are the limitations? what are the strengths of the specific analysis method?)

If you have doubts or do not know how to proceed you can organize a meeting with me and I will provide guidelines for critiquing the paper assigned.

### Technical Assessment: take-home assignments (25 points)

Each week all students will be expected to complete the assignments given. Assignments vary. For

example, take-home assignments will generally relate to analyzing data in STATA. The analysis will reflect the weekly topic.

## Final Project

### **Project Presentation (10 points) – open to faculty and other students.**

- The project presentations can be done individually or in groups. Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a penalization in points).
- If in groups, all the names of all the group members have to be reported by each individual.
- Each individual will have to present part of the project to receive a grade.
- If an individual part of a group does not actually present, s/he will receive 0 points for this assignment.
- A group can be of no more than 4

### **Final Project Paper (30 points)**

#### **The final project is due the lastweek of class**

- The final project can be discussed with me at any time during the course. If you have your own topic, we will work on that, if not, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your technical skills. It has to involve an in-depth analysis of a topic of your choice centered upon a specific analysis method that you have learned during the semester.
- The final project is an individual project.
- Your final project must consist of a thoughtful analysis on a topic of your choice:
  - You can choose to analyze and critique an existing paper that uses statistics or other type of analysis and replicate/criticize their results
  - You can choose to analyze your own preferred dataset
- The final research project paper should contain a brief literature review on the topic you are working on, description of the analysis and why you are the methods you choose), results, limitations, discussion and conclusion.
- You need to cite at least 10 peer review articles that deal with the topic of your choice.
- APA style is required as well as proper citation.

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

## Assignment breakdown for final grade

|                     |                       |           |
|---------------------|-----------------------|-----------|
| Continuous Learning | Discussion            | 15 points |
|                     | Take-Home Assignments | 25 points |
| Final Evaluation    | Project Presentation  | 10 points |
|                     | Final Project Paper   | 30 points |
| Exam                | Statistic Exam        | 10        |
|                     | Final Exam            | 10        |

## Activity Submissions

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

## 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.

## Grading

| Letter Grade | Points |
|--------------|--------|
|--------------|--------|

|    |             |
|----|-------------|
| A  | 93-100      |
| A- | 88-92       |
| B  | 80-88       |
| C  | 70-79       |
| D  | 60-69       |
| F  | 59 or below |

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

## Course Schedule

| Week                           | Topic                                                                                                             | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br><b>Aug 23</b> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review of Elements of Research Design</li> </ul> | <ul style="list-style-type: none"> <li>• Henrickson, L., &amp; McKelvey, B. (2002). Foundations of “new” social science: Institutional legitimacy from philosophy, complexity science, postmodernism, and agent-based modeling. <i>PNAS</i>, 99(Suppl 3), 7288-7295.</li> <li>• Lakatos, I. (1974). Falsification and the methodology of scientific research programmes. In I. Lakatos &amp; A. Musgrave (Eds.), <i>Criticism and the growth of knowledge</i> (pp. 91-198). Cambridge, U Cambridge University Press.</li> <li>• Alvesson, M., &amp; Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of management review</i>, 36(2), 247-271</li> </ul> |
|                                |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                         |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Week 2</b><br/><b>Aug 30</b></p>  | <ul style="list-style-type: none"> <li>• An overview of different methods and suggestions on how to choose the appropriate ones.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture will be based on Baggio J.A., Baggio R Modelling and Simulations in Tourism and Hospitality: Chapter 1,2 and Chapter 4</li> </ul>                                                                                                                                                                         |
| <p><b>Week 3</b><br/><b>Sept 6</b></p>  | <ul style="list-style-type: none"> <li>• Review of the Linear Model</li> <li>• and more on research design</li> </ul>                       | <ul style="list-style-type: none"> <li>• Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." The Journal of Conflict Resolution 48 (4):525-546.</li> <li>• Wooldridge chapters 1 - 2</li> <li>• Optional: Gujarati, chapters 1-3</li> </ul>                                                                     |
| <p><b>Week 4</b><br/><b>Sept 13</b></p> | <ul style="list-style-type: none"> <li>• Qualitative Comparative Analysis</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Ragin, C.C. 2006. Set relations in social research Evaluating their consistency and coverage. Politic Analysis 14(3), 291-310.</li> <li>• Baggio, J. A., Barnett, A. J., Perez-Ibara, I., Brad U., Ratajczyk, E., Rollins, N., ... &amp; Anderies, J. M. (2016). Explaining success and failure in the</li> </ul> |

|                                |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sept 13                        |                                                                                                                          | <p>commons: the configural nature of Ostrom's institutional design principles. <i>International Journal of the Commons</i>, 10(2), 417-439. (QCA application and introduction of reliability metrics - read the supplementary material as well!)</p>                                                                                                                                                                                                                                                                                                                             |
| <b>Week 5</b><br><b>Sep 20</b> | <ul style="list-style-type: none"> <li>• Uncertainty,</li> <li>• Inference,</li> <li>• and Hypothesis Testing</li> </ul> | <ul style="list-style-type: none"> <li>• Wooldridge chapter 4</li> <li>• Optional: Gujarati, chapters 5</li> <li>• Gary King and Eleanor Neff Powell. 2008. "How Not to Lie Without Statistics," <a href="http://gking.harvard.edu/files/abs/nolie-abs.shtml">http://gking.harvard.edu/files/abs/nolie-abs.shtml</a> (<a href="http://gking.harvard.edu/files/abs/nolie-abs.shtml">http://gking.harvard.edu/files/abs/nolie-abs.shtml</a>)</li> <li>• Smaldino PE, McElreath R. 2016 The natural selection of bad science. <i>Royal Society Open Science</i> 3:160384</li> </ul> |
| <b>Week 6</b><br><b>Sep 27</b> | <ul style="list-style-type: none"> <li>• Multivariate Regression</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Wooldridge chapters 3, 5 and 6</li> <li>• Optional: Gujarati, chapter 7 &amp; 8</li> <li>• Christopher H. Achen. 1977. "Measuring Representation: Perils of the Correlation Coefficient." <i>American Journal of Political Science</i> 21: 805-815.</li> </ul>                                                                                                                                                                                                                                                                          |



|                                             |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Week 7</b><br><b>Oct 4th</b>             | <ul style="list-style-type: none"> <li>• Dummy Variables and</li> <li>• Multiplicative Interaction Terms</li> <li>• And Qualitative response models</li> </ul>       | <ul style="list-style-type: none"> <li>• Wooldridge chapter 7</li> <li>• Optional: Gujarati, chapter 9</li> <li>• Optional: Gujarati, chapter 15</li> <li>• Robert J. Friedrich. 1982. In Defense of Multiplicative Terms in Multiple Regression Equations. <i>American Journal of Political Science</i>. 26(4): 797-833</li> <li>• Timothy Hellwig and David Samuels. 2007. Voting in Open Economies: The Electoral Consequence of Globalization. <i>Comparative Political Studies</i>. 40(3): 283-306.</li> <li>• Brambor et al. 2005. "Understanding Interaction Models: Improving Empirical Analyses." <i>Political Analysis</i> 13: 1-20.</li> <li>• Baggio et al. (2019). The importance of cognitive diversity for sustaining the commons. <i>Nature communications</i>, 10(1), 1-11</li> </ul> |
| <b>Week 8</b><br><b>Oct 11</b>              | <ul style="list-style-type: none"> <li>• Multicollinearity, heteroskedasticity and autocorrelation,</li> <li>• Model specification and general diagnostic</li> </ul> | <ul style="list-style-type: none"> <li>• Wooldridge chapters 8 and 9 (and review chapter 2 and 3)</li> <li>• Optional: Gujarati, chapters 10, 11, 12 &amp; 13</li> <li>• Chatterjee, Sangit and Frederick Wiseman. 1983 "Use of Regression Diagnostics in Political Science Research." <i>American Journal of Political Science</i> 27: 601-613.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Mid Term</b><br><b>(Statistics Exam)</b> |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oct 16-18</b>               |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Week 9</b><br><b>Oct 25</b> | <ul style="list-style-type: none"> <li>Time Series Analysis and Longitudinal models</li> </ul> | <ul style="list-style-type: none"> <li>Wooldridge chapters 10, 12 and 13</li> <li>Optional: Gujarati, chapter 26 and 21</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Week 11</b><br><b>Nov 1</b> | <ul style="list-style-type: none"> <li>Networks</li> </ul>                                     | <ul style="list-style-type: none"> <li>Borgatti S., Mehra, A., Brass, D.J., Labianca, G. (2009). Network Analysis in the Social Sciences, Science 323, 892-895.</li> <li>Watts, D. J. (2004). The "New" Science of Networks. Annual Review of Sociology, 30, 243-270.</li> <li>Lubell, M., Scholz, J., Berardo, R., &amp; Robins, G. (2012). Testing policy theory with statistical models of networks. Policy Studies Journal, 40(3), 351-370.</li> <li>Berardo, R., &amp; Scholz, J. T. (2010). Self-organizing policy networks: risk, partner selection, and cooperation in estuaries. American Journal of Political Science, 54(3), 632-649.</li> <li>Porter, M.A. et al. 2007. Community Structure in the United States House of Representatives. Physical Review A. 386(1): 414-438.</li> <li>Cranmer, S. J., Desmarais, B. A., Kirkland J.H., (2012). Toward a Network Theory of Alliance Formation. International Interactions 38:295-324.</li> </ul> |
|                                |                                                                                                | <ul style="list-style-type: none"> <li>Smaldino (2016). All models are stupid, We need more of them. Computational Models in Social Psychology, edited by R. R. Vallacher, A. Nowak,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                            |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 12</b><br><b>Nov 8</b>                             | <ul style="list-style-type: none"> <li>Agent Based Models</li> </ul>                        | <p>S. J. Read. Forthcoming in 2016 from Psychology Press.</p> <ul style="list-style-type: none"> <li>Baggio, J.A. (2017). Complex Adaptive Systems, Simulations and Agent-Based Modelling. In R. Baggio &amp; J. Klobas (Eds.), Quantitative research methods in tourism: a handbook, 2nd Edition (pp. 363-396). Bristol: Channelview</li> <li>Abdollahian, M., Yang, Z., Coan, T., &amp; Yesilada, E (2013). Human development dynamics: an agent based simulation of macro social systems and individual heterogeneous evolutionary games. Systems Modeling, 1(1), 1–14.</li> </ul> |
| Nov. 15                                                    | <ul style="list-style-type: none"> <li>Lecture on recap or other topic of choice</li> </ul> | <ul style="list-style-type: none"> <li>TBD</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Nov 22</b>                                              | <ul style="list-style-type: none"> <li>Thanksgiving</li> </ul>                              | No Class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Week 15</b><br><b>Nov 29-<br/>Dec 3rd if<br/>needed</b> | <ul style="list-style-type: none"> <li>CLASS PRESENTATIONS</li> </ul>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Week 16</b>                                             | <b>Research project due and Final</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Registration Project due and final  
**Exam (Dec, 6th 1.30pm 3.50pm)**

# University Services and Resources

## Academic Services and Resources

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

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

# Policy Statements

## Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](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

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. \(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](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 \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

## Course Accessibility Statement

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

## Campus Safety Statement

## Emergency Safety Procedures

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

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

## Deployed Active Duty Military Students

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

## 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

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.

## Third-Party Accessibility and Privacy Statements

If you are using a third-party tool, link to the tool's accessibility and privacy statement here. Most tools will includes these statements on their home pages.

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                      | Due            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Sat Aug 26, 2023 |  <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135973">1st Week Engagement Quiz</a><br>( <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135973">https://webcourses.ucf.edu/courses/1440658/assignments/8135973</a> ) | due by 11:59pm |
| Thu Sep 21, 2023 |  <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135985">Take Home Assignment 1</a><br>( <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135985">https://webcourses.ucf.edu/courses/1440658/assignments/8135985</a> )   | due by 1:30pm  |
| Thu Sep 28, 2023 |  <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135986">Take Home Assignment 2</a><br>( <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135986">https://webcourses.ucf.edu/courses/1440658/assignments/8135986</a> )   | due by 1:30pm  |
| Thu Oct 5, 2023  |  <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135987">Take Home Assignment 3</a><br>( <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135987">https://webcourses.ucf.edu/courses/1440658/assignments/8135987</a> )   | due by 1:30pm  |
| Thu Oct 12, 2023 |  <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135989">Take Home Assignment 4</a><br>( <a href="https://webcourses.ucf.edu/courses/1440658/assignments/8135989">https://webcourses.ucf.edu/courses/1440658/assignments/8135989</a> )   | due by 1:30pm  |

**Take Home Assignment 5**

due by 1:30pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135990>

Thu Oct 19, 2023

**Discussing Dummy variables  
and Interaction Effects**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135976>

Sat Oct 21, 2023

**Mid-Term Exam**

due by 11pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135972>

Wed Nov 1, 2023

**Discussing TimeSeries and  
Panel Data**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135982>

Thu Nov 23, 2023

**Presentation**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135984>

Mon Nov 27, 2023

**Final Project**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135983>

Tue Nov 28, 2023

**Final Exam**

due by 5pm

<https://webcourses.ucf.edu/courses/1440658/assignments/8135971>**Discussing Agent Based  
Modeling**<https://webcourses.ucf.edu/courses/1440658/assignments/8135974>**Discussing Content Analysis  
and QCA**<https://webcourses.ucf.edu/courses/1440658/assignments/8135975>**Discussing Inference,  
hypothesis testing and  
uncertainty**<https://webcourses.ucf.edu/courses/1440658/assignments/8135977>**Discussing Multivariate  
Regression Models**<https://webcourses.ucf.edu/courses/1440658/assignments/8135978>



**Discussing Networks**

<https://webcourses.ucf.edu/courses/1440658/assignments/8135979>

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**Discussing Regression****Diagnostic**

<https://webcourses.ucf.edu/courses/1440658/assignments/8135980>

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**Discussing research design  
and the linear model**

<https://webcourses.ucf.edu/courses/1440658/assignments/8135981>

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## Jump to Today.



**SUSTAINABILITY**

The College of Sciences at the University of Central Florida

## Page 1 of 22

[pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09 \(https://ucf.zoom.us/j/8496051416?](https://ucf.zoom.us/j/8496051416?pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09)

[pwd=ZEc2SC9RWnA5SE5RUVFrV1VBam1xQT09\)](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: Fall 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

...from the publisher or publisher's representative, and your access to 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>  [\(http://www.turnitin.com/\)](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 article 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 work. Essay with quotation 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](mailto:Webcourses@UCF). They will need to be uploaded as pdf, playable video format or word-documents. Any other file format will not be taken into consideration. All assignments must to be uploaded individually by each class participant. Exams will be on [Webcourses@UCF \(mailto:Webcourses@UCF\)](mailto:Webcourses@UCF) (quizzes)

### Summary of Assignment, points and due dates

| Due Date                                                                                                              | Assignment                                     | Max Points                       | Submitting Assignment                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weekly Discussions -<br>Modules 2, 3, 4, 6, 7, 9,<br>10, 11, 12, 13.<br>Discussions are due on<br>Sundays at 11.59pm. | Discussion                                     | 3 points each<br>(max 30 points) | Use discussion board for the<br>module/week on<br><a href="mailto:Webcourses@Ucf">Webcourses@Ucf</a><br>( <a href="mailto:Webcourses@Ucf">mailto:Webcourses@Ucf</a> ). |
| Sunday, Sunday Sept.<br>24th at 11.59pm                                                                               | 1000 word First Essay<br>or Video Presentation | 15                               | Upload essay or video<br>presentation on<br><a href="mailto:Webcourses@Ucf">Webcourses@Ucf</a><br>( <a href="mailto:Webcourses@Ucf">mailto:Webcourses@Ucf</a> ).       |
| Monday, October 16th                                                                                                  | Mid-Term Exam                                  | 15                               | On <a href="mailto:Webcourses@Ucf">Webcourses@Ucf</a><br>( <a href="mailto:Webcourses@Ucf">mailto:Webcourses@Ucf</a> ).                                                |
| Sunday, December 3rd<br>at 11.59pm                                                                                    | 1000 word Essay                                | 20                               | Upload essay on<br><a href="mailto:Webcourses@Ucf">Webcourses@Ucf</a><br>( <a href="mailto:Webcourses@Ucf">mailto:Webcourses@Ucf</a> ).                                |



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|--------------------------------------------|------------|----|------------------------------------------------------------------------------------------------------------------------|
| Final Exam -<br>Wednesday December<br>6th. | Final-Exam | 20 | On <a href="mailto:Webcourses@Ucf">Webcourses@Ucf</a><br>( <a href="mailto:Webcourses@Ucf">mailto:Webcourses@Ucf</a> ) |
|--------------------------------------------|------------|----|------------------------------------------------------------------------------------------------------------------------|

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

| Grade Points<br>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.

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| Module                | Mode   | Topic                                                                                                                                               | Assignments                         | Due Dates                  | Readings (Bold = mandatory)                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 0 and Module 1 | Online | <ul style="list-style-type: none"> <li>Course Orientation</li> <li>Searching, reading and referencing appropriately peer-reviewed papers</li> </ul> | Syllabus Quiz - academic engagement | Friday Aug 25th 2023       | Check this blog out, great resource for papers: <a href="http://www.raulpacheco.org">http://www.raulpacheco.org</a> , <a href="http://www.raulpacheco.org/2017/06/wri">http://www.raulpacheco.org/2017/06/wri</a>                                                                                                                                                                                                                                                            |
| Module                | Online | <ul style="list-style-type: none"> <li>Sustainability Basics</li> <li>Sustainability Principles</li> </ul>                                          | Weekly Discussion                   | Sunday, September 3rd 2023 | <ul style="list-style-type: none"> <li><b>Jacques, <i>Sustainability: The Basics</i></b></li> <li>Goodland, R. (1995). The Concept of Sustainability. <i>Annual Review of Environment and Development</i> 26(1), 1–24.<br/><a href="http://doi.org/10.1146/annurev.es.26.1.1">http://doi.org/10.1146/annurev.es.26.1.1</a></li> <li>Dixon, J. A., &amp; Fallon, L. A. (1989). <i>Sustainability: Origins, extensions, and future research</i>. London: Routledge.</li> </ul> |

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|----------|--------|-----------------------------------------------------------------------------------------------|-------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2        |        |                                                                                               |                   |                             | <p><i>Society and Natural Resources</i>, 2(<br/> <a href="http://doi.org/10.1080/089419289">http://doi.org/10.1080/089419289</a><br/> <a href="http://doi.org/10.1080/089419289093">http://doi.org/10.1080/089419289093</a></p> <ul style="list-style-type: none"> <li>Princen, T. (2003). Principles for S Cooperation and Efficiency to Suffi<br/> <i>Environmental Politics</i>, 3(1), 33–50<br/> <a href="http://doi.org/10.1162/152638003">http://doi.org/10.1162/152638003</a><br/> <a href="http://doi.org/10.1162/152638003763">http://doi.org/10.1162/152638003763</a></li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| Module 3 | Online | <ul style="list-style-type: none"> <li>What are the commons?</li> </ul>                       | Weekly Discussion | Sunday, Sep 10th 2023       | <ul style="list-style-type: none"> <li><b>Anderies and Janssen, Sustaini</b><br/> <b>1.1 to 1.4 (1.5 is an outline of the</b></li> <li>Hardin, G. (1968). The Tragedy of<br/> 162(3859), 1243–1248.<br/> <a href="http://doi.org/10.1126/science.16">http://doi.org/10.1126/science.16</a><br/> <a href="http://doi.org/10.1126/science.162.38">http://doi.org/10.1126/science.162.38</a></li> <li>Dietz, T. (2003). Struggle to Gover<br/> 302(5652), 1907–1912.<br/> <a href="http://doi.org/10.1126/science.10">http://doi.org/10.1126/science.10</a><br/> <a href="http://doi.org/10.1126/science.10910">http://doi.org/10.1126/science.10910</a></li> <li>Lambert, J., Epstein, G., Joel, J., &amp;<br/> Identifying Topics and Trends in th<br/> Resources Using Natural Language<br/> <i>Journal of the Commons</i>, 15(1), 20<br/> <a href="https://doi.org/10.5334/ijc.1078">https://doi.org/10.5334/ijc.1078</a></li> </ul> |
| Module 4 | Online | <ul style="list-style-type: none"> <li>Design principles for Common Pool Resources</li> </ul> | Weekly Discussion | Sunday, September 17th 2023 | <ul style="list-style-type: none"> <li><b>Anderies and Janssen, Sustaini</b><br/> <b>7</b></li> <li><b>Cox, M., Arnold, G., &amp; Tomás, S.</b><br/> <b>Design Principles for Communit</b><br/> <b>Management. <i>Ecology &amp; Society</i></b></li> <li><b>Baggio, J. A., Barnett, A. J., Pere</b><br/> <b>Ratajczyk, E., Rollins, N., ... Jan</b><br/> <b>Explaining success and failure i</b><br/> <b>configural nature of Ostrom's in</b><br/> <b>principles. <i>International Journal</i></b><br/> <a href="http://doi.org/10.18352/ijc.634">http://doi.org/10.18352/ijc.634</a> (<a href="http://doi.org/10.18352/ijc.634">ht</a></li> </ul>                                                                                                                                                                                                                                                                                    |

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|----------|--------|------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        |                                                                                                            |                                 |                             | <ul style="list-style-type: none"> <li>◦ Barnett, A. J., Baggio, J. A., Shin, I., Ibarra, I., Rubinos, C., ... Janssen, approach to case study analysis: ir analysis of quantitative inconsisten <i>the Commons</i>, 10(2), 467–494. <a href="http://doi.org/10.18352/ijc.632">http://doi.org/10.18352/ijc.632</a> (ht</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Module 5 | Online | <ul style="list-style-type: none"> <li>◦ Measuring Sustainability</li> </ul>                               | Essay or Video Presentation Due | Sunday, September 24th 2023 | <ul style="list-style-type: none"> <li>◦ <b>Jacques, Sustainability: The Basics</b></li> <li>◦ Jacques, <i>Sustainability: The Basics</i>,</li> <li>◦ Bradshaw, C. J. A., &amp; Brook, B. W. reduction is not a quick fix for envir <i>Proceedings of the National Acade</i> 16610–16615. <a href="http://doi.org/10.107">http://doi.org/10.107</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Module 6 | Online | <ul style="list-style-type: none"> <li>◦ Planetary boundaries</li> <li>◦ Overshoot and Collapse</li> </ul> | Weekly discussion               | Sunday, October 1st 2023    | <ul style="list-style-type: none"> <li>◦ <b>Steffen, W., Richardson, K., Rockström, J., Fetzer, I., Bennett, E. M., ... Sorli</b> boundaries: Guiding human dev planet. <i>Science</i>, 347(6223), 12598 <a href="http://doi.org/10.1126/science.12598">http://doi.org/10.1126/science.12598</a> (<a href="http://doi.org/10.1126/science.12598">http://doi.org/10.1126/science.12598</a>)</li> <li>◦ <b>Jacques, Sustainability: The Basics</b></li> <li>◦ <b>Tainter, J. A. (2006).</b> Archaeology Collapse. <i>Annual Review of Anth</i> <a href="http://doi.org/10.1146/annurev.anthro">http://doi.org/10.1146/annurev.anthro</a> (<a href="http://doi.org/10.1146/annurev.anthro">http://doi.org/10.1146/annurev.anthro</a>)</li> <li>◦ Rockström, J., Steffen, W. L., Noor F. S., Lambin, E., ... Foley, J. (2009) Exploring the Safe Operating Space Recommended Citation. <i>Ecology &amp; Environment</i> <a href="http://doi.org/10.1038/461472a">http://doi.org/10.1038/461472a</a> (<a href="http://doi.org/10.1038/461472a">http://doi.org/10.1038/461472a</a>) (<a href="http://doi.org/10.1038/461472a">http://doi.org/10.1038/461472a</a>)</li> <li>◦ Wackernagel, M., Schulz, N. B., De Vries, M., Jenkins, M., Kapos, V., ... Randers ecological overshoot of the human <i>the National Academy of Sciences</i> <a href="http://doi.org/10.1073/pnas.1420336">http://doi.org/10.1073/pnas.1420336</a> (<a href="http://doi.org/10.1073/pnas.1420336">http://doi.org/10.1073/pnas.1420336</a>)</li> <li>◦ Arrow, K., Dasgupta, P., Goulder, L</li> </ul> |

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|          |        |                                                                                  |                        |                                    | G., ... Walker, B. (2004). Are We C<br><i>Journal of Economic Perspectives</i> ,<br><a href="http://doi.org/10.1257/089533004">http://doi.org/10.1257/089533004</a><br>( <a href="http://doi.org/10.1257/089533004216">http://doi.org/10.1257/089533004216</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Module 7 | Online | <ul style="list-style-type: none"> <li>◦ Ethics, justice and fairness</li> </ul> | Weekly Discussion      | Sunday, October 8th 2023           | <ul style="list-style-type: none"> <li>◦ <b>Jacques, <i>Sustainability: The Basic</i></b></li> <li>◦ Adger, W. N., Brown, K., Fairbrass Rosendo, S., &amp; Seyfang, G. (2003). sustainability: Towards a “thick” an decisionmaking. <i>Environment and</i> 1110. <a href="http://doi.org/10.1068/a352">http://doi.org/10.1068/a352</a> (<a href="http://doi.org/10.1068/a35289">http://doi.org/10.1068/a35289</a>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Module 8 | Online | <b>Midterm Exam</b>                                                              | Mid-Term exam (online) | Monday, October, 16th 2023 at 5pm. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Module 9 | online | <ul style="list-style-type: none"> <li>◦ Social Dilemmas</li> </ul>              | Weekly Discussion      | Sunday, October, 22nd 2023         | <ul style="list-style-type: none"> <li>◦ <b>Anderies and Janssen, <i>Sustainability</i> 4 (Disclaimer: some concepts pre in chapter 2 and 3 of the same boc quickly skim those chapters as wel</b></li> <li>◦ <b>Anderies and Janssen, <i>Sustainability</i> 5, 6, 7 and 8</b></li> <li>◦ Janssen, M. A., Holahan, R., Lee, experiments for the study of social <i>Science</i>, 328(5978), 613–617. <a href="http://doi.org/10.1126/science.1183">http://doi.org/10.1126/science.1183</a></li> <li>◦ Baggio, J. A., Rollins, N. D., Pérez Irrigation experiments in the lab: Ti variability, and collective action. <i>Ec</i> 12. <a href="http://doi.org/10.5751/ES-077">http://doi.org/10.5751/ES-077</a> (<a href="http://doi.org/10.5751/ES-07772-2004">http://doi.org/10.5751/ES-07772-2004</a>)</li> <li>◦ Janssen, M. A., Bousquet, F., Carc Worrapimphong, K. (2012). Field e dilemmas. <i>Agricultural Systems</i>. 10</li> </ul> |

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| Module 10 | Online | <ul style="list-style-type: none"> <li>Complex Adaptive Systems</li> </ul>  | Weekly Discussion | Sunday, October 29th 2023 | <ul style="list-style-type: none"> <li>Glouberman, S., &amp; Zimmerman, <b><i>Complex Systems: What Would Medicare Look Like? Commission on the Future of Medicare Care in Canada</i></b> (Vol. 8). <a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a> (<a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a>)</li> <li>Baggio, J. A. (2017). <b>Complex Adaptive Systems Simulations and Agent-based Modeling</b>. <i>Methods in Tourism: A Handbook</i>. <a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a> (<a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a>)</li> <li>Sellberg, M. M., Quinlan, A., Preis, &amp; Peterson, G. D. (2021). Engaging complex systems in practice. <i>Ecology and Society</i>, 26(1), 1-10. <a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a> (<a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a>)</li> <li>Janssen, M. (1998). Use of complex systems modeling global change. <i>Ecosystems</i>, 1(1), 1-10. <a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a> (<a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a>)</li> <li>Lansing, J. S. (2003). Complex Adaptive Systems. <i>Review of Anthropology</i>, 32(1), 18-30. <a href="https://doi.org/10.1146/annurev.anthro.32.01.01">https://doi.org/10.1146/annurev.anthro.32.01.01</a> (<a href="https://doi.org/10.1146/annurev.anthro.32.01.01">https://doi.org/10.1146/annurev.anthro.32.01.01</a>)</li> </ul> |
| Module 11 | Online | <ul style="list-style-type: none"> <li>Social-Ecological Systems</li> </ul> | Weekly Discussion | Sunday, November 5th 2023 | <ul style="list-style-type: none"> <li>Anderies and Janssen, <b><i>Sustaining the Commons</i></b> 12 and 13</li> <li>Folke, C., Polasky, S., Rockström, J., Lamont, M., ... Walker, B. H. (2002). <b><i>Anthropocene biosphere. Ambio</i></b> <a href="https://doi.org/10.1007/s13280-002-0000-0">https://doi.org/10.1007/s13280-002-0000-0</a></li> <li>Folke, C. (2006). Resilience: The key to managing complex systems for social-ecological systems analysis. <i>Change</i>, 16(3), 253-267. <a href="http://doi.org/10.1016/j.gloenvcha.2006.03.001">http://doi.org/10.1016/j.gloenvcha.2006.03.001</a></li> <li>Holling, C. S., Folke, C., Gunderson, L. D., &amp; Berkes, F. (2002). <b><i>Resilience and adaptive management</i></b>. <i>Ecology and Society</i>, 7(1), 1-10. <a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a> (<a href="https://doi.org/10.1007/s10021-017-0000-0">https://doi.org/10.1007/s10021-017-0000-0</a>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|           |        |                                                                                                      |                   |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|--------|------------------------------------------------------------------------------------------------------|-------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |        |                                                                                                      |                   |                            | <p><i>Resilience of Ecosystems, Econon - Final Report</i></p> <ul style="list-style-type: none"> <li>o Anderies, J. M., Janssen, M. A., &amp; framework to analyze the robustne systems from an institutional persp <i>society</i>,9(1), 18.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Module 12 | Online | <ul style="list-style-type: none"> <li>o Resilience “principles” for ecosystem management</li> </ul> | Weekly Discussion | Sunday, November 12th 2023 | <ul style="list-style-type: none"> <li>o <b>Baggio, J. A., Brown, K., &amp; Helle</b> Boundary object or bridging cor analysis of resilience. <i>Ecology a</i></li> <li>o <b>Biggs, R., Schlüter, M., Biggs, D. BurnSilver, S., Cundill, G., ... We</b> Principles for Enhancing the Re: Services. <i>Annual Review of Env</i> 37(1), 421–448. <a href="http://doi.org/10.051211-123836">http://doi.org/10.051211-123836</a></li> <li>o <b>Carpenter, S., Walker, B., Anderi</b> From Metaphor to Measurement <b>What?</b> <i>Ecosystems</i>,4(8), 765–78 <a href="http://doi.org/10.1007/s10021-001-001-001-00">http://doi.org/10.1007/s10021-001-001-001-00</a></li> <li>o Carpenter, S. R., Brock, W. A., Fol Scheffer, M. (2015). Allowing varia operating space for exploited ecos <i>National Academy of Sciences</i>, 11. <a href="http://doi.org/10.1073/pnas.151118041">http://doi.org/10.1073/pnas.151118041</a> (<a href="http://doi.org/10.1073/pnas.15118041">http://doi.org/10.1073/pnas.15118041</a>)</li> <li>o Anderies, J. M. (2015). Managing v challenges for the Anthropocene. <i>Academy of Sciences</i>, 112(46), 14 <a href="http://doi.org/10.1073/pnas.151907111">http://doi.org/10.1073/pnas.151907111</a> (<a href="http://doi.org/10.1073/pnas.15190711">http://doi.org/10.1073/pnas.15190711</a>)</li> </ul> |
|           | Online | <ul style="list-style-type: none"> <li>o Politics, Resilience and Sustainability</li> </ul>          | Weekly Discussion |                            | <ul style="list-style-type: none"> <li>o <b>Folke, C., Biggs, R., Norström, A Rockström, J. (2016). Social-eco biosphere-based sustainability s</b> <i>Society</i>, 21(3), art41. <a href="http://doi.org/10.5751/ES-08210341">http://doi.org/10.5751/ES-08210341</a> (<a href="http://doi.org/10.5751/ES-08210341">http://doi.org/10.5751/ES-08210341</a>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|           |        |                                                                                                                   |           |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|--------|-------------------------------------------------------------------------------------------------------------------|-----------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 13 |        |                                                                                                                   |           | Sunday, November 19th 2023 | <ul style="list-style-type: none"> <li>◦ Jacques, Sustainability the Basi</li> <li>◦ Schoon, M., &amp; Cox, M. E. (2018). and scaling: Perspectives on en for sustainability. <i>Sustainability</i> <a href="http://doi.org/10.3390/su1003067">http://doi.org/10.3390/su1003067</a> (<a href="http://doi.org/10.3390/su10030679">http://doi.org/10.3390/su10030679</a>)</li> <li>◦ Schoon, M., Robards, M. D., Bro L., &amp; Biggs, R. (2015). Politics ar ecosystem services. <i>Principles i Sustaining Ecosystem Services Systems</i>, 32–49. <a href="http://doi.org/10.1017/CBO97813">http://doi.org/10.1017/CBO97813</a></li> <li>◦ Olsson, P., Galaz, V., &amp; Boonstra, ' transformations: A resilience persp 19(4). <a href="http://doi.org/10.5751/ES-06">http://doi.org/10.5751/ES-06</a></li> <li>◦ Bahadur, A., &amp; Tanner, T. (2014). T thinking: Putting people, power and urban climate resilience. <i>Environm</i> 200–214. <a href="http://doi.org/10.1177/0">http://doi.org/10.1177/0</a> (<a href="http://doi.org/10.1177/095624781452">http://doi.org/10.1177/095624781452</a>;</li> </ul> |
|           | Online | <ul style="list-style-type: none"> <li>◦ Relating resilience, sustainability and common pool resources</li> </ul> | Essay Due |                            | <p>Optional readings on tipping points an interested:</p> <ul style="list-style-type: none"> <li>◦ Otto, I. M., Donges, J. F., Cremade R. J., Lucht, W., ... Schellnhuber, H dynamics for stabilizing Earth's clir <i>of the National Academy of Scienc</i> <a href="https://doi.org/10.1073/pnas.190">https://doi.org/10.1073/pnas.190</a> (<a href="https://doi.org/10.1073/pnas.190057">https://doi.org/10.1073/pnas.190057</a>)</li> <li>◦ Milkoreit, M., Hodbod, J., Baggio, J Calderón-Contreras, R., Donges, J (2018, March 1). Defining tipping p systems scholarship - An interdisci <i>Environmental Research Letters</i>. <a href="https://doi.org/10.1088/1748-932">https://doi.org/10.1088/1748-932</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |



Module  
14Sunday,  
December  
3rd 2022

- (<https://doi.org/10.1088/1748-9326/aa>
- Lenton, T. M. (2020). Tipping points. *Transactions of the Royal Society (Open Science)*, *17*(1794), 2005002. <https://doi.org/10.1098/rstb.2019.0121>
  - Lade, S. J., Walker, B. H., & Jørgensen, S. E. (2019). Resilience as pathway diversity: Linking spatial and temporal perspectives on resilience. *Ecology and Society*, *24*(3), 1–14. <https://doi.org/10.5751/ES-11760-25003>
  - Abel, N., Wise, R. M., Colloff, M. J., A., Ryan, P., ... O'Connell, D. (2019). Pathways to transformation when & charge&#8221; insights from Basin. *Ecology and Society*, *21*(2), <https://doi.org/10.5751/ES-08422-21022>
  -  (<https://doi.org/10.5751/ES-08422-21022>)  
Olsson, P., Nilsson, W., Rose, L., & Navigating emergence and system transformative capacities: Experience from the Fellowship program. *Ecology and Society*, *21*(2), <https://doi.org/10.5751/ES-10166-23003>
  - Moore, M.-L., Tjornbo, O., Enfors, Baggio, J. A., ... Biggs, D. (2014). Change: toward an analytical framework for deliberate social-ecological transformation. *Ecology and Society*, *19*(4), art54. <https://doi.org/10.5751/ES-190454-190454>  (<https://doi.org/10.5751/ES-190454-190454>)

|           |        |                                        |  |                              |  |
|-----------|--------|----------------------------------------|--|------------------------------|--|
| Module 15 | Online | ◦ Study Guide and Recap for Final Exam |  |                              |  |
|           | Online | <b>Final Exam</b>                      |  | Wednesday, December 6th 2022 |  |

## University Services and Resources

### Academic Services and Resources

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

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](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, students may consult [The Center for Academic Integrity](https://academicintegrity.org/)  [\(https://academicintegrity.org/\)](https://academicintegrity.org/).

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf).  [\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](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>  [\(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with

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

## Campus Safety Statement

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

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

**You CAN Survive an Active Shooter** <https://youtu.be/NIKYaiFx4nk>

[You can save an Active Sheet. Or, to print, download or export.](#)



<https://youtu.be/NIKYajEx4pk>

## Deployed Active Duty Military Students

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

## 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 Aug 25, 2023 |  <a href="#">1st Week Engagement Quiz</a><br><a href="https://webcourses.ucf.edu/courses/1440657/assignments/8135955">https://webcourses.ucf.edu/courses/1440657/assignments/8135955</a> | due by 11:59pm |



**Module 2 - Basics of Sustainability and Sustainability Principles**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135967>

due by 11:59pm

Sun Sep 3, 2023



**Module 3 - Common Pool Resources**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135966>

due by 11:59pm

Sun Sep 10, 2023



**Module 4 - Institutional Design Principles**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135965>

due by 11:59pm

Sun Sep 17, 2023



**Presentation/Exam points Poll**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135954>

due by 11:59pm

Thu Sep 21, 2023



**Video Presentation or Essay**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135970>

due by 11:59pm

Sun Sep 24, 2023



**Module 6 - Measuring Sustainability and Planetary Boundaries**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135964>

due by 11:59pm

Sun Oct 1, 2023



**Module 7 - Ethics, Fairness and Inequality**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135963>

due by 11:59pm

Sun Oct 8, 2023



**Mid-Term Exam**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135956>

due by 5pm

Mon Oct 16, 2023



**Module 9 - Social Dilemmas**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135962>

due by 11:59pm

Sun Oct 22, 2023



**Module 10 - Complex Adaptive Systems**

<https://webcourses.ucf.edu/courses/1440657/assignments/8135961>

due by 11:59pm

Sun Oct 29, 2023



**Module 11 - Social Ecological**

Sun Nov 5, 2023

**Systems**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440657/assignments/8135960>

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Sun Nov 12, 2023

 **Module 12 - Resilience Principles**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440657/assignments/8135959>

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Sun Nov 19, 2023

 **Module 13 - Politics and Sustainability**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440657/assignments/8135958>

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Sun Dec 3, 2023

 **Essay**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440657/assignments/8135969>

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Wed Dec 6, 2023

 **Final Exam**

due by 11:59pm

<https://webcourses.ucf.edu/courses/1440657/assignments/8135957>

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# University of Central Florida

**POS 2041 – American National Government 08/21/2023-12/04/2023**

School of Politics, Security, and International Affairs, College of Sciences  
3 Credit Hours. Fall 2023.

POS 2041 Fall 2023.

August 21-12/04, 2023

**Credits: 3                      Prerequisite: ENC 1102**

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

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

**Telephone: 860-794-6690                      Email: [sbalkara@Knights.ucf.edu](mailto:sbalkara@Knights.ucf.edu)**

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

## Course Syllabus

|                  |                                                                        |                     |           |
|------------------|------------------------------------------------------------------------|---------------------|-----------|
| Instructor:      | Stephen Balkaran                                                       | Term:               | Fall 2023 |
| Office Location: | N/A online of Zoom                                                     | Class Meeting Days: | Online    |
| Office Hours:    |                                                                        | Class Meeting Time: |           |
| Phone:           | 860 794 6690                                                           | Class Location:     |           |
| Email:           | <a href="mailto:sbalkara.knights@ucf.edu">sbalkara.knights@ucf.edu</a> | Course Modality:    | Online    |

**BOOK American Government: Power and Purpose. Core Sixteenth Edition.**  
by [Theodore J Lowi](#) (Author, Late of Cornell University), [Benjamin Ginsberg](#) (Author, Johns Hopkins University)

## Course Description

This is a survey course designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies. The course proceeds in three major sections: first, we will situate the institutions of American government in the context of their creation and understand the objectives of the Founders and the tradeoffs inherent in institutional design. Second, we will observe and evaluate the performance of



governmental institutions. Third, we will examine the relationships between government and individuals, groups, and corporate entities.

Throughout the course, we will learn to assess and decipher information in a world full of conflicting sources and to employ social sciences models to produce knowledge. (**Interpretation and Evaluation Objective**) We will then consider how to synthesize what we have learned, as it might be conveyed to political practitioners (in the form of strategy or analysis) as well as to the general public (in the form of advocacy or civic engagement). Our study of the backgrounds and beliefs of citizens and political elites will assist us in tailoring our writing to the requirements and preferences of audiences. (**Communication Objective**)

### **Student Learning Outcomes**

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

### **Course Materials and Resources**

Refer to the B&N website for required and recommended course materials.

### **Assessment and Grading Procedures**

| <b>Grading Item</b>                      | <b>Points</b>          |
|------------------------------------------|------------------------|
| Intro and Discussion Questions. 13 Units | 13 @ 10<br>Discussions |
| Midterm Exams 1 and 2. 50 Points Each    | 100                    |
| Final Research Paper                     | 100                    |
| Total                                    | 330                    |

### **Letter Grade Distribution Table**

| <b>Letter</b> | <b>Range%</b> | <b>Letter</b> | <b>Range%</b> | <b>Letter</b> | <b>Range%</b> |
|---------------|---------------|---------------|---------------|---------------|---------------|
| A             | 93 or above   | B             | 83 - 87       | C             | 70 - 77       |
| A-            | 90 - 92       | B-            | 80 - 82       | D             | 60 - 69       |
| B+            | 88 - 89       | C+            | 78 - 79       | F             | 59 or less    |

Late short assignments will NOT be accepted, we have 15 weeks.

**I also have 24 hours response time for emails, and I will check my class 3 times a day, class opens on Monday at 5.00 am and closes on Sunday at 6.00 pm, students are expected to have their responses for each Module by Sunday. This will also be placed on Announcements.**

The midterms and final will consist of short-answer essay questions and a Final Research paper

The plus/minus system will be used for calculating final grades. Zeros for unsubmitted assignments may not be entered on web courses. The number of points earned, not the web course “average” determines the grade.

### **Additional Policies**

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

In accordance with state requirements, there will be regular opportunities to engage in “political discussions and civil debates.” I will signal these opportunities during class.

### **Academic Integrity Statement**

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

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

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## **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). 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 conversations with SAS, faculty, and the student may be warranted to ensure an accessible course experience.

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.

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

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

### **Tentative Class Schedule**

|             |                      |
|-------------|----------------------|
| <b>Week</b> | <b>Lecture Topic</b> |
|-------------|----------------------|

Week 1      Introduction. Democracy in America  
Early America and the Constitution

The US Constitution

Week 2

Week 3      Federalism. Relationship between the Federal Government and  
the States

Week 4      The Bill of Rights and Civil Liberties  
  
)

Week 5      Legislative Branch. Article 1

Week 6      Executive Branch Article II

Exam 1 Will Open

I

Week 7      Judicial Branch. Article III

Week 8      Interest Groups

Week 9

Week 10

Public Opinion, Media and the Political Process

The Civil Rights Movement and the Struggle for Equality

Week 11    EXAM 2

Week 12

Week 13    American Domestic Policy. The Welfare system

Thanksgiving Break. TBA

Week 14    American Foreign Policy

The Electoral College

Week 15    Review for Final

Final Research Paper due 8/-9 pages. APA Style

The instructor reserves the right to change this syllabus.

## **Instructor Methodologies**

The format of the course will include online lectures, discussions, and videos.

**This is a fully Online class.**

**I also have 24 hours response time for emails, and I will check my class 3 times a day, class opens on Monday at 5.00 am and closes on Sunday at 6.00 pm, students are expected to have their responses for each Module by Sunday. This will also be placed on Announcements.**

| <b>Criteria</b>                                          | <b>Grade Weighting</b> |
|----------------------------------------------------------|------------------------|
| Weekly Online Participation- Discussions                 | 25%                    |
| Midterm Exam/Research Short Essay type questions. Week 6 | 25%                    |
| Second Exam/Short Essay type questions. Week 10          | 25%                    |
| Final Exam/ Research Paper. 8-9 pages. Week 15           | 25%                    |
| Total                                                    | 100%                   |

The following weights are suggested:

25% Weekly Discussions

25% First Exam- Week 2

25% Second Exam. Week 4

25% Final Exam- Research Paper. Week 6

**Exams:** There will be 2 midterm exams, weekly attendance, and one will be a research paper, 8-9 pages

**Mid-Term Exam:** Week 6 and 10 are the MID-TERM TESTS. Instructions and due dates will be given in class. Makeup or Late exams will be determined by the Instructor and Student at a future date.

## **Final Research Paper:**

Each student will be required to write a typed, double-spaced (8-9) pages (minimum) paper. The paper may be an expansion of the group class presentation. The project paper can be any of the issues we have discussed in class, e.g., the Constitutional Issues, American Foreign Policy, Death Penalty, etc. APA Style.

**Please note that Turn-In will be required for the research paper.**

**Class Lectures:** Lectures will be based on Online notes, PowerPoints, documentaries.

Students are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **take the practice quiz** to ensure that your computer is compatible with the learning management system, Canvas;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log into** the course **3 times** per week;
- **respond** to discussions by the due date specified. **No late work will be accepted;**
- **respond to emails** within **2 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course **5 times** per week;
- respond to **emails within 24 hours**;
- grade assignments within **7 days of** the assignment deadline;
- be available each week during the posted office hours.

## **Class Cancellation for Weather and Other Emergencies**

At some point during the semester, it may be necessary for the University to cancel all or some classes due to poor weather, power failures, or other emergencies. Because of the very nature of an online class in which students are participating from all over the world, a University class cancellation or closure will not automatically apply to this course. The UCF eCampus will still be operational in times of a University shut down. In times of a power outage or system-wide failure, the instructor will make an announcement in the UCF eCampus classroom as soon as information becomes available. Assignment due dates are firm and will not automatically change if the University is closed. Always check the UCF Online classroom for updates and announcements concerning the class.



## **Course Communication**

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within **24 hours**.

**Weekly Assignment/Discussion: Participation will be mandatory.**

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

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

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

**I also have 24 hours response time for emails, and I will check my class 3 times a day, class opens on Monday at 5.00 am and closes on Sunday at 6.00 pm, students are expected to have their responses for each Module by Sunday. This will also be placed on Announcements.**

## **Description of Learning Activities: Students will:**

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

4-Complete online class assignments on time

### **Class Website:**

Materials used for classes will be available on UCF Webcourses for download before each class.  
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### **Academic Integrity**

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material that has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, or student, and/or uploading course material to a third-party vendor without authorization or 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 violates academic behavior standards.

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

at <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>

### **Students with Special Testing/Learning Needs:**

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

### **Religious Observances**

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

### **Deployed Active-Duty Military Students**

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

### **Campus Safety Statement**

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

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

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on a link from the menu on the 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>). **Student & Faculty Communication and Processes:**

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

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

# University of Central Florida

## **PUP 3314 - Minorities in American Politics. Fall 2023 Syllabus**

PUP 3314 Fall 2023.

August 22st-December 4, 2023

**Credits:** 3

**Prerequisite:** POS 2041 or ENC 1102

**Instructor:** Stephen Balkaran-PT Lecturer

**Course Time:** **ONLINE**

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

**Telephone:** 860-794-6690

**Email:** [Sbalkara@knights.Ucf.Edu](mailto:Sbalkara@knights.Ucf.Edu)

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

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

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

### **Course Focus:**

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

### **LEARNING OBJECTIVES & OUTCOMES: Analyze and Examine the following**

#### **Course Objectives:**

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

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

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

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

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

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

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

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

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

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

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

### **The measure of Learning Outcomes:**

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

**Expectations of this Course.** This is an online course, which means all the course work will be conducted online; however, expectations for performance in an online course are the same as for a traditional course. Students are expected to: Review and follow the course schedule. - 08.21.2023 Syllabus for PUP 3314

08/21/23. Introduce yourself to the class on the discussion board during the first week of class. Log in to the course at least three times per week. Post a response to the weekly analysis questions by **Sunday at 6.00 pm**. Submit assignments by the corresponding deadlines. Take exams during the allotted timeframe. The instructor will: Post analysis and/or attendance grades weekly. Grade assignments within seven days of the assignment deadline.

**I also have 24 hours response time for emails, and I will check my class 3 times a day, class opens on Monday at 5.00 am and closes on Sunday at 6.00 pm, students are expected to have their responses for each Module by Sunday. This will also be placed on Announcements.**

## Instructor Methodologies

The format of the course will include online lectures, discussions, and videos.

**This is a fully online class**

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

| Criteria                                               | Grade Weighting |
|--------------------------------------------------------|-----------------|
|                                                        |                 |
|                                                        |                 |
| Weekly Online Participation-Discussions                | 30%             |
| Midterm Exam/Research Paper. 7-8 pages. Week 7         | 35%             |
|                                                        |                 |
| Final Exam/ Research paper. 9-11 pages. Due on Week 15 | 35%             |
| Total                                                  | 100%            |

**Final Exam Date:**

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

## COURSE OUTLINE: 15 WEEKS COURSE. August 21-December 4, 2023

### **WEEK 1- Introduction to Course. August 21-28<sup>th</sup> 2023 Chapter 1. Does Race and Minority Politics still matter?**

Outline and expectations of the Course.

Reading: The Continuing Significance of Race: An American Dilemma by Stephen Balkaran. Harvard Journal of African American Policy. 2015

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

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

**Article.** Please read and briefly comment. Steve

### **Chapter Objectives.**

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

### **WEEK 2-3. The Creation of Racial Politics and Ideology. 1870-1920. Chapter 3. Black Politics in the Jim Crow Era**

Reconstruction Era and the development of Black Codes, the rise of Jim Crow laws, and the southern reaction to the freedom of slaves. The creation of the racial-based political system including legislative and judicial decisions, white supremacy, and black inferiority. The impact of Plessy v. Ferguson and the reshaping of race-based laws for African Americans and America. The creation of Legalized and systematic racism in America, & the separation of the races.

The Meaning of Freedom, Race-based Laws, Legislation, and denial of Freedom through the Political Process. (2 weeks)

Documentary: The Rise of Jim Crow.

<https://www.youtube.com/watch?v=j3IxWEK0uJA&t=717s>

Jim Crow in the North Documentary

<https://www.youtube.com/watch?v=XWQfDbbQv9E>

**Article.** Please read and comment

[https://artsandculture.google.com/story/jim-crow-and-racial-segregation/DAKi-r\\_WcPB3Ig](https://artsandculture.google.com/story/jim-crow-and-racial-segregation/DAKi-r_WcPB3Ig)

### **Chapter Objectives.**

- 2-Articulate and understand the contemporary and historical theories that are integral to race and ethnic politics. The rise and fall of Jim Crow and the impact of racial ideology.
- 2-Describe the development of Black Codes, the rise of Jim Crow laws, and the construction of white supremacy.
- 3- Describe the impact of Plessy v. Ferguson 1896 and the reshaping of color in America. The creation of Legalized and systematic racism in America, & the separation of the races.

### **WEEK 4. Chapter 2: Native Americans:**

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

Documentary. Native American Holocaust

<https://www.youtube.com/watch?v=o8zfRK8n1Bg>

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



### **Chapter Objectives.**

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

### **WEEK 5. Different and Common Asian American Roads, the 1800s–1960s**

Readings. Chp 5. Asian Americans struggle for inclusion. The Chinese Americans railroad workers and the Chinese Exclusion Act. The 1960 Civil Rights Struggle and Asian Americans Japanese Racial Politics and FDR and WW II. Executive, Legislative and Judicial decisions and its impact on Asian Americans

Documentary; Inside the Japanese Internment Camps

<https://www.youtube.com/watch?v=tp-msa4jBCw>

Becoming American. The Chinese American Experience

<https://www.youtube.com/watch?v=LgLzWQ7MnhQ>

**Article.** Please read and comment.

<https://www.washingtonpost.com/history/2021/03/18/history-anti-asian-violence-racism/>

### **Chapter Objectives.**

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

### **EXAM 1. This will be a 8-9 Page Research Paper**

### **WEEK 6- Chicano/Hispanic Experience. Chapter 5**

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

Documentary: The Chicano Civil Rights Movement

<https://www.youtube.com/watch?v=W6KcMdYwJkQ&list=PLFnuQLu4mGXA0VQDB93yMqjBFCKdHq2kE>

Documentary: Cesar Chavez. Civil Rights Activist

<https://www.youtube.com/watch?v=Vb93EX94q1w>

**Article.** Please read and comment.

[https://www.huffpost.com/entry/cesar-chavez-martin-luther-king-jr\\_n\\_3813214](https://www.huffpost.com/entry/cesar-chavez-martin-luther-king-jr_n_3813214)

### **Chapter Objectives.**

- 1-Articulate and describe the effect that race, racism, and discrimination has had on the shaping of various ethnic groups experience in America. Mexican Americans.
- 2- Articulate and describe the Mexican experience and the Civil Rights movement out west. Cesar Chavez and the farmworkers struggle for respect.
- 3-Describe and articulate, we did not cross the border, the border crossed us.

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

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

#### **Documentary. How Dr. King changed the world.**

<https://www.youtube.com/watch?v=xabWOU6tU-M&t=339s>

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

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

### **Chapter Objectives.**

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

- Describe and understand the significance of Race in America and our political process
- Describe and understand the struggle for equality for African Americans, minorities, and women
- Describe the Civil Rights Movement. Dr. MLK and the movement, CRA 1964 and VRA 1965
- Articulate where are we regarding a color-blind society?

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

Documentary: Vanguard of the Revolution

<https://www.youtube.com/watch?v=bqxwTABwtnU>

### **Chapter Objectives.**

- 2-Articulate and describe the rise of the Black Panther Movement, Disagreement, and Discourse among the pathway to civil rights.

- 3- Articulate and describe the revival of Black Nationalism in America, what was their philosophy and legacy.
- 4-Describe the FBI/Government's and its role in the breakdown of the movement and the impact of future policies.

**WEEK 10 and 11. Education, Immigration, Criminal Justice minority politics. Chap 11**

The New Jim Crow, Chapter 10. Minority-based racial politics in the 21<sup>st</sup> Century. The racial disparities in Education, Criminal Justice, Immigration, and people of color. Chapter 10 Readings. An Open Letter on Behalf of Undocumented Immigrants by Stephen Balkaran.

Harvard Journal of Hispanic Policy Fall 2019

Prison Incarceration Rates and discontinued racial disparities.

Documentary: 13<sup>th</sup>

<https://www.youtube.com/watch?v=krfcq5pF8u8&t=404s>

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

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

**Chapter Objectives.**

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

**EXAM 2-This will be a 8-9 Page Research Paper**

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

Documentary. Black Lives Matter

<https://www.youtube.com/watch?v=tgFI0phqRIY>

Documentary. Charlottesville Race Riots 2018

<https://www.youtube.com/watch?v=RlrcB1sAN8I&t=16s>

**Article.** Race in the 21<sup>st</sup> century.

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

**Chapter Objectives.**

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

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

**Chapter Objectives.**

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

**WEEK 14. Review for Final Exam**

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

General Review. **Final Research Paper Due. Dec 3rds. APA Style. 25% of Grade.**

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

**Mid-Term Exams:** Papers will be assigned on Week 7 and 11. Online Instructions and due dates will be given in class. Makeup or Late exams will be determined by the Instructor and Student at a future date.

**Final Research Paper:**

Each student will be required to write a typed, double-spaced (8-11 pages (minimum) paper. The research paper can be any of the issues we have discussed in class, e.g. the Civil Rights Movement, Future of Race relations, etc. APA Style. Late papers will receive a grade deduction

**Please note that Turn-In will be required for the research paper**

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

**Weekly Assignment/Discussion: Participation will be mandatory**

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

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

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

### **Description of Learning Activities: Students will:**

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

### **Class Website:**

Materials used for classes will be available on UCF Webcourses for download before each class. I

### **Academic Integrity**

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material 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>

### **Students with Special Testing/Learning Needs:**

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

### **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>

### **Deployed Active-Duty Military Students**

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

### **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](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>). **Student & Faculty Communication and Processes:**

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

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

# POS2041 American National Government

Section 0W61

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

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## Table of Contents

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## General Course Information

### Course Information

- Term: Fall 2023
- Course Number & Section: POS2041-0W61
- Course Name: American National Government
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: Online
- Course Modality: Online



This course has received the following distinctions:



### Instructor Information

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

### Instructor Office Hours:

| Day            | Time                                 |
|----------------|--------------------------------------|
| Tuesday        | 10:00 AM - 12:00 PM                  |
| Wednesday      | 9:00 AM - 10:00 AM*                  |
| Thursday       | 1:00 PM - 4:30 PM                    |
| By appointment | Contact me to arrange a meeting time |

**\*Please keep in mind that every other week this session will be devoted to the Civic & Diversity Discussion, which is a session required by the Florida Legislature to enable students to speak on any topic that they wish to discuss. This is an optional opportunity.**

### **Graduate Teaching Assistants (GTAs)**

GTAs are advanced graduate students who will be helping with the class. They will help with grading, providing feedback, and helping you with the material if you have any questions.

- GTA(s): TBA
- Digital Contact: Use the Webcourses@UCF messaging

### **GTA Office Hours**

All office hours will be held in person at the PhD Office on the second floor of HPH

| Name | Day | Time |
|------|-----|------|
| TBA  |     |      |

### **Enrollment Requirements**

Course Prerequisites (if applicable): None

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): N/A

### **Course Description**

POS2041-American National Government has been designed to provide a comprehensive introduction to the concepts and issues of the United States government. It examines the structure, philosophy, accomplishments, and challenges of the American government. Students will examine and analyze why the American political system operates as it does, who wins and who loses in the process and why this system endures. In addition, this course will provide you with the tools to understand, effectively participate in, and influence the political process in order to address issues of importance to our communities.

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

effectively. This course includes several assignments geared towards developing teamwork skills and strategies.

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

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

These competencies/skills are\*:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

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

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

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

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

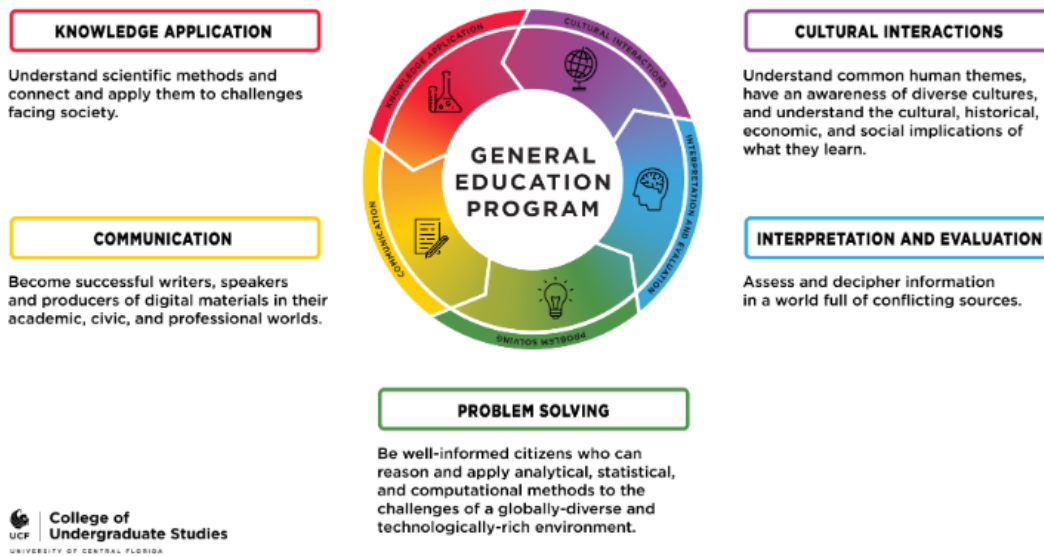
Our integrative general education experience allows students to relate the knowledge and skills they learn across academic disciplines, connect foundational ways of knowing to their majors, and integrate those skills into new problem-solving contexts – all to prepare them for their academic, civic, and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

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

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

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

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



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

## Format of the Course

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

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

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

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

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

Each module may also have its own internal deadlines. So it is important to log in soon after it opens to see what is required for that week.

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

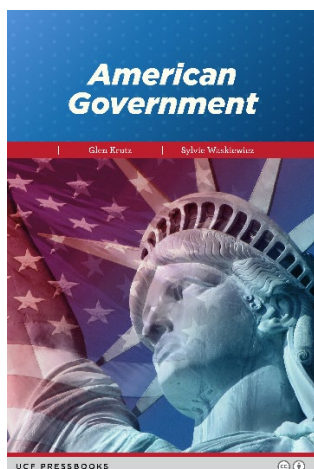
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face. For this reason, it is extremely important that you read and understand the syllabus and make sure that you will be able to comply with the terms set forth in this document.

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

## **Course Materials and Resources**

### **Required Textbook**

The textbook for this class is:



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

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

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

## Hardware/Software Requirements

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

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

### **Student Learning Outcomes**

The main objectives of this course are:

1. To provide students with a comprehensive introduction to the American system of government.
2. To provide students with an understanding of the ways in which the various branches of the government, as well as other political actors, operate in the context of the American political institutions and processes.
3. To show how the main political actors and institutions have changed over time.
4. To develop key skills required for the successful study of political science and for the graduate job market.
5. To provide students with the tools to become active and engaged citizens and to have the ability to make informed political decisions.

By the end of the course students should:

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

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



## Course Activities

This course will consist of a combination of activities: quizzes, class discussions (Yellowdig tool), individual research, and short writing assignments. The course activities required in this course are described below.

Each module will have a set of activities you need to complete so a good strategy is to log into the course as soon as it opens to see what is required for that week. The weekly schedule for this course will be the following:

| Module Schedule   |                   |
|-------------------|-------------------|
| Modules Open on:  | Tuesdays, 9:00 am |
| Modules Close on: | Mondays, 11:59 pm |

If you have to miss a module due to illness or any other factor, don't worry since you will be able to make it up at the end of the term by taking the final exam.

## Academic Engagement for Financial Aid Activity

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

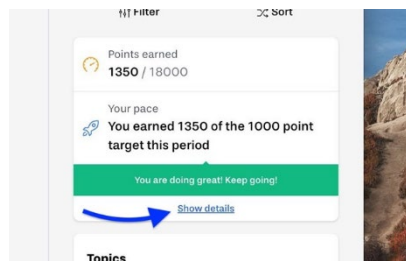
## Module Quizzes

There are 11 module quizzes and each quiz is worth 3 points. Although you will see 16 modules on the schedule, please note that not all of them have quizzes. The quizzes are designed to test your knowledge on the reading assigned for that week and to prepare you for the section exam. To take the quizzes you will need to use Respondus LockDown Browser (for instructions consult the Respondus Guide). Only the top 10 quiz scores will count so if you miss one or you get a low score in one, don't worry. The lowest score will be dropped.

## Weekly Discussions: Yellowdig Tool

It's my pleasure to welcome you to Yellowdig, our online class discussion platform. This is a new tool that we are piloting at UCF and is an alternative to the regular Webcourses discussion tool. Unlike typical **Canvas** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for **20%** of your course grade.

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



To earn the **20,000** points required for an "A" in Yellowdig by the end of the course, you will need to reach **1000** points per week on average. Keep in mind that the last day to earn points is **November 27 (Week 14)**. This Community has a point buffer of **35%**, meaning you can earn up to **1350** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 10000 points in one week!

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

A few additional recommendations:

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

More information will be contained in each module.

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

### Case Studies

Each module will require you to review a case study and to write a paper on your findings. Each case study will examine a specific question or issue related to that week's module. The paper should be between 2-3 pages (750 words minimum) and each paper will be worth 5 points. You only need to submit 3 case studies. If you submit all 4 case studies, the lowest score will be dropped. So, if you do the first 3 case studies, you do not need to do the final one.

Case studies can be done individually or by a team. Teams can have a maximum of 3 people. If submitting as a team, the same grade will apply to all the members of the team, so make sure that everyone contributes equally to the paper. **Please make sure to inform the GTA at least 5 days before the paper is due that you will be working in a team.**

### Section Exams

There will be 4 section exams and a final exam. Each section exam will test the material covered in that section. You can use the weekly quizzes and other review materials provided within each module to review for the exam. Although there are 5 exams, only the highest 4 exams will count.

The final exam is cumulative and it is optional. In other words, if you are satisfied with your grade for the 4 section exams, then you do not need to take the final exam. You will receive a 0 but this grade will be dropped since only the top 4 exam scores will count.

### Things to Keep in Mind:

- Extra Credit: There will be no extra credit assignments offered in this course.
- Students should have regular access to the internet and plan on logging into the course at least twice each week in order to get the class assignments.
- In addition, students should plan on at least five hours' worth of homework outside of class each week. This will consist of doing assigned readings and preparing for the in-class assignments.
- Late assignments will not be accepted since the lowest score for each category (module quizzes, section exams, and case studies) will be dropped.
- Make sure to check the "Grades" section in Webcourses often. Please be aware that no grade will be changed 1 week after the grade for a particular assignment has been posted.

- If you have a particular concern about a grade received, you need to make an appointment by email specifying the specific points which you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down. **Grades become final one week after the grades have been posted.**
- Please do come and see me or a GTA if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

### Make-up Assignments

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

### Assessment and Grading Procedures

| Grading Item                        | Percentage |
|-------------------------------------|------------|
| Module Quizzes (11/3 points each)*  | 30         |
| Yellowdig Discussions (weekly)      | 15         |
| Case Studies (4 / 5 points each)*   | 15         |
| Section Exams (5 / 10 points each)* | 40         |
| <b>Total</b>                        | <b>100</b> |

**\*Keep in mind that the lowest score will be dropped**

| Letter Grade | Points    |
|--------------|-----------|
| A            | 94 – 100  |
| A-           | 90 – 93.9 |
| B+           | 87 – 89.9 |

|    |           |
|----|-----------|
| B  | 84 – 86.9 |
| B- | 80 – 83.9 |
| C+ | 77 – 79.9 |
| C  | 74 – 76.9 |
| C- | 70 – 73.9 |
| D+ | 67 – 69.9 |
| D  | 64 – 66.9 |
| D- | 61 – 63.9 |
| F  | 0 - 60.9  |

### Grade Dissemination

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

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

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

### Course Schedule

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

### Fall 2023 Schedule

| Date                                                     | Topic                                                  | Assignments/Notes                                                             |
|----------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Section I: The Foundations of the American System</b> |                                                        |                                                                               |
| Week 1 /August 21                                        | Introduction: American Government and Civic Engagement | Week 1 Module<br>Friday, Jan. 14: <a href="#">Drop/Swap Deadline on myUCF</a> |
| Week 2 / August 29                                       | The Constitution and its Origins                       | Week 2 Module                                                                 |
| Week 3 / Sep. 5                                          | American Federalism                                    | Week 3 Module                                                                 |
| Week 4 / Sep. 12                                         | Section I Review and Assessment                        | Week 4 Module<br>Section Exam and Case Study Due Monday, Sep 18               |
| <b>Section II: Civil Liberties and Civil Rights</b>      |                                                        |                                                                               |
| Week 5 / Sep. 19                                         | Civil Liberties                                        | Week 5 Module                                                                 |
| Week 6 / Sep. 26                                         | Civil Rights                                           | Week 6 Module                                                                 |
| Week 7 / Oct. 3                                          | Section II Review and Assessment                       | Week 7 Module<br>Section Exam and Case Study Due Monday Oct. 9                |

**Section III: Toward Collective Action: Mediating Institutions**

|                   |                                              |                                                                 |
|-------------------|----------------------------------------------|-----------------------------------------------------------------|
| Week 8 / Oct. 10  | The Politics of Public Opinion and the Media | Week 8 Module                                                   |
| Week 9 / Oct. 17  | Voting, Campaigns & Elections                | Week 9 Module                                                   |
| Week 10 / Oct. 24 | Political Parties and Interest Groups        | Week 10 Module<br>Friday, Oct. 27: Withdrawal Deadline          |
| Week 11 / Oct. 31 | Section III Review and Assessment            | Week 11 Module<br>Section Exam and Case Study Due Monday Nov. 6 |

**Section IV: Formal Political Institutions**

|                   |                                  |                                                                 |
|-------------------|----------------------------------|-----------------------------------------------------------------|
| Week 12 / Nov. 7  | The Congress                     | Week 12 Module                                                  |
| Week 13 / Nov. 14 | The Presidency & the Bureaucracy | Week 13 Module                                                  |
| Week 14 / Nov. 21 | The Courts                       | Week 14 Module<br>Thanksgiving Break: Nov. 22-25                |
| Week 15 / Nov. 28 | Section IV Review and Assessment | Week 15 Module<br>Section Exam and Case Study Due Monday Dec. 4 |

**Final Exam**

|                  |                 |                                                                                                                                                  |
|------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 16 / Dec. 5 | Final Exam Week | Week 16 Module<br><b>Final Exam (Optional):</b><br><b>Opens: Tuesday, December 5 (9:00 AM)</b><br><b>Closes: Saturday, December 9 (11:59 PM)</b> |
|------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

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The following are important UCF guidelines and resources that you should be aware of.

### **University Services and Resources**

#### **Academic Services and Resources**

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

#### **Non-Academic Services and Resources**

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

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

### **Policy Statements**

#### **Course Policies**

#### **Webcourses:**

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

#### **Class Communication:**

In this class our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. When sending an email be sure to observe the protocols set out in the syllabus. If you are unsure of how to write an email with the proper salutation and closing, you might want to consult the following site: [Email Etiquette](#) (by Ali Hale in *Daily Writing Tips*). It is the student's responsibility to



check Webcourses frequently. You may also wish to create a Knight's Email account at [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for separate official communication from the university. If for any reason you cannot log into Webcourses, you may use my office email address which is: [Annabelle.conroy@ucf.edu](mailto:Annabelle.conroy@ucf.edu). You may also call or come to my office (information provided above) but keep in mind that the office staff do not take messages over the phone.

### 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 [UCF's Golden Rule Z Designation](#).

### Course Accessibility Statement

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

### Campus Safety Statement

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

- - To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [myUCF](#) 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.

In this class, we will be using a discussion tool called Yellowdig. Please visit their [Privacy](#), [Security](#), and [Accessibility](#) pages for more information on these topics.

### Title IX

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 [UCF Let's Be Clear](#) and [UCF Cares](#).



## INR4008 0W60 Global Perspectives

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

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### Table of Contents

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

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### Instructor Information

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

appointment. Just "join" the Zoom session at any point during that period by clicking on the link. If you wish to meet at a different time, send me a message through Webcourses to arrange a meeting.

## Course Information

- Term: Fall 2023
- Course Number & Section: INR4008 0W60
- Course Name: Global Perspectives
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: N/A
- Course Modality: W (entirely online)

### **Dr. Conroy's Office Hours / Consultation Sessions:**

Office hours are in person in my office (sign in through HPH 302) or by Zoom. **Note: *You will only be able to log into Zoom with your UCF knights email account.*** For information on how to log into Zoom and other Zoom-related questions please consult [UCF's Zoom Guide for Students](#).

| Day            | Time                                                     |
|----------------|----------------------------------------------------------|
| Wednesday      | 9:00 AM - 10:00 AM                                       |
| Thursday       | 1:00 PM - 4:30 PM                                        |
| By appointment | Contact me to arrange a meeting at an alternate day/time |

## Enrollment Requirements

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

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

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

# Course Description

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

## Course Purpose

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

This course will be taught from a transdisciplinary and comparative perspective. This means that we will examine topics related to globalization from a variety of angles and determine the linkages that exist between politics, society, culture, science, and the arts. In addition, we will continuously compare and contrast the United States to countries around the world to try to understand why certain patterns and phenomena are present in some contexts and not in others.

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

These competencies/skills are\*:

- **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
- **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- **Critical Thinking:** Identify and respond to needs based on an understanding of situational context and logical analysis of relevant information.
- **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.

- **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
- **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
- **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

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

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

## Course Materials and Resources

### Required Materials/Resources

- No textbook purchase is required. All materials will be freely accessible online. Each module will include links to the readings and videos assigned for that week.

### Third-Party Accessibility and Privacy Statements

#### Yellowdig Tool

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

## Student Learning Outcomes

After taking this course, students will be able to:

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

## Course Activities

This course will be delivered in an entirely virtual format. However, please keep in mind that participation in the class is required by completing the designated assignments for each week. You should allocate at least 6-7 hours each week to this class. Depending on the module, some weeks might require more, so make sure you apportion your time accordingly. In addition, there are some collaborative assignments so you should make sure that you can collaborate with your peers for those activities.

The course is very reading-intensive and, thus, requires a substantial amount of time. Please make sure that you are able to dedicate enough hours to this class. If you do not have 6-7 hours/week (or more depending on the week) you might want to choose a different class. In addition, make sure you have the flexibility to meet with a team to work on the final project. ***If you are not able to schedule any time to work on a team project, please do not take this course.***

The course activities include completing reading assignments, discussions (Yellowdig), and individual and teamwork assignments. All assignments should be submitted online through Webcourses. Instructions for each assignment will be included in the Getting Started page of each week's module. Please check this page as soon as the module opens to organize your schedule for that week.

## Weekly Modules

Weekly modules will open on Tuesdays at 9:00 AM. Each module will have a combination of activities, so it is very important that you log in as soon as possible after the module opens to see what is required of you that week. Although section quizzes occur every 2-3 weeks, it is crucial that you keep up with the readings on a weekly basis in order to be prepared for the quizzes. This is a very reading-intensive course so you should be prepared to spend between 6-7 hours each week on the activities required.

## Section Quizzes / Final Exam

There are five section quizzes and one final exam. Each of these assessments has the same number of points and only the top five scores will count. This means that if you take all 6 quizzes, your five top scores will be included in the final grade. If you do very well on the first five and you are happy with your scores, you do not need to take the final exam. The final exam will be cumulative.



## Weekly Discussions: Yellowdig Tool

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

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

To earn the **9,000** points required for an "A" in Yellowdig by the end of the course, you will need to reach **1000** points per week on average. Keep in mind that the last day to earn points is **October 30 (Week 10)**. This Community has a point buffer of **35%**, meaning you can earn up to **1350** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 9,000 points in one week!

At **11:59 PM every Monday**, the weekly maximum points will reset, and you will again have until the following Monday to get up to the weekly maximum. This means that every Tuesday, when you log into the Gradebook, you will probably see a grade of "0" for Yellowdig. This does not mean that you have lost all your points. It just means that you are starting over for that week. To see your total number of points earned you should use the right-hand column on Yellowdig which displays the running total of your points.

If you are having a fun discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next ***Monday at 11:59 PM***.

A few additional recommendations:

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

More information will be contained in each module.

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

## **Final Project**

Since the topic of globalization is so broad, the final project will give students a chance to deepen their research into a specific area within this topic. As mentioned above, the final project will be a team project. The grade will be based on individual assignments as well as the final team deliverable. Individual projects are not available.

The final project should focus on a specific issue within globalization. As you go through the first few modules, reflect on what aspect of globalization you would like to focus on. For example, are you interested in a particular area of the world? Are you interested in the effects of globalization on the environment or on international/domestic security? Are you interested in gender issues or cross-border migration? Would you like to research its effects on cultural or religious change? There are many more questions that you can pursue so try to narrow it down and see if others in the class come up with ideas that are interesting to you.

The final deliverable will be a website based on the team's research. Each team member will be responsible for a portion of the research and this will be an individual grade. The website will have specific requirements which will be described in the respective module. The project will have the following components:

- Roadmap (5%): the team's plan for the project
- Individual research (10%): each team will divide the research and each team member will be responsible for their portion. This part of the grade will be based on each individual's submission

- Website (15%): the website will be the team's deliverable. It should include a background of the case, a summary of your research, a video summary, a list of resources, a call to action (what to do if you want to make a difference in the topic), and a study guide.

## 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.

Because the section quizzes are open for one week and you are allowed to drop the lowest one (or miss it entirely), extensions will not generally be granted. If you are going to miss more than 3 weeks of class assignments, you should contact the instructor to present medical documentation and discuss a medical withdrawal.

## Assessment and Grading Procedures

| The table shows the weight distribution for each assignment. |                     |
|--------------------------------------------------------------|---------------------|
| Assignment                                                   | Percentage of Grade |
| Section Quizzes*                                             | 50%                 |
| Yellowdig                                                    | 15%                 |
| Final Project (composed of several items)                    | 35%                 |
| Total                                                        | 100%                |

\*There are 6 (including the final exam), but only the top 5 will count

| <b>Letter Grade</b> | <b>Points</b> |
|---------------------|---------------|
| A                   | 94 – 100      |
| A-                  | 90 – 93.9     |
| B+                  | 87 – 89.9     |
| B                   | 84 – 86.9     |
| B-                  | 80 – 83.9     |
| C+                  | 77 – 79.9     |
| C                   | 74 – 76.9     |
| C-                  | 70 – 73.9     |
| D+                  | 67 – 69.9     |
| D                   | 64 – 66.9     |
| D-                  | 61 – 63.9     |
| F                   | 0 - 60.9      |

## Grade Dissemination

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

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

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

## Course Schedule

### Spring 2023 Schedule

| Date                                      | Topic                      | Assignments/Notes                                                        |
|-------------------------------------------|----------------------------|--------------------------------------------------------------------------|
| Section I: Background, Concepts, Theories |                            |                                                                          |
| Week 1<br>/August 21                      | Orientation / Introduction | Week 1 Module<br><br>Friday: <a href="#">Drop/Swap Deadline on myUCF</a> |

|                                                                     |                                            |                                                                                         |
|---------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------|
| Week 2 /<br>August 29                                               | History of Globalization                   | Week 2 Module                                                                           |
| Week 3 /<br>Sep. 5                                                  | The Economics of Globalization<br>/ Trade  | Week 3 Module<br><b>Section I Quiz</b>                                                  |
| Section II: The Consequences of Globalization: Poverty & Inequality |                                            |                                                                                         |
| Week 4 /<br>Sep. 12                                                 | Global Inequality                          | Week 4 Module                                                                           |
| Week 5 /<br>Sep. 19                                                 | Poverty and Inequality within<br>Countries | Week 5 Module                                                                           |
| Week 6 /<br>Sep. 26                                                 | Inequality Between Countries               | Week 6 Module<br><b>Section II Quiz</b>                                                 |
| Section III: Multinational Corporations vs. State Sovereignty       |                                            |                                                                                         |
| Week 7 /<br>Oct. 3                                                  | Multinational Corporations                 | Week 7 Module                                                                           |
| Week 8 /<br>Oct. 10                                                 | State Sovereignty                          | Week 8 Module<br><b>Section III Quiz</b>                                                |
| Section IV: Global Institutions and Movements                       |                                            |                                                                                         |
| Week 9 /<br>Oct. 17                                                 | Global Governance and<br>Institutions      | Week 9 Module                                                                           |
| Week 10 /<br>Oct. 24                                                | The Global Justice Movement                | Week 10 Module<br><b>Section IV Quiz</b><br><b>Withdrawal Deadline: Friday, Oct. 27</b> |

Section V: Case Studies and Showcase

|                      |                  |                                                                                     |
|----------------------|------------------|-------------------------------------------------------------------------------------|
| Week 11 /<br>Oct. 31 | Project Week     | Week 11 Module                                                                      |
| Week 12 /<br>Nov. 7  | Project Week     | Week 12 Module                                                                      |
| Week 13 /<br>Nov. 14 | Project Week     | Week 13 Module                                                                      |
| Week 14 /<br>Nov. 21 | Project Week     | Week 14 Module<br><b>Thanksgiving Break: Nov. 22-25</b><br><b>Final Project Due</b> |
| Week 15 /<br>Nov. 28 | Project Showcase | Week 15 Module<br><b>Section V Quiz Due Monday</b>                                  |
| Week 16 /<br>Dec. 5  | Final Exam       | <b>Final Exam (Optional): Tuesday, Dec. 5 -<br/>Saturday, Dec. 9</b>                |

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# University Services and Resources

## Academic Services and Resources

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

## Non-Academic Services and Resources

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

## Policy Statements

### [In-Class Recording Statement \(Optional - Delete if the course is fully online\)](#)

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

### [Academic Integrity](#)

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of



record. The unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

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

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

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](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> 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.

# CPO4710: Women in Comparative Politics

School of Politics, Security, and International Affairs

College of Sciences

3 Credit Hours

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## Instructor Information

- Instructor: Dr. Annabelle Conroy (Pronouns: she/her/ella)
- Office Location: [HPH 302](#)
- Digital Contact: Webcourses@UCF messaging. We aim to respond within 24 hours. If you need information on how to do this, please go to the Webcourses site: <https://cdl.ucf.edu/support/webcourses/guides/conversations/>
- Office hours: All office hours will be held in my office (HPH302) or by Zoom using the link provided below (click on the time slot you wish to join). You do not need an appointment to access the office hours.

| Day            | Time                                 |
|----------------|--------------------------------------|
| Wednesday      | 9:00 AM - 10:00 AM                   |
| Thursday       | 1:00 PM - 4:30 PM                    |
| By appointment | Contact me to arrange a meeting time |

## **Course Information**

- Term: Fall 2023
- Course Number & Section: CPO4710 - 0W60
- Course Name: Women in Comparative Politics
- Credit Hours: 3
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: N/A
- Course Modality: W

## **Enrollment Requirements**

Course Prerequisites (if applicable): ENC 1102 or POS 2041 or C.I.

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

Other Enrollment Requirements (if applicable): N/A

## **Course Description**

Course Catalogue Description: A cross-national perspective on women and politics; how women behave politically in various political and economic contexts.

## **Course Purpose**

This course provides an introduction to the roles that women play in the political arena around the world. Throughout the course, we will examine the barriers that women encounter in terms of political participation, leadership, representation, and social mobility. In addition, we will examine the strategies that women have used to address issues of inequality and gender-based violence and discrimination. The course will introduce the various theoretical frameworks that have emerged to explain phenomena such as gender-based social movements, innovative public policies, and new forms of leadership.

## **Course Materials and Resources**

### **Required Materials/Resources**

The main textbook for this course is:

Paxton, Pamela, Melanie M Hughes, and Tiffany D Barnes. [Women, Politics, and Power: A Global Perspective](#). Blue Ridge Summit: Rowman & Littlefield Publishers, Incorporated, 2020. ISBN 9781538137512

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. PDF downloads are available for your book, so 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://go.openathens.net/redirector/ucf.edu?url=https://sk.sagepub.com/books/women-power-and-politics-2e>

If you wish to have a hard copy of the textbook, it is also available to rent or buy at the [UCF bookstore](#).

In addition to the textbook, there will be other supplementary materials and these will also be available for free in an online format.

## **Optional Materials/Resources**

### **Third-Party Accessibility and Privacy Statements**

In this class, we will be using a discussion tool called Yellowdig. Please visit their [Privacy](#), [Security](#), and [Accessibility](#) pages for more information on these topics.

## **Student Learning Outcomes**

After taking this course, students should be able to:

- Identify the differences in women's political participation across regions of the world and distinct periods.
- Identify and evaluate the various theoretical frameworks that have emerged to explain political phenomena.
- Identify intersectionality of gender, class, ethnicity, and religious background.
- Develop a theoretical framework to interpret and explain political behavior and phenomena.

## Course Activities

This course will consist of a combination of activities: quizzes, class discussions (Yellowdig tool), individual research, and short writing assignments. The course activities required in this course are described below.

Each module will have a set of activities you need to complete so a good strategy is to log into the course as soon as it opens to see what is required for that week. The weekly schedule for this course will be the following:

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

If you have to miss a module due to illness or any other factor, don't worry since you will be able to make it up at the end of the term by taking the final exam.

## Activity Submissions

All assignments should be submitted electronically through Webcourses. Please refer to each module's instructions to learn what to do each week. The grade will be based on the following items:

- Weekly quizzes
- Weekly discussions
- Section Exams
- Final Project

## Weekly Quizzes

Although you will see 15 modules on the schedule, please note that not all of them have quizzes. There will be 11 quizzes. Only the top 10 quiz scores will count so if you miss one or you get a low score in one, don't worry. The lowest score will be dropped. The quizzes are designed to test your knowledge of the reading assigned for that week and to prepare you for the section

exam. To take the quizzes you will need to use Respondus LockDown **Browser (for instructions consult the Respondus Guide).**

## **Weekly Discussions: Yellowdig Tool**

It's my pleasure to welcome you to Yellowdig, our online class discussion platform. This is a new tool that we are piloting at UCF and is an alternative to the regular Webcourses discussion tool. Unlike typical **Canvas** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for **20%** of your course grade.

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

To earn the **20,000** points required for an "A" in Yellowdig by the end of the course, you will need to reach **1000** points per week on average. Keep in mind that the last day to earn points is **October 30 (Week 10)**. This Community has a point buffer of **35%**, meaning you can earn up to **1350** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 10000 points in one week!

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

A few additional recommendations:

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

More information will be contained in each module.

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

## **Section Exams**

There will be 4 section exams and a final exam. Each section exam will test the material covered in that section. You can use the weekly quizzes and other review materials provided within each module to review for the exam. Although there are 5 exams, only the highest 4 exams will count.

The final exam is cumulative and it is optional. In other words, if you are satisfied with your grade for the 4 section exams, then you do not need to take the final exam. You will receive a 0 but this grade will be dropped since only the top 4 exam scores will count.

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

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



## Assessment and Grading Procedures

| The table shows the weight distribution for each assignment. |                     |
|--------------------------------------------------------------|---------------------|
| Assignment                                                   | Percentage of Grade |
| Weekly quizzes (11/lowest one is dropped)                    | 20*                 |
| Weekly discussions (Yellowdig)                               | 15                  |
| Section exams (5 / lowest one is dropped)                    | 40*                 |
| Final Project                                                | 25                  |
| <b>Total</b>                                                 | <b>100%</b>         |

**\*Keep in mind that the lowest score will be dropped**

| The table shows the range for each letter grade and uses a +- grading system |           |
|------------------------------------------------------------------------------|-----------|
| Letter Grade                                                                 | Points    |
| A                                                                            | 94 – 100  |
| A-                                                                           | 90 – 93.9 |
| B+                                                                           | 87 – 89.9 |
| B                                                                            | 84 – 86.9 |
| B-                                                                           | 80 – 83.9 |
| C+                                                                           | 77 – 79.9 |
| C                                                                            | 74 – 76.9 |
| C-                                                                           | 70 – 73.9 |
| D+                                                                           | 67 – 69.9 |
| D                                                                            | 64 – 66.9 |
| D-                                                                           | 61 – 63.9 |
| F                                                                            | 0 - 60.9  |

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

## Course Schedule

| Fall 2023 Schedule        |                                                                        |                                     |
|---------------------------|------------------------------------------------------------------------|-------------------------------------|
| Week/Dates                | Topic                                                                  | Assignments / Notes                 |
| <b>Week 1 / August 21</b> | Orientation<br><br>Introduction to Women in Politics                   | 8/31 at 11:55pm EST<br><br>Module 1 |
| <b>Week 2 / August 29</b> | The History of Women's Suffrage                                        | Module 2                            |
| <b>Week 3 / Sep. 5</b>    | Women Struggle for Representation                                      | Module 3                            |
| <b>Week 4 / Sep. 12</b>   | Explaining the Political Representation of Women—Culture               | Module 4                            |
| <b>Week 5 / Sep. 19</b>   | Explaining the Political Representation of Women—Social Structure      | Module 5                            |
| <b>Week 6 / Sep. 26</b>   | Explaining the Political Representation of Women—Politics              | Module 6                            |
| <b>Week 7 / Oct. 3</b>    | Explaining the Political Representation of Women—International Factors | Module 7                            |

|                              |                                                                |                                                                  |
|------------------------------|----------------------------------------------------------------|------------------------------------------------------------------|
| <b>Week 8 / Oct.<br/>10</b>  | Do Women Make a Difference?                                    | Module 8                                                         |
| <b>Week 9 / Oct.<br/>17</b>  | Women from Marginalized Groups                                 | Module 9                                                         |
| <b>Week 10 / Oct.<br/>24</b> | Regions: The West and the United States                        | Withdrawal Deadline: Friday Oct. 27<br><br>Module 10             |
| <b>Week 11 / Oct.<br/>31</b> | Final Project Week 1                                           | Module 11                                                        |
| <b>Week 12 / Nov.<br/>7</b>  | Final Project Week 2                                           | Module 12                                                        |
| <b>Week 13 / Nov.<br/>14</b> | Final Project Week 3                                           | Module 13<br><br>Final Project Due                               |
| <b>Week 14 / Nov.<br/>21</b> | Project Showcase                                               | Module 14<br><br>Thanksgiving Break: Nov. 22-25                  |
| <b>Week 15 / Nov.<br/>28</b> | Conclusion: Where Do We Go from Here? And How Do We Get There? | Module 15                                                        |
| <b>Week 16 / Dec.<br/>5</b>  | FINAL EXAMINATION PERIOD                                       | <b>Final Exam (Optional): Tuesday, Dec. 5 - Saturday, Dec. 9</b> |

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## University Services and Resources

### Academic Services and Resources

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### **Course Accessibility Statement**

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### **Campus Safety Statement**

#### ***Fully online course sections (W, V) (delete if the course is not fully online)***

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [myUCF](#) 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) (delete if the course is fully online)***

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

### **Deployed Active Duty Military Students**

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

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In this class, we will be using a discussion tool called Yellowdig. Please visit their [Privacy](#), [Security](#), and [Accessibility](#) pages for more information on these topics.

## **Title IX**

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 [UCF Let's Be Clear](#) and [UCF Cares](#).

## **INR 7707.0001: Advanced Qualitative Methods**

Instructor: Thomas M. Dolan, [thomas.dolan@ucf.edu](mailto:thomas.dolan@ucf.edu)

Class Meetings: Tuesday, 12:00 PM- 2:50 PM, HPH 305G

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

Credit: 3 Hours

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

### **Design of the Course**

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

### **Assignments**

#### **Academic Activity Quiz**

All students will complete the academic activity quiz by 25 August.

#### **5 Mini-research designs, 5% each, total 25%**

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

#### **Complete the Archives Assignment 10%**

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

#### **CITI training, 2%**

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

#### **Overall Participation—10%**

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



### **Term Paper (Proposal, 3%; Presentation, 5%; Paper, 30%) total: 38%**

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

### **Essay Exam—15%**

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

### **Policies:**

#### **COVID Policies**

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

#### *Grading*

Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work.

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

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

|                        |      |
|------------------------|------|
| F<br>59.99 or<br>below | Fail |
|------------------------|------|

### *Late Papers*

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

### *Academic Integrity*

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://osc.sdes.ucf.edu/process/roc>). Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

## **Course Accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](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.

### **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](http://emergency.ucf.edu/emergency_guide.html). Students who feel that they have experienced abuse or harassment may wish to consult <https://letsbeclear.ucf.edu/> or UCF victim services <https://www.ucf.edu/services/s/victim-services/>. Students who feel that they may be in danger should contact UCF Police (Emergencies 911, Non-Emergencies (407) 823-5555).

### **Changes to the Syllabus**

In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students via webcourses), and if possible, will be mentioned in class meetings. Changes become effective immediately. If changes create hardships for students, they should immediately contact the professor.

### **Cancellation of Class**

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

### **Course Texts**

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

Gary King et al., *Designing Social Inquiry*

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

John Gerring, *Case Study Research*.

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

## **Course Schedule**

### **22 August: What are we doing here?**

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

## **29 August: Exploring Recent Qualitative Work (Articles)**

Andrew Payne, Bargaining with the Military. *International Security*, 2023

Pal Roren, The Belligerent Bear, *International Security*, 2023.

Niklas Karlen and Vladmir Rauta. Dealers and Brokers in Civil Wars. *International Security*, 2023

Rachel Metz. The Cult of the Persuasive. *International Security*, 2023.

Paul Williams, How Peacekeepers Fight. *Security Studies*, 2023.

Alexandra Evans and Bradley Potter, When Do Leaders Change Course? *Texas National Security Review*, 2019.

## **5 September: Exploring Recent Qualitative Work (Books\*)**

Chad Nelson, *Revolutionary Contagion and International Politics*, Oxford, 2022. Chapters 1, 2, and 6.

Eric Grynaviski, *America's Middlemen*. Cambridge, 2018. Introduction, Ch. 1, 4, 8.

Allison Carnegie and Austin Carson, *Secrets in Global Governance*, Cambridge, 2020. Ch. 1, 2, 6.

Robin Markwica, *Emotional Choices*. Oxford, 2018. Ch. 1, 2, 5.

Sebastian Schmidt, *Armed Guests*, Oxford, 2020, 1, 2, 3, 6

*\*all are available online via the library website*

## **12 September: Causation, Models, and Theories**

*MRD 1 Due*

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

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

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

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

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

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

*Recommended*

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

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

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

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

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

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

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

### **19 September: Concepts and Measures**

*MRD 2 Due*

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

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

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

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

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

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

### **26 September: Case Studies, Case Selection, and the Comparative Method**

*MRD 3 Due*

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

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

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

*Recommended:*

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

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

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

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

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

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

### **3 October: Process Tracing**

*MRD 4 Due*

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

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

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

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

Recommended:

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

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

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

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

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

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

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

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

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

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

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

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

**10 October: KKV and the Quantitative Template**

*MRD 5 Due*

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

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

**17 October: Money || Archival Pragmatics**

*Archival Assignment Due*

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

\*Prior to class, students will create a Pivot Profile

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

**24 October: Archives and History**

*Term Paper Proposal Due*

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

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

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

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

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

*Recommended*

Ben Fincham, Jonathan Scourfield and Susanne Langer, 2008. "The Impact of Working With Disturbing Secondary Data: Reading Suicide Files in a Corner's Office." *Qualitative Health Research*.  
James Robins, Can Historians Be Traumatized by History? *New Republic*, 2021.  
Emmanuel Chevet. 2011. "Gendarmerie et Maquis Sous L'Occupation en France (1943-44): Force est Faiblesse." *Guerres Mondiales et Conflits Contemporains*. 242: 121-39.  
Ann Laura Stoler, Colonial Archives and the Arts of Governance, *Archival Science* 2002  
Matthew Hull, Documents and Bureaucracy, *Annual Review of Anthropology*, 2012.  
Tamy Guberek and Margaret Hedstrom, On or Off the Record? Detecting Patterns of Silence about Death in Guatemala's National Police Archive, *Archival Science* 2017.

**31 October: Quantitative Analysis of Archival Data**

Liaia Balcells, Cristopher Sullivan. New Findings from Conflict Archives, *Journal of Peace Research* 2018.  
Alexander Lee, Who Becomes a Terrorist? *World Politics*, 2011  
Hassner, Ron. The Cost of Torture: Evidence from the Spanish Inquisition. *Security Studies*, 1-36  
McLaughlin, Theodore and Alvaro La Parra-Perez. 2019. Disloyalty and Logics of Fratricide in Civil War, *Comparative Political Studies*, 5:7, 1028-58.  
Sullivan, Christopher. 2016. Political Repression and the Destruction of Dissident Organizations, *World Politics*, 68:4, 645-676.  
Thomas M. Dolan, The Importance of Historiography in Quantitative Research using Archival Data [Working Paper]

**7 November: Interpretivism**

Vincent Pouliot, "Practice Tracing," in Bennett and Checkel, *Process Tracing*, ch 9.  
Lisa Weeden, 2010, "Reflections on Ethnographic Work in Political Science," *Annual Review of Political Science*  
Teun van Dijk, 1993, "Principles of Critical Discourse Analysis," *Discourse and Society*.  
Selection from Ted Hopf, 2002, *Social Construction of International Politics*  
Selection from Lisa Weeden, 2008, *Peripheral Visions: Publics, Power, and Performance*.

*Recommended:*

Erica Simmons and Nicholas Smith, The Case for Comparative Ethnography, *Comparative Politics*, 2019.  
Symposium: Interpretivism, 2003, *Qualitative Methods*  
Jan Kubik, 2009 "Ethnographic Innovations in the Study of Post-Communism," *Qualitative and Multi-method Research*.

**14 November: Field work (including the Ethics thereof)**

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 1-6  
UCF Requirements for fieldwork abroad (travel, IRB)

*Recommended:*

Brian Rathbun, 2008, "Interviewing and Qualitative Field Methods," *Oxford Handbook of Political Methodology*.  
"Symposium: Fieldwork in Political Science" April 2014, *PS: Political Science and Politics*

Layna Mosley, 2013, *Interview Research in Political Science*, Cornell University Press.  
Elisabeth Wood, 2009, "Field Research," *Oxford Handbook of Comparative Politics*.  
"Symposium: Interview Methods in Political Science." 2002. *PS: Political Science and Politics* 35, no. 4: 663-688.  
Anastasia Shesterinina Ethics, Empathy, and Fear in Research on Violent Conflict *Journal of Peace Research*, 2018.  
Ezgi Irgil et al., Field Research: A Guide, *International Studies Review*, 2021.

**21 November: More on Fieldwork**

Diana Kapiszewski, et al., *Field Research in Political Science: Practices and Principles*, ch. 7-11  
Miroslav Shapovalov, *Between Fighting and Serving*, UCF Dissertation 2021, Chapter 4.  
*Recommended:*  
Symposium on "When Locals Say You're Wrong: Member Checking and Political Science, *Qualitative and Multi-Method Research*, 2020

**28 November: Presentations /// Term Papers Due**

**5 December: Essay Exam Question Due**



## Archive Tasks Assignment

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

Task 1: Explore the Guide to Federal Records. <http://www.archives.gov/research/guide-fed-records/>

With the greatest precision possible, identify where you would look for those records. Identify the relevant Record Group (including decimal points if they exist) and show evidence that the kind of record you would pursue exists. Identify the location of those records and any potential issues with their availability.

Task 2: Identify an archive besides the US National Archives that may have relevant information (note that Presidential Libraries, with one exception,<sup>1</sup> are part of the USNARA system, so they don't count).

Try to determine the kind of record you would use and where it is located in the archive. Again, identify any potential issues with availability.

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

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

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

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

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

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

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

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



## POS 6757: Survey Design for Political Science Research

**PLEASE TAKE OTHER STUDENTS' SURVEYS. WE ARE THE RESPONDENTS FOR PRACTICE SURVEYS.**

You can find links to other students' practice surveys in our [online class discussion \(https://webcourses.ucf.edu/courses/1435535/external\\_tools/353483?display=borderless\)](https://webcourses.ucf.edu/courses/1435535/external_tools/353483?display=borderless). Resources to help you with this class: [Start Here Module \(https://webcourses.ucf.edu/courses/1435535/modules/2535981\)](https://webcourses.ucf.edu/courses/1435535/modules/2535981). If your question isn't answered: please post questions that would apply to all students in the class in our [online class discussion \(https://webcourses.ucf.edu/courses/1435535/external\\_tools/353483?display=borderless\)](https://webcourses.ucf.edu/courses/1435535/external_tools/353483?display=borderless).

### Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me \(https://webcourses.ucf.edu/courses/1435535/pages/about-me\)](https://webcourses.ucf.edu/courses/1435535/pages/about-me))
- Office: Howard Phillips Hall 102C ([Where's This? \(http://map.ucf.edu/locations/14/howard-phillips-hall-hph/\)](http://map.ucf.edu/locations/14/howard-phillips-hall-hph/))
- Phone: 407-823-2608 (SPSIA main office)
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- Office Hours: TBD

### Course Information

- Course Name: Survey Design for Political Science Research
- Course ID & Section: POS6757-23Fall 0W60
- Credit Hours: 3
- Semester/Year: Fall 2023
- Web Only Course

## Course Description

This course introduces students to process of designing and using surveys for political science research. During the course, students will participate in weekly online discussions, design and implement survey questions using online software, write two short article critique, and write a substantial seminar paper.

## Course Objectives

After completing this class, students should be able to:

- Understand basic survey design, including sampling and questionnaire design.
- Engage stakeholders to identify needs for survey data.
- Identify potential issues that may impede successful survey administration.
- Critically evaluate published survey research.
- Create a variety of survey questions using online software.
- Complete a successful proposal for human subject research at a federally-funded research institution.
- Evaluate survey data using descriptive and inferential statistics.
- Effectively communicate the results of survey research to lay and professional audiences.

## Required Texts and Supplemental Readings

- **REQUIRED:** Arlene Fink, *How to Conduct Surveys: A Step-by-Step Guide, 6th Edition* (Thousand Oaks, CA: Sage Publications, 2017). ISBN-10: 1483378489, ISBN-13: 978-1483378480. [See Amazon page](https://www.amazon.com/How-Conduct-Surveys-Step-Step/dp/1483378489/ref=sr_1_fkmr0_1?crid=VHPOR0YSAPKG)  ([https://www.amazon.com/How-Conduct-Surveys-Step-Step/dp/1483378489/ref=sr\\_1\\_fkmr0\\_1?crid=VHPOR0YSAPKG](https://www.amazon.com/How-Conduct-Surveys-Step-Step/dp/1483378489/ref=sr_1_fkmr0_1?crid=VHPOR0YSAPKG)).
- **ADDITIONAL REQUIRED READINGS.** Additional readings will be announced and/or distributed online.
- **RECOMMENDED:** Phillip H. Pollock III and Barry C. Edwards, *The Essentials of Political Analysis, 6th Edition* (Thousand Oaks, CA: CQ Press, An Imprint of Sage Publications, Inc., 2020). ISBN-13: 978-1506379616, ISBN-10: 1506379613. [See Amazon page](https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr_1_2?qid=1571932122)  ([https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr\\_1\\_2?qid=1571932122](https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr_1_2?qid=1571932122)).
- **ALSO RECOMMENDED:** Read recent political science articles on survey methodology and articles that use survey research.

## Course Requirements

Your final grade is based on the components listed below.

1. **Weekly Online Class Discussions** (25%) - In weekly class discussions you'll discuss the course material, your independent research, and work collaboratively on the class survey research project.
2. **Critical Essay on Survey Research and Design** (15%) - You will write a critical essay based on the assigned readings for a module. Your critical essay should be submitted prior to the semester's withdrawal deadline. [More info. about critical essay on survey research and design.](https://webcourses.ucf.edu/courses/1435535/assignments/8098272?wrap=1) (<https://webcourses.ucf.edu/courses/1435535/assignments/8098272?wrap=1>)
3. **Class Survey Research Project** (25%) - The class will practice designing and implementing a survey on UCF campus life, politics, and government. Each student will contribute and analyze their own survey questions, but we will incorporate all the questions into one survey so it can be efficiently administered. Students will need to work both collaboratively and independently. [Additional info on class project](#)

<https://webcourses.ucf.edu/courses/1435535/assignments/8098270>).

4. **Draft Seminar Paper Submission and Peer Reviews (10%)** - Students will submit an initial draft of their seminar papers before Thanksgiving. Each student will peer-review two papers. [More info. about draft submission and peer reviews.](#) (<https://webcourses.ucf.edu/courses/1435535/assignments/8098273?wrap=1>)
5. **Final Seminar Paper (25%)** - Students will complete an academic paper that uses original survey research and design. [More details about seminar paper,](#) (<https://webcourses.ucf.edu/courses/1435535/assignments/8098274>)

## Course Policies

### Workload Expectations

This is a three credit hour class. The workload expectation per credit hour is set forth in the [UCF Catalog, Registration Policies, Terms and Credit Hours](#) (<http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies>), which states the amount of work represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

### Missed Assignments/Make-Ups

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See [UCF Policy 4.401](#). (<http://policies.ucf.edu/>) and [UCF Regulation 5.020](#) (<https://regulations.ucf.edu/chapter5.asp>).

### Late Work

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

### Grading Scale

Name:

A

Range:

100 %

to 92.5%

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

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

## Grades of "Incomplete"

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

## Group Work

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

## Academic Honesty

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

## Professionalism Policy

Follow university policy and basic rules of etiquette. You must behave appropriately in all your class interactions.

## University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not

required. For more information or to make an appointment, [visit the UWC website \(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/), stop by MOD 608, or call 407.823.2197.

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing Center. You can [schedule an online consultation \(http://uwc.cah.ucf.edu/schedule-a-consultation/\)](http://uwc.cah.ucf.edu/schedule-a-consultation/) with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

## Disability Statement

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

## Emergency Procedures and Campus Safety

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

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

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## Copyright

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## Third-Party Software and FERPA

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

## Financial Aid Requirement

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**START HERE MODULE** (<https://webcourses.ucf.edu/courses/1435535/modules/2535981>)

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Aug 21, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874044&amp;include_contexts=course_1435535">Begin Module/Week 1: Aims and Objectives of Survey Research</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2874044&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874044&amp;include_contexts=course_1435535</a> )           | 12am           |
| Wed Aug 23, 2023 |  <a href="https://webcourses.ucf.edu/1435535/assignments/8098269">Evidence of Academic Engagement Quiz</a> ( <a href="https://webcourses.ucf.edu/1435535/assignments/8098269">https://webcourses.ucf.edu/1435535/assignments/8098269</a> )                                                                                                                                           | due by 11:59pm |
| Mon Aug 28, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874045&amp;include_contexts=course_1435535">Begin Module/ Week 2: History of Survey Research in Political Science</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2874045&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874045&amp;include_contexts=course_1435535</a> ) | 12am           |
| Mon Sep 4, 2023  |  <a href="https://webcourses.ucf.edu">Begin Week/Module 3: Modern Political Science Research Based on Surveys</a> ( <a href="https://webcourses.ucf.edu">https://webcourses.ucf.edu</a> )                                                                                                                                                                                            | 12am           |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                      | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="#">/calendar?event_id=2874056&amp;include_contexts=course_1435535)</a>                                                                                                                                                                                                                                                                                                                              |                |
| Mon Sep 11, 2023 |  <a href="#">Begin Week/Module 4: Survey Question Types, Wording, and Order</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874057&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874057&amp;include_contexts=course_1435535)</a>                                         | 12am           |
| Mon Sep 18, 2023 |  <a href="#">Begin Week/Module 5: Scales and Multiple Measures</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874046&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874046&amp;include_contexts=course_1435535)</a>                                                      | 12am           |
| Mon Sep 25, 2023 |  <a href="#">Begin Week/Module 6: Consent Documents and Institutional Review</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874047&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874047&amp;include_contexts=course_1435535)</a>                                        | 12am           |
| Mon Oct 2, 2023  |  <a href="#">Begin Week/Module 7: Survey Flow and Randomization</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874043&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874043&amp;include_contexts=course_1435535)</a>                                                     | 12am           |
| Mon Oct 9, 2023  |  <a href="#">Begin Week/Module 8: Asking Difficult Questions with Ranges, Lists, and Anchors</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874049&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874049&amp;include_contexts=course_1435535)</a>                       | 12am           |
| Mon Oct 16, 2023 |  <a href="#">Begin Week/Module 9: Getting Survey Responses - Sample Selection, Non-Participation, and Recruitment</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874048&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874048&amp;include_contexts=course_1435535)</a> | 12am           |
| Mon Oct 23, 2023 |  <a href="#">Begin Week/Module 10: Weighting Observations in Sample</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874050&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874050&amp;include_contexts=course_1435535)</a>                                               | 12am           |
| Fri Oct 27, 2023 |  <a href="#">Submit Critical Essay on Survey Research and Design (by Withdrawal Deadline)</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098272">https://webcourses.ucf.edu/courses/1435535/assignments/8098272</a> )                                                                             | due by 11:59pm |
| Mon Oct 30, 2023 |  <a href="#">Begin Week/Module 11 (Describing Survey Results with Tables and Figures)</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874051&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874051&amp;include_contexts=course_1435535)</a>                             | 12am           |



| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Nov 6, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874052&amp;include_contexts=course_1435535">Begin Week/Module 12 (Communicating Confidence and Uncertainty)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874052&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874052&amp;include_contexts=course_1435535</a> )    | 12am           |
| Sun Nov 12, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098270">Class Research Project (Submit Sumary of Your Work by 11/12)</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098270">https://webcourses.ucf.edu/courses/1435535/assignments/8098270</a> )                                                                                     | due by 11:59pm |
| Mon Nov 13, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874053&amp;include_contexts=course_1435535">Begin Week/Module 13 (Making Comparisons and Testing Hypotheses)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874053&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874053&amp;include_contexts=course_1435535</a> )   | 12am           |
| Mon Nov 20, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874054&amp;include_contexts=course_1435535">Begin Week/Module 14: Generalizing from Online and Student Samples</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874054&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874054&amp;include_contexts=course_1435535</a> ) | 12am           |
| Wed Nov 22, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098273">Submit Draft Seminar Paper (before Thanksgiving)</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098273">https://webcourses.ucf.edu/courses/1435535/assignments/8098273</a> )                                                                                                 | due by 11:59pm |
| Mon Nov 27, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874055&amp;include_contexts=course_1435535">Begin Week/Module 15: Student Research Presentations</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874055&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2874055&amp;include_contexts=course_1435535</a> )             | 12am           |
| Wed Nov 29, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8165018">Two Peer Reviews Due by Nov. 29th</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8165018">https://webcourses.ucf.edu/courses/1435535/assignments/8165018</a> )                                                                                                              | due by 11:59pm |
| Sun Dec 3, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098274">Submit Seminar Paper (due by Dec. 3rd)</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098274">https://webcourses.ucf.edu/courses/1435535/assignments/8098274</a> )                                                                                                         | due by 11:59pm |
| Mon Dec 4, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098271">Online Class Discussion (gradebook entry)</a> ( <a href="https://webcourses.ucf.edu/courses/1435535/assignments/8098271">https://webcourses.ucf.edu/courses/1435535/assignments/8098271</a> )                                                                                                      | due by 11:59pm |
| Wed Dec 13, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2895312&amp;include_contexts=course_1435535">Grades due to UCF by noon</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2895312&amp;include_contexts=course_1435535">https://webcourses.ucf.edu/calendar?event_id=2895312&amp;include_contexts=course_1435535</a> )                                        | 12am           |



# Constitutional Law II: Civil Rights & Civil Liberties

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

## WELCOME TO POS 4604

Here are some resources to help you with this class: [Assignment Instructions - Please Read](#), [Frequently Asked Questions](#), [If You Have Tech Problems](#), and [Small Group Discussions on YellowDig](#).

Note: You need to complete the "Start Here" Module to access some of these resources.

## Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This? \(http://map.ucf.edu/locations/14/howard-phillips-hall-hph/\)](#))
- Office Hours: TBD
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)

## Course Information

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

## Course Description

American Constitutional Law II: Civil Rights and Civil Liberties examines the protections afforded individuals by the Bill of Rights of the U.S. Constitution. This is an online only course. The course material is organized into numbered modules to be completed sequentially. Students can complete some assignments at their own pace, but should participate in regular small group discussion at roughly the same time as other students in the class. University Course Catalog Description: Development of civil liberties and civil rights in the American federal system.

Please read this syllabus carefully. When you've finished reading this syllabus, you can start with the "Start Here" module (there's a link to it at the bottom of the syllabus) The Start Here module includes a Syllabus Quiz and you must score 5/5 on it to unlock numbered modules.

## Course Prerequisites

ENC 1102 (Freshman Composition II), POS 2041 (American National Government), or consent of the instructor. I encourage you to take POS 4284 (Judicial Process and Politics) prior to taking this class.

## Course Objectives

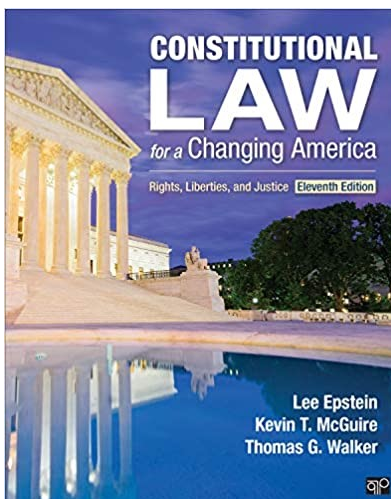
The objective of this course is to introduce you to the important role that the United States Constitution has in orienting American politics and governance. With this end in mind, we will explore the Constitution, its various interpretations, and the role of the judiciary in constitutional application, examples of the influence it has had on the function of government, and the case law that has emanated from its interpretation. The objectives of this class include the following:

- Understand key constitution terms and concepts
- Understand historically significant Supreme Court decisions
- Analyze historical trends in Supreme Court composition and decision making
- Evaluate and apply constitutional precedents
- Apply legal reasoning to complex hypothetical problems
- Engage in discussion and deliberation of constitutional issues
- Improve writing and critical thinking skills
- Build collaboration skills and practice professional work habits

## Required Texts and Materials

Lee Epstein, Kevin McGuire and Thomas G. Walker. *Constitutional Law for a Changing America: Rights, Liberties, and Justice, Eleventh Edition*. (Thousand Oaks, CA: CQ Press, an Imprint of Sage Publications, Inc. 2019). ISBN-13: 978-1544391250, ISBN-10: 1544391250. \*\*Make sure you buy the right textbook (see image below) not similarly titled textbooks for other classes by the same authors.\*\*

[See on Amazon \(https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr\\_1\\_2?dchild=1&qid=1632240282&refinements=p\\_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire\).](https://www.amazon.com/Constitutional-Law-Changing-America-Liberties-ebook/dp/B09BVXYSSG/ref=sr_1_2?dchild=1&qid=1632240282&refinements=p_27%3AKevin+T.+McGuire&s=digital-text&sr=1-2&text=Kevin+T.+McGuire).)



Additional readings will be announced and/or distributed in class. In particular, these readings will focus on rulings from the most recent Supreme Court term(s) and emerging issues in constitutional law.

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

## Course Requirements

Your final grade is based on the components listed below. Assignment point values based on 1,500 total points in course.

1. **Module Quizzes** (45%) – Each of the numbered modules contains a quiz. Each module quiz is worth 45 points. Your lowest module quiz score will be dropped.
2. **Final Exam** (20%) – The Final Examination is cumulative and will require students to apply their understanding of the subject matter in a comprehensive manner. Students can expect a mix of multiple choice and true-false questions on the Final Exam.
3. **Module Review Exercises** (15%) – Each numbered module contains one review exercises, such as crossword puzzles, matching games, etc. Each review exercise is worth 15 points. Your lowest module review exercise score will be dropped.
4. **Small Group Discussions** (20%) – Each numbered module includes a small group discussion of a constitutional problem or issue.

## Course Policies

### Workload Expectations

This is a three credit hour class. The workload expectation per credit hour is set forth in the [UCF Catalog, Registration Policies, Terms and Credit Hours \(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies\)](http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies), which states the amount of work represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

### Missed Assignments/Make-Ups/Extra Credit

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. See [UCF Policy 4.401. \(http://policies.ucf.edu/\)](http://policies.ucf.edu/) and [UCF Regulation](#)

## Late Work

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

Lateness deductions may be waived if student submits assignments late to due unforeseeable, adverse circumstances, including medical and personal emergencies. If you example, you cannot complete an assignment due Sunday night because you were in a serious car accident and hospitalized, you can complete the assignment later and won't be penalized for doing so. COVID illness would be another example of an unforeseeable, adverse circumstance. Documentation may be required, but is not always necessary.

## Grading Scale

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

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

## Grades of "Incomplete"

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

## Group Work

There are no group projects in this class. You are welcome to discuss course material with other



students, but you are responsible for your own work.

## Academic Honesty

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

## Professionalism Policy

Follow university policy and basic rules of etiquette. You must behave appropriately in all your class interactions.

## University Writing Center

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

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing Center. You can [schedule an online consultation \(http://uwc.cah.ucf.edu/schedule-a-consultation/\)](http://uwc.cah.ucf.edu/schedule-a-consultation/) with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

## Disability Statement

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

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## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site.

Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Financial Aid Requirement

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

### [START HERE MODULE](#)

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                              | Due            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Aug 21, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874010&amp;include_contexts=course_1435536">Start Module/Week 01</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874010&amp;include_contexts=course_1435536">/calendar?event_id=2874010&amp;include_contexts=course_1435536</a>                             | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874042&amp;include_contexts=course_1435536">UCF Classes Start (Fall 2023)</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874042&amp;include_contexts=course_1435536">/calendar?event_id=2874042&amp;include_contexts=course_1435536</a>                    | 12am           |
| Wed Aug 23, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098266">Review Exercise: Supreme Court Crossword Puzzle</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098266">/1435536/assignments/8098266</a>                                                                                        | due by 11:59pm |
| Fri Aug 25, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874012&amp;include_contexts=course_1435536">Drop, Swap, Add Deadline (Fall 2023)</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874012&amp;include_contexts=course_1435536">/calendar?event_id=2874012&amp;include_contexts=course_1435536</a>             | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874247&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussions</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874247&amp;include_contexts=course_1435536">/calendar?event_id=2874247&amp;include_contexts=course_1435536</a> | 12am           |
|                  |  <a href="#">Evidence of Academic Engagement Quiz (Does not affect your grade, please</a>                                                                                                                                                                                                                                         | due by 11:59pm |



| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098224">take ASAP</a> ) ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098224">https://webcourses.ucf.edu/courses/1435536/assignments/8098224</a> )                                                                                                                                                                                                        |                |
|                  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098243">Syllabus Quiz (Does not affect your grade, please take ASAP)</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098243">https://webcourses.ucf.edu/courses/1435536/assignments/8098243</a> )                                                                     | due by 11:59pm |
| Sat Aug 26, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098245">Practice Quiz: Introduction to U.S. Constitution and U.S. Supreme Court (Optional, does not affect grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098245">https://webcourses.ucf.edu/courses/1435536/assignments/8098245</a> )                        | due by 11:59pm |
| Sun Aug 27, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098240">Module 1 Quiz: Introduction to U.S. Constitution and U.S. Supreme Court</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098240">https://webcourses.ucf.edu/courses/1435536/assignments/8098240</a> )                                                          | due by 11:59pm |
| Mon Aug 28, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874031&amp;include_contexts=course_1435536">Start Module/Week 02</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874031&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874031&amp;include_contexts=course_1435536</a> )                               | 12am           |
| Wed Aug 30, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098264">Review Exercise: Judicial Review and Incorporation Doctrine Cases</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098264">https://webcourses.ucf.edu/courses/1435536/assignments/8098264</a> )                                                               | due by 11:59pm |
| Fri Sep 1, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874009&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussions</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874009&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874009&amp;include_contexts=course_1435536</a> ) | 12am           |
| Sat Sep 2, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098229">Practice Quiz: Judicial Review and the Incorporation Doctrine (Optional, does not affect grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098229">https://webcourses.ucf.edu/courses/1435536/assignments/8098229</a> )                                | due by 11:59pm |
| Sun Sep 3, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098239">Module 2 Quiz: Judicial Review and the Incorporation Doctrine</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098239">https://webcourses.ucf.edu/courses/1435536/assignments/8098239</a> )                                                                  | due by 11:59pm |
| Mon Sep 4, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874032&amp;include_contexts=course_1435536">Start Module/Week 03</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874032&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874032&amp;include_contexts=course_1435536</a> )                             | 12am           |
| Wed Sep 6, 2023  |  <a href="https://webcourses.ucf.edu">Review Exercise: Establishment Clause Cases</a> ( <a href="https://webcourses.ucf.edu">https://webcourses.ucf.edu</a> )                                                                                                                                                                                                | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="/courses/1435536/assignments/8098258">/courses/1435536/assignments/8098258</a>                                                                                                                                                                                                                                                         |                |
|                  |  <b>Review Exercise: Free Exercise Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098261">https://webcourses.ucf.edu/courses/1435536/assignments/8098261</a> )                                                                   | due by 11:59pm |
|                  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874018&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874018&amp;include_contexts=course_1435536</a> )   | 12am           |
| Fri Sep 8, 2023  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874037&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874037&amp;include_contexts=course_1435536</a> )   | 12am           |
|                  |  <b>Practice Quiz: Free Exercise of Religion (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098231">https://webcourses.ucf.edu/courses/1435536/assignments/8098231</a> )                             | due by 11:59pm |
| Sat Sep 9, 2023  |  <b>Practice Quiz: The Establishment Clause (Optional, does not affect grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098220">https://webcourses.ucf.edu/courses/1435536/assignments/8098220</a> )                              | due by 11:59pm |
|                  |  <b>Module 3 Quiz: Free Exercise of Religion</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098246">https://webcourses.ucf.edu/courses/1435536/assignments/8098246</a> )                                                             | due by 11:59pm |
| Sun Sep 10, 2023 |  <b>Module 4 Quiz: The Establishment Clause</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098219">https://webcourses.ucf.edu/courses/1435536/assignments/8098219</a> )                                                              | due by 11:59pm |
|                  |  <b>Start Module/Week 04</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874019&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874019&amp;include_contexts=course_1435536</a> )                             | 12am           |
| Mon Sep 11, 2023 |                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <b>Review Exercise: Development of Free Speech Standards Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098257">https://webcourses.ucf.edu/courses/1435536/assignments/8098257</a> )                                          | due by 11:59pm |
| Wed Sep 13, 2023 |                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874033&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874033&amp;include_contexts=course_1435536</a> ) | 12am           |
| Fri Sep 15, 2023 |                                                                                                                                                                                                                                                                                                                                                 |                |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Due            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Sat Sep 16, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098248">Practice Quiz: Freedom of Expression: Development of Standards (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098248">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098248">https://webcourses.ucf.edu/courses/1435536/assignments/8098248</a>)</a>                                                        | due by 11:59pm |
| Sun Sep 17, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098241">Module 5 Quiz: Freedom of Expression: Development of Standards</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098241">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098241">https://webcourses.ucf.edu/courses/1435536/assignments/8098241</a>)</a>                                                                                          | due by 11:59pm |
| Mon Sep 18, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874025&amp;include_contexts=course_1435536">Start Module/Week 05</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874025&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874025&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874025&amp;include_contexts=course_1435536</a>)</a>                            | 12am           |
| Wed Sep 20, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098262">Review Exercise: Free Speech Content and Context Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098262">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098262">https://webcourses.ucf.edu/courses/1435536/assignments/8098262</a>)</a>                                                                                                  | due by 11:59pm |
| Fri Sep 22, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874022&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874022&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874022&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874022&amp;include_contexts=course_1435536</a>)</a> | 12am           |
| Sat Sep 23, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098242">Practice Quiz: Freedom of Expression: Content and Contexts (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098242">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098242">https://webcourses.ucf.edu/courses/1435536/assignments/8098242</a>)</a>                                                          | due by 11:59pm |
| Sun Sep 24, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098225">Module 6 Quiz: Freedom of Expression: Content and Contexts</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098225">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098225">https://webcourses.ucf.edu/courses/1435536/assignments/8098225</a>)</a>                                                                                            | due by 11:59pm |
| Mon Sep 25, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874027&amp;include_contexts=course_1435536">Start Module/Week 06</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874027&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874027&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874027&amp;include_contexts=course_1435536</a>)</a>                          | 12am           |
| Wed Sep 27, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098254">Review Exercise: Boundaries of Free Speech Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098254">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098254">https://webcourses.ucf.edu/courses/1435536/assignments/8098254</a>)</a>                                                                                                      | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Sep 29, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874011&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874011&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874011&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874011&amp;include_contexts=course_1435536</a>)</a>   | 12am           |
| Sat Sep 30, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098237">Practice Quiz: The Boundaries of Free Expression (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098237">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098237">https://webcourses.ucf.edu/courses/1435536/assignments/8098237</a>)</a>                                                                        | due by 11:59pm |
| Sun Oct 1, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098230">Module 7 Quiz: The Boundaries of Free Expression</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098230">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098230">https://webcourses.ucf.edu/courses/1435536/assignments/8098230</a>)</a>                                                                                                          | due by 11:59pm |
| Mon Oct 2, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874028&amp;include_contexts=course_1435536">Start Module/Week 07</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874028&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874028&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874028&amp;include_contexts=course_1435536</a>)</a>                              | 12am           |
| Wed Oct 4, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098260">Review Exercise: Freedom of Press and New Media Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098260">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098260">https://webcourses.ucf.edu/courses/1435536/assignments/8098260</a>)</a>                                                                                                     | due by 11:59pm |
| Fri Oct 6, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874017&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874017&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874017&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874017&amp;include_contexts=course_1435536</a>)</a> | 12am           |
| Sat Oct 7, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098227">Practice Quiz: Freedom of the Press and New Media Regulations (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098227">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098227">https://webcourses.ucf.edu/courses/1435536/assignments/8098227</a>)</a>                                                         | due by 11:59pm |
| Sun Oct 8, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098221">Module 8 Quiz: Freedom of the Press and New Media Regulations</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098221">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098221">https://webcourses.ucf.edu/courses/1435536/assignments/8098221</a>)</a>                                                                                           | due by 11:59pm |
| Mon Oct 9, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874040&amp;include_contexts=course_1435536">Start Module/Week 08</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874040&amp;include_contexts=course_1435536">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874040&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874040&amp;include_contexts=course_1435536</a>)</a>                            | 12am           |
| Wed Oct 11, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098265">Review Exercise: Right to Privacy Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098265">(<a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098265">https://webcourses.ucf.edu/courses/1435536/assignments/8098265</a>)</a>                                                                                                                 | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Oct 13, 2023 |  <a href="#">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874039&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874039&amp;include_contexts=course_1435536</a>   | 12am           |
| Sat Oct 14, 2023 |  <a href="#">Practice Quiz: The Right to Privacy (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098247">https://webcourses.ucf.edu/courses/1435536/assignments/8098247</a>                                 | due by 11:59pm |
| Sun Oct 15, 2023 |  <a href="#">Module 9 Quiz: The Right to Privacy</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098228">https://webcourses.ucf.edu/courses/1435536/assignments/8098228</a>                                                                   | due by 11:59pm |
| Mon Oct 16, 2023 |  <a href="#">Start Module/Week 09</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874029&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874029&amp;include_contexts=course_1435536</a>                              | 12am           |
| Mon Oct 23, 2023 |  <a href="#">Start Module/Week 10</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874036&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874036&amp;include_contexts=course_1435536</a>                              | 12am           |
| Wed Oct 25, 2023 |  <a href="#">Review Exercise: Investigations and Evidence Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098263">https://webcourses.ucf.edu/courses/1435536/assignments/8098263</a>                                                  | due by 11:59pm |
| Fri Oct 27, 2023 |  <a href="#">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874024&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874024&amp;include_contexts=course_1435536</a> | 12am           |
|                  |  <a href="#">Withdrawal Deadline (Spring 2023)</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874030&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874030&amp;include_contexts=course_1435536</a>               | 12am           |
| Sat Oct 28, 2023 |  <a href="#">Practice Quiz: Rights of the Accused: Investigations and Evidence (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098226">https://webcourses.ucf.edu/courses/1435536/assignments/8098226</a> | due by 11:59pm |
| Sun Oct 29, 2023 |  <a href="#">Module 10 Quiz: Rights of the Accused: Investigations and Evidence</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098238">https://webcourses.ucf.edu/courses/1435536/assignments/8098238</a>                                  | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Oct 30, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874016&amp;include_contexts=course_1435536">Start Module/Week 11</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874016&amp;include_contexts=course_1435536">(https://webcourses.ucf.edu/calendar?event_id=2874016&amp;include_contexts=course_1435536)</a>                              | 12am           |
| Wed Nov 1, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098253">Review Exercise: Attorneys, Trials, and Punishments Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098253">(https://webcourses.ucf.edu/courses/1435536/assignments/8098253)</a>                                                                       | due by 11:59pm |
| Fri Nov 3, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874035&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874035&amp;include_contexts=course_1435536">(https://webcourses.ucf.edu/calendar?event_id=2874035&amp;include_contexts=course_1435536)</a>   | 12am           |
| Sat Nov 4, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098250">Practice Quiz: Rights of the Accused: Attorneys, Trials, and Punishments (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098250">(https://webcourses.ucf.edu/courses/1435536/assignments/8098250)</a>                      | due by 11:59pm |
| Sun Nov 5, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098249">Module 11 Quiz: Rights of the Accused: Attorneys, Trials, and Punishments</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098249">(https://webcourses.ucf.edu/courses/1435536/assignments/8098249)</a>                                                       | due by 11:59pm |
| Mon Nov 6, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874023&amp;include_contexts=course_1435536">Start Module/Week 12</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874023&amp;include_contexts=course_1435536">(https://webcourses.ucf.edu/calendar?event_id=2874023&amp;include_contexts=course_1435536)</a>                            | 12am           |
| Wed Nov 8, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098259">Review Exercise: Foundations of Equal Protection Cases</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098259">(https://webcourses.ucf.edu/courses/1435536/assignments/8098259)</a>                                                                        | due by 11:59pm |
| Fri Nov 10, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874021&amp;include_contexts=course_1435536">Reminder: Replies Due in Small Group Discussion</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874021&amp;include_contexts=course_1435536">(https://webcourses.ucf.edu/calendar?event_id=2874021&amp;include_contexts=course_1435536)</a> | 12am           |
| Sat Nov 11, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098233">Practice Quiz: Foundations of Equal Protection (Optional, does not affect grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098233">(https://webcourses.ucf.edu/courses/1435536/assignments/8098233)</a>                                              | due by 11:59pm |
| Sun Nov 12, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098232">Module 12 Quiz: Foundations of Equal Protection</a><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098232">(https://webcourses.ucf.edu/courses/1435536/assignments/8098232)</a>                                                                               | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                             | Due            |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Nov 13, 2023 |  <b>Start Module/Week 13</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874014&amp;include_contexts=course_1435536">           (https://webcourses.ucf.edu/calendar?event_id=2874014&amp;include_contexts=course_1435536)         </a>                              | 12am           |
| Wed Nov 15, 2023 |  <b>Review Exercise: Development of Equal Protection Standards Cases</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098256">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098256)         </a>                                      | due by 11:59pm |
| Fri Nov 17, 2023 |  <b>Reminder: Replies Due in Small Group Discussion</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874015&amp;include_contexts=course_1435536">           (https://webcourses.ucf.edu/calendar?event_id=2874015&amp;include_contexts=course_1435536)         </a>   | 12am           |
| Sat Nov 18, 2023 |  <b>Practice Quiz: Development of Equal Protection Standards (Optional, does not affect grade)</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098223">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098223)         </a>            | due by 11:59pm |
| Sun Nov 19, 2023 |  <b>Module 13 Quiz: Development of Equal Protection Standards</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098236">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098236)         </a>                                             | due by 11:59pm |
| Mon Nov 20, 2023 |  <b>Start Module/Week 14</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874026&amp;include_contexts=course_1435536">           (https://webcourses.ucf.edu/calendar?event_id=2874026&amp;include_contexts=course_1435536)         </a>                            | 12am           |
| Wed Nov 22, 2023 |  <b>Review Exercise: Contemporary Equal Protection Cases</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098255">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098255)         </a>                                                | due by 11:59pm |
| Fri Nov 24, 2023 |  <b>Reminder: Replies Due in Small Group Discussion</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874020&amp;include_contexts=course_1435536">           (https://webcourses.ucf.edu/calendar?event_id=2874020&amp;include_contexts=course_1435536)         </a> | 12am           |
| Sat Nov 25, 2023 |  <b>Practice Quiz: Contemporary Equal Protection Issues (Optional, does not affect grade)</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098222">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098222)         </a>               | due by 11:59pm |
| Sun Nov 26, 2023 |  <b>Module 14 Quiz: Contemporary Equal Protection Issues</b><br><a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098234">           (https://webcourses.ucf.edu/courses/1435536/assignments/8098234)         </a>                                                | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                              | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Nov 29, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098267">Review Exercise: Voting Rights and Representation Cases</a><br>( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098267">https://webcourses.ucf.edu/courses/1435536/assignments/8098267</a> )                                                            | due by 11:59pm |
| Sat Dec 2, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098244">Practice Quiz: Voting Rights and Representation (Optional, does not affect grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098244">https://webcourses.ucf.edu/courses/1435536/assignments/8098244</a> )                                     | due by 11:59pm |
| Sun Dec 3, 2023  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098251">Module 15 Quiz: Voting Rights and Representation</a><br>( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098251">https://webcourses.ucf.edu/courses/1435536/assignments/8098251</a> )                                                                   | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098268">YellowDig Discussion (Gradebook Entry)</a> ( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098268">https://webcourses.ucf.edu/courses/1435536/assignments/8098268</a> )                                                                                | due by 11:59pm |
| Mon Dec 4, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874013&amp;include_contexts=course_1435536">Start Studying for Final Exam</a><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2874013&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874013&amp;include_contexts=course_1435536</a> )        | 12am           |
| Sun Dec 10, 2023 |  <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098235">POS 4604 Final Exam (Fall 2023)</a><br>( <a href="https://webcourses.ucf.edu/courses/1435536/assignments/8098235">https://webcourses.ucf.edu/courses/1435536/assignments/8098235</a> )                                                                                  | due by 11:59pm |
| Wed Dec 13, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874034&amp;include_contexts=course_1435536">Grades Due to UCF by noon (Fall 2023)</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874034&amp;include_contexts=course_1435536">https://webcourses.ucf.edu/calendar?event_id=2874034&amp;include_contexts=course_1435536</a> ) | 12am           |





### WELCOME TO POS 4603 - PLEASE READ

Please read this entire syllabus page carefully. It answers questions students have about this class. You will need to complete a syllabus quiz to unlock the course.

Resources to help you with this class: [Frequently Asked Questions](#), [If You Have Tech Problems](#), and [Assignment Instructions](#). If your question isn't answered: [Questions about Class Syllabus, Grading, Calendar? Post Them Here!](#) (You'll need to complete preliminary modules to access these pages.)

Academic integrity information: [Academic Integrity, Unauthorized Assistance, and Unauthorized Communications](#) and [Academic Integrity, Plagiarism, and Citations](#). (You'll need to complete preliminary modules to access these pages.)

## Instructor Contact

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This?](#) (<http://map.ucf.edu/locations/14/howard-phillips-hall-hph/>))
- Office Hours: TBD
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)

## Course Information

- Course Name: American Constitutional Law I
- Course ID & Section: POS 4603-23Fall 0W60
- Credit Hours: 3
- Semester/Year: Fall 2023
- Web Only Course

## Course Description

Constitutional law addresses the contents of the U.S. Constitution and the interpretation of those contents. We will look at the organization of the United States Government (i.e., the distribution and execution of those powers); and the relations between the Government and persons under its jurisdiction (i.e., under the Bill of Rights). Under the United States' system, the chief problems of constitutional law center on the basic matter of judicial review, on relations between and among the three (3) branches of government, on the federal system's distribution of powers between the federal and state governments, and on the restrictions or limitation on government in either procedural or substantive (e.g., due process) contexts. University Course Catalog Description: Development of American federalism and national power, commerce clause, and nationalization of the economy.

## Course Prerequisites

ENC 1102 (Freshman Composition II), POS 2041 (American National Government) or consent of the instructor. I encourage you to take POS 4284 (Judicial Process and Politics) prior to taking this class.

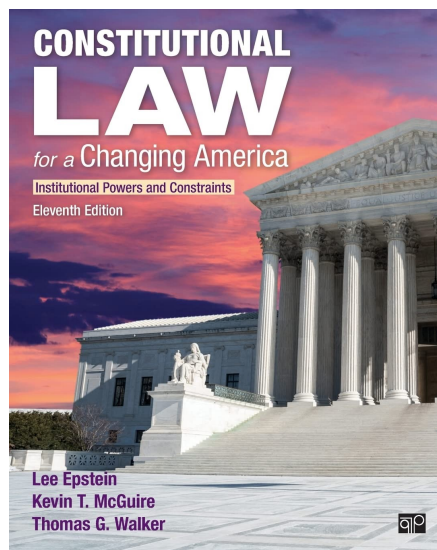
## Course Objectives

The objective of this course is to introduce you to the important role that the United States Constitution has in orienting American politics and governance. With this end in mind, we will explore the Constitution, its various interpretations, and the role of the judiciary in constitutional application, examples of the influence it has had on the function of government, and the case law that has emanated from its interpretation. The objectives of this class include the following:

- Understand key constitution terms and concepts
- Understand historically significant Supreme Court decisions
- Analyze historical trends in Supreme Court composition and decision making
- Evaluate and apply constitutional precedents
- Apply legal reasoning to complex hypothetical problems
- Engage in discussion and deliberation of constitutional issues
- Improve writing and critical thinking skills
- Build collaboration skills and practice professional work habits

## Required Texts and Materials

Epstein, Lee, and Thomas Walker. *Constitutional Law for a Changing America: Institutional Powers and Constraints, 11th Edition*. (Thousand Oaks, CA: CQ Press, an Imprint of Sage Publications, Inc. 2022). ISBN-13: 978-1071822128, ISBN-10: 1071822128. \*\*Make sure you buy Volume I (see image below) not Volume II. \*\* [See on Amazon \(https://www.amazon.com/Constitutional-Law-Changing-America-Institutional/dp/1071822128\)](https://www.amazon.com/Constitutional-Law-Changing-America-Institutional/dp/1071822128).



Additional readings will be announced and/or distributed in class. In particular, these readings will focus on rulings from the most recent Supreme Court term(s) and emerging issues in constitutional law.

## Course Requirements

Your final grade is based on the four components listed below. Assignment point values are based on 1,500 total course points.

1. **Module Quizzes** (45%) – Each numbered module contains a quiz worth 45 points. Your lowest module quiz score will be dropped.
2. **Module Review Exercises** (20%) – Each numbered module contains two graded review exercises, such as crossword puzzles, matching games, etc. Each module review exercise is worth 10 points. Your lowest two module review exercise scores will be dropped.
3. **Small Group Discussions** (20%) – Each numbered module includes a small group discussion of a constitutional problem or issue.
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 225 points.

## Course Policies (click headings to open and read)

### Workload Expectations

This is a three credit hour class. The workload expectation per credit hour is set forth in the [UCF Catalog, Registration Policies, Terms and Credit Hours](http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies) (<http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies>), which states the amount of work represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time." In an online class, you make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

Spring Semesters: This class does not take a week off for Spring Break in order to fit the final exam schedule. If you have a trip planned, I strongly encourage you to work ahead so this class won't interfere with your plans.

### Missed Assignments/Make-Ups/Extra Credit

Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Make-up assessments may be different. There are no extra credit assignments in this class. See [UCF Policy 4.401](http://policies.ucf.edu/). (<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 due dates is important to your success in this class. Late work will be penalized. You will lose 10% of the possible total points on an assignment per day late. For example, if you receive a score of 9 out of 10 on a quiz two days after it was due (i.e. you took a quiz due Sunday on Tuesday instead), your score will be reduced by 2 points (20% of 10 points), so you will receive a 7 out of 10

on that quiz. You will receive no credit for work complete ten or more days after its due date. However, because modules unlock only after your have completed prior modules, so you will still need to finish your work (for no credit) to complete this class.

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

## Grading Scale

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

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

## Grades of "Incomplete"

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

## Group Work

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

## Academic Honesty

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

## [START HERE MODULE](#)

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                        | Due  |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Mon Aug 21, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2873958&amp;include_contexts=course_1435537">Start Module/Week 01<br/>(https://webcourses.ucf.edu/calendar?event_id=2873958&amp;include_contexts=course_1435537)</a> | 12am |



| Date             | Details                                                                                                                                                                                                                                                                                                                                        | Due            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Wed Aug 23, 2023 |  <b>UCF Classes Begin (Fall 2023)</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873948&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873948&amp;include_contexts=course_1435537</a>                      | 12am           |
|                  |  <b>Articles or Constitution? Pick One</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098045">https://webcourses.ucf.edu/courses/1435537/assignments/8098045</a>                                                                     | due by 11:59pm |
|                  |  <b>Introduction to U.S. Constitution Jeopardy</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098055">https://webcourses.ucf.edu/courses/1435537/assignments/8098055</a>                                                             | due by 11:59pm |
| Fri Aug 25, 2023 |  <b>Drop/Swap/Add Deadline (Spring 2023)</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873949&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873949&amp;include_contexts=course_1435537</a>               | 12am           |
|                  |  <b>Evidence of Academic Engagement Quiz (Does not affect your grade, please take ASAP)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098005">https://webcourses.ucf.edu/courses/1435537/assignments/8098005</a>                    | due by 5pm     |
|                  |  <b>Syllabus Quiz (Does not affect your grade, please take ASAP)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8097999">https://webcourses.ucf.edu/courses/1435537/assignments/8097999</a>                                           | due by 11:59pm |
| Sat Aug 26, 2023 |  <b>Practice Quiz: Introduction to U.S. Constitution (Optional, does not affect your grade)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098022">https://webcourses.ucf.edu/courses/1435537/assignments/8098022</a>              | due by 11:59pm |
| Sun Aug 27, 2023 |  <b>Module 1 Quiz: Intro. to the U.S. Constitution</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098011">https://webcourses.ucf.edu/courses/1435537/assignments/8098011</a>                                                       | due by 11:59pm |
| Mon Aug 28, 2023 |  <b>Start Module/Week 02</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873953&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873953&amp;include_contexts=course_1435537</a>                             | 12am           |
| Wed Aug 30, 2023 |  <b>Crossword Puzzle: U.S. Supreme Court Agenda Setting</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098048">https://webcourses.ucf.edu/courses/1435537/assignments/8098048</a>                                                  | due by 11:59pm |
|                  |  <b>Identify the Warren Court Justices (may require internet research)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098054">https://webcourses.ucf.edu/courses/1435537/assignments/8098054</a>                                   | due by 11:59pm |
| Fri Sep 1, 2023  |  <b>Reminder: Replies Due in Small Group Discussions</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873960&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873960&amp;include_contexts=course_1435537</a> | 12am           |

| Date             | Details                                                                                                                                                                                                                                                                | Due            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="#">include_contexts=course_1435537</a> )                                                                                                                                                                                                                      |                |
| Sat Sep 2, 2023  | 🔗 <a href="#">Practice Quiz: Understanding the U.S. Supreme Court (Optional, does not affect your grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098018">https://webcourses.ucf.edu/courses/1435537/assignments/8098018</a> )           | due by 11:59pm |
| Sun Sep 3, 2023  | 🔗 <a href="#">Module 2 Quiz: Understanding the U.S. Supreme Court</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8097997">https://webcourses.ucf.edu/courses/1435537/assignments/8097997</a> )                                                  | due by 11:59pm |
| Mon Sep 4, 2023  | 📅 <a href="#">Start Module/Week 03</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873954&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873954&amp;include_contexts=course_1435537</a> )                             | 12am           |
| Wed Sep 6, 2023  | 📖 <a href="#">Constraints on Judicial Power Hangman</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098046">https://webcourses.ucf.edu/courses/1435537/assignments/8098046</a> )                                                                | due by 11:59pm |
|                  | 📖 <a href="#">Matching Quiz: Judiciary Cases</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098062">https://webcourses.ucf.edu/courses/1435537/assignments/8098062</a> )                                                                       | due by 11:59pm |
| Fri Sep 8, 2023  | 📅 <a href="#">Reminder: Replies Due in Small Group Discussions</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873959&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873959&amp;include_contexts=course_1435537</a> ) | 12am           |
| Sat Sep 9, 2023  | 🔗 <a href="#">Practice Quiz: Judicial Powers and Constraints (Optional, does not affect your grade)</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098003">https://webcourses.ucf.edu/courses/1435537/assignments/8098003</a> )                | due by 11:59pm |
| Sun Sep 10, 2023 | 🔗 <a href="#">Module 3 Quiz: Judicial Powers and Constraints</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098007">https://webcourses.ucf.edu/courses/1435537/assignments/8098007</a> )                                                       | due by 11:59pm |
| Mon Sep 11, 2023 | 📅 <a href="#">Start Module/Week 04</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873964&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873964&amp;include_contexts=course_1435537</a> )                             | 12am           |
| Wed Sep 13, 2023 | 📖 <a href="#">Identify Burger Court Members (may require internet research)</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098052">https://webcourses.ucf.edu/courses/1435537/assignments/8098052</a> )                                        | due by 11:59pm |
|                  | 📖 <a href="#">Matching Quiz: Legislative Powers Cases</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098063">https://webcourses.ucf.edu/courses/1435537/assignments/8098063</a> )                                                              | due by 11:59pm |



| Date             | Details                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Sep 15, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873950&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873950&amp;include_contexts=course_1435537</a> )   | 12am           |
| Sat Sep 16, 2023 |  <b>Practice Quiz: Legislative Powers and Constraints (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098016">https://webcourses.ucf.edu/courses/1435537/assignments/8098016</a> )               | due by 11:59pm |
| Sun Sep 17, 2023 |  <b>Module 4 Quiz: Legislative Powers and Constraints</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098017">https://webcourses.ucf.edu/courses/1435537/assignments/8098017</a> )                                                      | due by 11:59pm |
| Mon Sep 18, 2023 |  <b>Start Module/Week 05</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873963&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873963&amp;include_contexts=course_1435537</a> )                               | 12am           |
| Wed Sep 20, 2023 |  <b>Matching Quiz: Executive Powers Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098058">https://webcourses.ucf.edu/courses/1435537/assignments/8098058</a> )                                                                  | due by 11:59pm |
|                  |  <b>Presidential Powers: Pick One</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098068">https://webcourses.ucf.edu/courses/1435537/assignments/8098068</a> )                                                                          | due by 11:59pm |
| Fri Sep 22, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873946&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873946&amp;include_contexts=course_1435537</a> ) | 12am           |
| Sat Sep 23, 2023 |  <b>Practice Quiz: Executive Powers and Constraints (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098027">https://webcourses.ucf.edu/courses/1435537/assignments/8098027</a> )               | due by 11:59pm |
| Sun Sep 24, 2023 |  <b>Module 5 Quiz: Executive Powers and Constraints</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098002">https://webcourses.ucf.edu/courses/1435537/assignments/8098002</a> )                                                      | due by 11:59pm |
| Mon Sep 25, 2023 |  <b>Start Module/Week 06</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873962&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873962&amp;include_contexts=course_1435537</a> )                             | 12am           |
| Wed Sep 27, 2023 |  <b>Identify Rehnquist Court Justices (may require internet research)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098053">https://webcourses.ucf.edu/courses/1435537/assignments/8098053</a> )                                    | due by 11:59pm |
|                  |  <b>Matching Quiz: Separation of Powers in Domestic Affairs</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098065">https://webcourses.ucf.edu/courses/1435537/assignments/8098065</a> )                                              | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Sep 29, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873965&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873965&amp;include_contexts=course_1435537</a> )   | 12am           |
| Sat Sep 30, 2023 |  <b>Practice Quiz: Separation of Powers in Domestic Affairs (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8097996">https://webcourses.ucf.edu/courses/1435537/assignments/8097996</a> )         | due by 11:59pm |
| Sun Oct 1, 2023  |  <b>Module 6 Quiz: Separation of Powers in Domestic Affairs</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098019">https://webcourses.ucf.edu/courses/1435537/assignments/8098019</a> )                                                | due by 11:59pm |
| Mon Oct 2, 2023  |  <b>Start Module/Week 07</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873939&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873939&amp;include_contexts=course_1435537</a> )                               | 12am           |
| Wed Oct 4, 2023  |  <b>Foreign Affairs Power of President or Congress?</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098050">https://webcourses.ucf.edu/courses/1435537/assignments/8098050</a> )                                                        | due by 11:59pm |
|                  |  <b>U(SA) Better Recognize (May require internet research)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098071">https://webcourses.ucf.edu/courses/1435537/assignments/8098071</a> )                                                 | due by 11:59pm |
| Fri Oct 6, 2023  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873961&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873961&amp;include_contexts=course_1435537</a> ) | 12am           |
| Sat Oct 7, 2023  |  <b>Practice Quiz: Separation of Powers in Foreign Affairs (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098025">https://webcourses.ucf.edu/courses/1435537/assignments/8098025</a> )        | due by 11:59pm |
| Sun Oct 8, 2023  |  <b>Module 7 Quiz: Separation of Powers in Foreign Affairs</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098024">https://webcourses.ucf.edu/courses/1435537/assignments/8098024</a> )                                               | due by 11:59pm |
| Mon Oct 9, 2023  |  <b>Start Module/Week 08</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873947&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873947&amp;include_contexts=course_1435537</a> )                             | 12am           |
| Wed Oct 11, 2023 |  <b>Federalism Hangman: Name that State</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098049">https://webcourses.ucf.edu/courses/1435537/assignments/8098049</a> )                                                                  | due by 11:59pm |
|                  |  <b>Matching Quiz: Federalism Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435537">https://webcourses.ucf.edu/courses/1435537</a> )                                                                                                              | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                 | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="#">/assignments/8098059</a>                                                                                                                                                                                                                                                    |                |
| Fri Oct 13, 2023 |  <a href="#">Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2873952&amp;include_contexts=course_1435537)</a>                                           | 12am           |
| Sat Oct 14, 2023 |  <a href="#">Practice Quiz: Federalism (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1435537/assignments/8098012)</a>                                                     | due by 11:59pm |
| Sun Oct 15, 2023 |  <a href="#">Module 8 Quiz: Federalism (https://webcourses.ucf.edu/courses/1435537/assignments/8098026)</a>                                                                                            | due by 11:59pm |
| Mon Oct 16, 2023 |  <a href="#">Start Module/Week 09 (https://webcourses.ucf.edu/calendar?event_id=2873937&amp;include_contexts=course_1435537)</a>                                                                       | 12am           |
| Wed Oct 18, 2023 |  <a href="#">Historic Foundations of Federal Commerce Power: Pick True or False (https://webcourses.ucf.edu/courses/1435537/assignments/8098051)</a>                                                   | due by 11:59pm |
|                  |  <a href="#">Matching Quiz: Historic Era Commerce Power Cases (https://webcourses.ucf.edu/courses/1435537/assignments/8098061)</a>                                                                   | due by 11:59pm |
| Fri Oct 20, 2023 |  <a href="#">Reminder: Replies Due in Small Group Discussions (https://webcourses.ucf.edu/calendar?event_id=2873936&amp;include_contexts=course_1435537)</a>                                         | 12am           |
| Sat Oct 21, 2023 |  <a href="#">Practice Quiz: Historical Foundations of Federal Power to Regulate Commerce (Optional, does not affect your grade) (https://webcourses.ucf.edu/courses/1435537/assignments/8098014)</a> | due by 11:59pm |
| Sun Oct 22, 2023 |  <a href="#">Module 9 Quiz: Historical Foundations of Federal Power to Regulate Commerce (https://webcourses.ucf.edu/courses/1435537/assignments/8098028)</a>                                        | due by 11:59pm |
| Mon Oct 23, 2023 |  <a href="#">Start Module/Week 10 (https://webcourses.ucf.edu/calendar?event_id=2873942&amp;include_contexts=course_1435537)</a>                                                                     | 12am           |
| Wed Oct 25, 2023 |  <a href="#">Matching Quiz: Modern Era Commerce Power Cases (https://webcourses.ucf.edu/courses/1435537/assignments/8098064)</a>                                                                     | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                             | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  |  <b>Who Nominated Current Supreme Court Justices? (may require internet research)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098072">https://webcourses.ucf.edu/courses/1435537/assignments/8098072</a> )                              | due by 11:59pm |
| Fri Oct 27, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873957&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873957&amp;include_contexts=course_1435537</a> )       | 12am           |
|                  |  <b>UCF Withdrawal Deadline (Spring 2021)</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873938&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873938&amp;include_contexts=course_1435537</a> )                  | 12am           |
| Sat Oct 28, 2023 |  <b>Practice Quiz: Federal Power to Regulate Commerce in the Modern Era (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098015">https://webcourses.ucf.edu/courses/1435537/assignments/8098015</a> ) | due by 11:59pm |
| Sun Oct 29, 2023 |  <b>Module 10 Quiz: Federal Power to Regulate Commerce in Modern Era</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098021">https://webcourses.ucf.edu/courses/1435537/assignments/8098021</a> )                                           | due by 11:59pm |
| Mon Oct 30, 2023 |  <b>Start Module/Week 11</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873967&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873967&amp;include_contexts=course_1435537</a> )                                 | 12am           |
| Wed Nov 1, 2023  |  <b>Matching Quiz: Federal Tax and Spending Power Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098060">https://webcourses.ucf.edu/courses/1435537/assignments/8098060</a> )                                                      | due by 11:59pm |
|                  |  <b>Tax Terminology Word Search</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098070">https://webcourses.ucf.edu/courses/1435537/assignments/8098070</a> )                                                                              | due by 11:59pm |
| Fri Nov 3, 2023  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873956&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873956&amp;include_contexts=course_1435537</a> )     | 12am           |
| Sat Nov 4, 2023  |  <b>Practice Quiz: Federal Powers to Tax and Spend (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098004">https://webcourses.ucf.edu/courses/1435537/assignments/8098004</a> )                    | due by 11:59pm |
| Sun Nov 5, 2023  |  <b>Module 11 Quiz: Federal Powers to Tax and Spend</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098006">https://webcourses.ucf.edu/courses/1435537/assignments/8098006</a> )                                                          | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Nov 6, 2023  |  <b>Start Module/Week 12</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873968&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873968&amp;include_contexts=course_1435537</a>                                | 12am           |
| Wed Nov 8, 2023  |  <b>Matching Quiz: State Power to Tax and Regulate Cases</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098066">https://webcourses.ucf.edu/courses/1435537/assignments/8098066</a> )                                                   | due by 11:59pm |
|                  |  <b>State Power: Pick True or False</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098069">https://webcourses.ucf.edu/courses/1435537/assignments/8098069</a>                                                                         | due by 11:59pm |
| Fri Nov 10, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873940&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873940&amp;include_contexts=course_1435537</a> )   | 12am           |
| Sat Nov 11, 2023 |  <b>Practice Quiz: State Powers to Regulate Commerce, Tax, and Spend (Optional, does not affect your grade)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098013">https://webcourses.ucf.edu/courses/1435537/assignments/8098013</a> | due by 11:59pm |
| Sun Nov 12, 2023 |  <b>Module 12 Quiz: State Powers to Regulate Commerce, Tax, and Spend</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098000">https://webcourses.ucf.edu/courses/1435537/assignments/8098000</a>                                       | due by 11:59pm |
| Mon Nov 13, 2023 |  <b>Start Module/Week 13</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873941&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873941&amp;include_contexts=course_1435537</a>                              | 12am           |
| Wed Nov 15, 2023 |  <b>Matching Quiz: Economic Substantive Due Process Cases</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098057">https://webcourses.ucf.edu/courses/1435537/assignments/8098057</a>                                                 | due by 11:59pm |
|                  |  <b>Who Prevailed: Government or Business?</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098073">https://webcourses.ucf.edu/courses/1435537/assignments/8098073</a> )                                                               | due by 11:59pm |
| Fri Nov 17, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873955&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873955&amp;include_contexts=course_1435537</a> ) | 12am           |
| Sat Nov 18, 2023 |  <b>Practice Quiz: Economic Substantive Due Process (Optional, does not affect your grade)</b> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8097998">https://webcourses.ucf.edu/courses/1435537/assignments/8097998</a> )               | due by 11:59pm |
| Sun Nov 19, 2023 |  <b>Module 13 Quiz: Economic Substantive Due Process</b>                                                                                                                                                                                                     | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098023">/assignments/8098023</a>                                                                                                                                                                                                                                               |                |
| Mon Nov 20, 2023 |  <b>Start Module/Week 14</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873951&amp;include_contexts=course_1435537">/calendar?event_id=2873951&amp;include_contexts=course_1435537</a>                                                          | 12am           |
| Wed Nov 22, 2023 |  <b>Matching Quiz: Takings Clause Cases</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098067">/assignments/8098067</a>                                                                                                               | due by 11:59pm |
|                  |  <b>Who Prevailed: Government or Property Owner? Pick One</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098074">/assignments/8098074</a>                                                                                             | due by 11:59pm |
| Thu Nov 23, 2023 |  <b>Thanksgiving Day (Fall 2023)</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874209&amp;include_contexts=course_1435537">/calendar?event_id=2874209&amp;include_contexts=course_1435537</a>                                                  | 12am           |
| Fri Nov 24, 2023 |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873943&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873943&amp;include_contexts=course_1435537</a> )   | 12am           |
| Sat Nov 25, 2023 |  <b>Practice Quiz: The Takings Clause (Optional, does not affect your grade)</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098010">/assignments/8098010</a>                                                                        | due by 11:59pm |
| Sun Nov 26, 2023 |  <b>Module 14 Quiz: The Takings Clause</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098001">/assignments/8098001</a>                                                                                                              | due by 11:59pm |
| Mon Nov 27, 2023 |  <b>Start Module/Week 15</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873970&amp;include_contexts=course_1435537">/calendar?event_id=2873970&amp;include_contexts=course_1435537</a>                                                        | 12am           |
| Wed Nov 29, 2023 |  <b>Contract Clause: Pick True or False</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098047">/assignments/8098047</a>                                                                                                             | due by 11:59pm |
|                  |  <b>Matching Quiz: Contract Clause Cases</b><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098056">/assignments/8098056</a>                                                                                                            | due by 11:59pm |
| Fri Dec 1, 2023  |  <b>Reminder: Replies Due in Small Group Discussions</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2873969&amp;include_contexts=course_1435537">https://webcourses.ucf.edu/calendar?event_id=2873969&amp;include_contexts=course_1435537</a> ) | 12am           |
| Sat Dec 2, 2023  |  <b>Last Day of UCF Classes (Fall 2023)</b><br><a href="https://webcourses.ucf.edu">/https://webcourses.ucf.edu</a>                                                                                                                                          | 12am           |

| Date             | Details                                                                                                                                                                                                                                                                                                          | Due            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="#">/calendar?event_id=2873935&amp;include_contexts=course_1435537</a>                                                                                                                                                                                                                                   |                |
|                  |  <a href="#">Practice Quiz: The Contract Clause (Optional, does not affect your grade)</a><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098020">/assignments/8098020</a>                                 | due by 11:59pm |
| Sun Dec 3, 2023  |  <a href="#">Module 15 Quiz: The Contract Clause</a><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098009">/assignments/8098009</a>                                                                       | due by 11:59pm |
| Mon Dec 4, 2023  |  <a href="#">Start Studying for Final Exam</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873966&amp;include_contexts=course_1435537">/calendar?event_id=2873966&amp;include_contexts=course_1435537</a>         | 12am           |
| Sun Dec 10, 2023 |  <a href="#">POS 4603 Final Exam (Fall 2023)</a><br><a href="https://webcourses.ucf.edu/courses/1435537/assignments/8098008">/assignments/8098008</a>                                                                           | due by 11:59pm |
| Wed Dec 13, 2023 |  <a href="#">Grades Due to UCF by noon (Fall 2021)</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2873945&amp;include_contexts=course_1435537">/calendar?event_id=2873945&amp;include_contexts=course_1435537</a> | 12am           |
|                  |  <a href="#">Small Group Discussions (gradebook entry only)</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8154971">https://webcourses.ucf.edu/courses/1435537/assignments/8154971</a> )               |                |
|                  |  <a href="#">Small Group Discussions (gradebook entry only)</a> ( <a href="https://webcourses.ucf.edu/courses/1435537/assignments/8155037">https://webcourses.ucf.edu/courses/1435537/assignments/8155037</a> )               |                |





## WELCOME TO POS 3703 - PLEASE READ

Resources to help you navigate this course: [Frequently Asked Questions](#), [Tips for Success](#), [Syllabus](#), and [Assignment Instructions](#).

### Contact Information

- Instructor: Barry Edwards, J.D., Ph.D. ([About Me](#))
- Office: Howard Phillips Hall 102C ([Where's This? \(http://map.ucf.edu/locations/14/howard-phillips-hall-hph/\)\\_](#))
- Office Hours: TBD
- E-mail: [barry.edwards@ucf.edu](mailto:barry.edwards@ucf.edu) (<mailto:barry.edwards@ucf.edu>)
- GTA: TBD

### Course Information

- Name: Scope & Methods of Political Science
- Course ID: POS 3703-23Fall 0004
- Credit Hours: 3
- Semester/Year: Fall 2023
- Class Times: MWF 11:30am - 12:20pm

### Course Description

In this course you will learn the elements of social scientific thinking—how to describe variables and measure complex concepts, how to create explanations, how to construct and test hypotheses, how to think analytically, and how to control for rival explanations of political phenomena. I've organized this course into a series of weekly modules. Each module serves as a building block for the next module so it is important that you master a module's learning objectives before proceeding to the next module. Because this is a fully online class, you must be able to learn independently by reading textbook(s), watching videos, and practicing political science methods.

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

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



Prerequisites: POS 2041 or consent of instructor.

Recommended prerequisite: STA 2014C. I recommend taking STA 2014C before taking this class, but it's not a formal prerequisite.

## Course Objectives

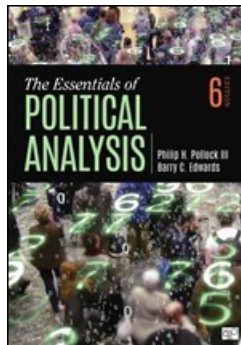
In this course, students have the opportunity to:

- Understand the essential concepts and methods used to analyze data for political science research,
- Apply scientific concepts and principles to solve problems,
- Improve proficiency with statistical software,
- Develop professional work habits like punctuality, focus, and self-discipline,
- Work collaboratively with other students in small group discussions in a manner that demonstrates professionalism, respect for others, and academic integrity, and
- Communicate results of data analysis effectively with text and graphics.

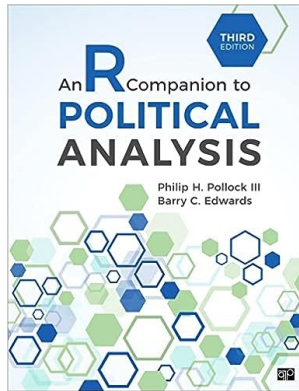
By the end of the course, you should have a firm understanding of how political scientists conduct research. You should also understand and be able to apply key methods of political science research.

## Required Textbooks and Supplemental Readings

**REQUIRED:** Phillip H. Pollock III and Barry C. Edwards, *The Essentials of Political Analysis, 6th Edition* (Thousand Oaks, CA: CQ Press, An Imprint of Sage Publications, Inc., 2020). ISBN-13: 978-1506379616, ISBN-10: 1506379613. [See Amazon page \(https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr\\_1\\_2?qid=1571932122\)](https://www.amazon.com/Essentials-Political-Analysis-Philip-Pollock/dp/1506379613/ref=sr_1_2?qid=1571932122).



- **REQUIRED:** Phillip H. Pollock III and Barry C. Edwards, *R Companion to Political Analysis, 3rd Edition* (Thousand Oaks, CA: CQ Press, An Imprint of Sage Publications, Inc., 2022). ISBN-13: 978-1071862413, ISBN-10: 1071862413. [See Amazon page. \(https://www.amazon.com/R-Companion-Political-Analysis/dp/1071862413/ref=sr\\_1\\_3?qid=1692143325\)](https://www.amazon.com/R-Companion-Political-Analysis/dp/1071862413/ref=sr_1_3?qid=1692143325)



- **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/).
- **RECOMMENDED:** There are a number of web sites that offer useful information about statistics and computing. Students may wish to use these web sites as necessary to supplemental class material. For example, we may only briefly review some mathematical concepts. If a concept is not familiar to you or you want to study it in more detail, I would encourage you to take advantage of supplemental resources.
- **SUPPLEMENTAL READINGS:** Additional readings will be announced and/or distributed in class.

## Course Requirements

Your final grade is based on the components listed below. You can find detailed instructions for all assignments in an [Assignment Instructions Module](#) (accessible after you complete the Start Here Module). Assignment point values are based on 1,400 total points in the course.

1. **Problem Sets (30%)** – Each numbered module contains a problem set that requires you to implement political science research methods, usually with a computer program. Each lab assignment is worth 30 points. Your lowest lab assignment score will be dropped.
2. **Review Exercises (10%)** - Each numbered module contains one or two review exercises. Module review exercises are each worth 10 points. Your lowest review exercise score is dropped.
3. **Module Quizzes (30%)** - Each numbered module contains a quiz worth 30 points. Your lowest module quiz score is dropped.
4. **Online Class Discussion (10%)** - Online class discussion gives students the opportunity to discuss problem sets with other students in the class.
5. **Final Exam (20%)** - Cumulative final exam in class.

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

## Course Policies

### COVID-19

#### University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents>)

[/PolicyEmergencyCOVIDReturnPolicy.pdf \(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 \(https://goldenrule.sdes.ucf.edu/\)](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

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

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

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

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

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

### **Workload Expectations**

This is a three credit hour class. The workload expectation per credit hour is set forth in the [UCF Catalog, Registration Policies, Terms and Credit Hours \(http://catalog.ucf.edu/content.php?catoid=3&navoid=170#registration-policies\)](#), which states the amount of work represented by one credit hour is not less than "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week [or equivalent work in internship, directed readings, etc.] for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time." In an online class, you

make up for hours of class time on your own. This means you are expected to work at least 9 hours per week on this class in a regular Fall or Spring Semester or 18 hours per week on this class in an abbreviated Summer Term.

## 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. After completing all numbered modules, students have an opportunity to complete an optional, bonus module to improve their grade; the bonus module is the only extra credit opportunity in the class. See [UCF Policy 4.401. \(http://policies.ucf.edu/\)](http://policies.ucf.edu/) and [UCF Regulation 5.020 \(https://regulations.ucf.edu/chapter5.asp\)](https://regulations.ucf.edu/chapter5.asp).

## Late Work

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

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

## Grading Scale

| Name: | Range:   |          |
|-------|----------|----------|
| A     | 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

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) ([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)>).

## 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](#)

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                                                                                                                           | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Aug 21, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874239&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 1: Studying Politics Scientifically (https://webcourses.ucf.edu/calendar?event_id=2874239&amp;include_contexts=course_1438278)</a> | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874228&amp;include_contexts=course_1438278">UCF Classes Begin! (Fall 2023) (https://webcourses.ucf.edu/calendar?event_id=2874228&amp;include_contexts=course_1438278)</a>                                              | 12am           |
| Wed Aug 23, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098697">Module 1 Quiz: Studying Politics Scientifically (https://webcourses.ucf.edu/courses/1438278/assignments/8098697)</a>                                                                                 | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098746">Thinking Scientifically Crossword Puzzle (https://webcourses.ucf.edu/courses/1438278/assignments/8098746)</a>                                                                                        | due by 11:59pm |
| Fri Aug 25, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874224&amp;include_contexts=course_1438278">Drop/Swap/Add Deadline (Fall 2023) (https://webcourses.ucf.edu/calendar?event_id=2874224&amp;include_contexts=course_1438278)</a>                                          | 12am           |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Due            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098686">Evidence of Academic Engagement Quiz (Does not affect grade, please take ASAP)</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098686">https://webcourses.ucf.edu/courses/1438278/assignments/8098686</a> )                                                                                  | due by 5pm     |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098726">Problem Set #1 (Learning Objectives and Course Readiness)</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098726">https://webcourses.ucf.edu/courses/1438278/assignments/8098726</a> )                                                                                                       | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098696">Syllabus Quiz (Does not affect grade, please take ASAP)</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098696">https://webcourses.ucf.edu/courses/1438278/assignments/8098696</a> )                                                                                                         | due by 11:59pm |
| Mon Aug 28, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874237&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 2: Definition and Measurement of Concepts</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874237&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874237&amp;include_contexts=course_1438278</a> ) | 12am           |
| Wed Aug 30, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098717">Definition and Measurement of Concepts Hangman</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098717">https://webcourses.ucf.edu/courses/1438278/assignments/8098717</a> )                                                                                                                  | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098682">Module 2 Quiz: Definition and Measurement of Concepts</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098682">https://webcourses.ucf.edu/courses/1438278/assignments/8098682</a> )                                                                                                         | due by 11:59pm |
| Fri Sep 1, 2023  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098727">Problem Set #2 (Using R for Data Analysis)</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098727">https://webcourses.ucf.edu/courses/1438278/assignments/8098727</a> )                                                                                                                    | due by 11:59pm |
| Mon Sep 4, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874253&amp;include_contexts=course_1438278">Labor Day Holiday - No Class</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874253&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874253&amp;include_contexts=course_1438278</a> )                                                    | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874233&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 3: Measuring and Describing Variables</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874233&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874233&amp;include_contexts=course_1438278</a> )   | 12am           |
| Wed Sep 6, 2023  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098737">Measurement and Descriptive Statistics Hangman</a> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098737">https://webcourses.ucf.edu/courses/1438278/assignments/8098737</a> )                                                                                                                | due by 11:59pm |



| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Due            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098688">Module 3 Quiz: Measuring and Describing Variables</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098688">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098688">https://webcourses.ucf.edu/courses/1438278/assignments/8098688</a>)</a>                                                                                                                                                                       | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098743">Review Exercise: Sort It Out - Level of Measurement</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098743">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098743">https://webcourses.ucf.edu/courses/1438278/assignments/8098743</a>)</a>                                                                                                                                                                     | due by 11:59pm |
| Fri Sep 8, 2023  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098728">Problem Set #3 (Measuring and Describing Variables)</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098728">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098728">https://webcourses.ucf.edu/courses/1438278/assignments/8098728</a>)</a>                                                                                                                                                                     | due by 11:59pm |
| Mon Sep 11, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874238&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 4: Transforming Variables</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874238&amp;include_contexts=course_1438278">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874238&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874238&amp;include_contexts=course_1438278</a>)</a>                                               | 12am           |
| Wed Sep 13, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098678">Module 4 Quiz: Transforming Variables</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098678">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098678">https://webcourses.ucf.edu/courses/1438278/assignments/8098678</a>)</a>                                                                                                                                                                                   | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098694">Review Exercise: Math Refresher</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098694">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098694">https://webcourses.ucf.edu/courses/1438278/assignments/8098694</a>)</a>                                                                                                                                                                                         | due by 11:59pm |
| Fri Sep 15, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098729">Problem Set #4: Transforming Variables</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098729">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098729">https://webcourses.ucf.edu/courses/1438278/assignments/8098729</a>)</a>                                                                                                                                                                                | due by 11:59pm |
| Mon Sep 18, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874231&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 5: Proposing Explanations, Framing Hypotheses, and Making Comparisons</a><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874231&amp;include_contexts=course_1438278">(<a href="https://webcourses.ucf.edu/calendar?event_id=2874231&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874231&amp;include_contexts=course_1438278</a>)</a> | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098745">"Shall I Compare Thee?": Making Comparisons Crossword Puzzle</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098745">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098745">https://webcourses.ucf.edu/courses/1438278/assignments/8098745</a>)</a>                                                                                                                                                          | due by 11:59pm |
| Wed Sep 20, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098718">Explanations and Hypotheses: This or That?</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098718">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098718">https://webcourses.ucf.edu/courses/1438278/assignments/8098718</a>)</a>                                                                                                                                                                            | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098689">Module 5 Quiz: Proposing Explanations, Framing Hypotheses, and Making Comparisons</a><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098689">(<a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098689">https://webcourses.ucf.edu/courses/1438278/assignments/8098689</a>)</a>                                                                                                                                     | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                                               | Due            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Sep 22, 2023 |  <b>Problem Set #5 (Making Comparisons)</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098730">https://webcourses.ucf.edu/courses/1438278/assignments/8098730</a> )                                                                                                                       | due by 11:59pm |
| Mon Sep 25, 2023 |  <b>Start Assigned Readings for Module/Week 6: Graphing Relationships and Describing Patterns</b><br>( <a href="https://webcourses.ucf.edu/calendar?event_id=2874240&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874240&amp;include_contexts=course_1438278</a> )             | 12am           |
|                  |  <b>Module 6 Quiz: Graphing Relationships and Describing Patterns</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098676">https://webcourses.ucf.edu/courses/1438278/assignments/8098676</a> )                                                                                             | due by 11:59pm |
| Wed Sep 27, 2023 |  <b>Review Exercise: Graph Refresher</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098739">https://webcourses.ucf.edu/courses/1438278/assignments/8098739</a> )                                                                                                                          | due by 11:59pm |
|                  |  <b>Review Exercise: Sort-It-Out - Picking Chart Types</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098744">https://webcourses.ucf.edu/courses/1438278/assignments/8098744</a> )                                                                                                           | due by 11:59pm |
| Fri Sep 29, 2023 |  <b>Problem Set #6 (Graphing Relationships and Describing Patterns)</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098731">https://webcourses.ucf.edu/courses/1438278/assignments/8098731</a> )                                                                                           | due by 11:59pm |
| Mon Oct 2, 2023  |  <b>Start Assigned Readings for Module/Week 7: Research Design, Research Ethics, and Evidence of Causation</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874242&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874242&amp;include_contexts=course_1438278</a> ) | 12am           |
|                  |  <b>Mini Course Review</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098679">https://webcourses.ucf.edu/courses/1438278/assignments/8098679</a> )                                                                                                                                      | due by 11:59pm |
| Wed Oct 4, 2023  |  <b>Module 7 Quiz: Research Design, Research Ethics, and Evidence of Causation</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098687">https://webcourses.ucf.edu/courses/1438278/assignments/8098687</a> )                                                                                 | due by 11:59pm |
|                  |  <b>Review Exercise: Research Design Crossword Puzzle</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098742">https://webcourses.ucf.edu/courses/1438278/assignments/8098742</a> )                                                                                                       | due by 11:59pm |
| Fri Oct 6, 2023  |  <b>Problem Set #7 (Random Assignment and Sampling)</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098732">https://webcourses.ucf.edu/courses/1438278/assignments/8098732</a> )                                                                                                            | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                     | Due            |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Oct 9, 2023  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874243&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 8: Making Controlled Comparisons (https://webcourses.ucf.edu/calendar?event_id=2874243&amp;include_contexts=course_1438278)</a>                | 12am           |
| Wed Oct 11, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098716">Controlled Comparisons Crossword (https://webcourses.ucf.edu/courses/1438278/assignments/8098716)</a>                                                                                                            | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098684">Module 8 Quiz: Making Controlled Comparisons (https://webcourses.ucf.edu/courses/1438278/assignments/8098684)</a>                                                                                                | due by 11:59pm |
| Fri Oct 13, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098733">Problem Set #8 (Making Controlled Comparisons) (https://webcourses.ucf.edu/courses/1438278/assignments/8098733)</a>                                                                                              | due by 11:59pm |
| Mon Oct 16, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874255&amp;include_contexts=course_1438278">Class Topic TBD (https://webcourses.ucf.edu/calendar?event_id=2874255&amp;include_contexts=course_1438278)</a>                                                                         | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874236&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 9: Foundations of Inference (https://webcourses.ucf.edu/calendar?event_id=2874236&amp;include_contexts=course_1438278)</a>                     | 12am           |
| Wed Oct 18, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098719">Foundations of Inference Crossword Puzzle (https://webcourses.ucf.edu/courses/1438278/assignments/8098719)</a>                                                                                                 | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098736">Making Inferences: True or False? (https://webcourses.ucf.edu/courses/1438278/assignments/8098736)</a>                                                                                                         | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098693">Module 9 Quiz: Foundations of Inference (https://webcourses.ucf.edu/courses/1438278/assignments/8098693)</a>                                                                                                   | due by 11:59pm |
| Fri Oct 20, 2023 |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098734">Problem Set #9 (Working with Sampling Distributions) (https://webcourses.ucf.edu/courses/1438278/assignments/8098734)</a>                                                                                      | due by 11:59pm |
| Mon Oct 23, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874235&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 10: Hypothesis Tests with One and Two Samples (https://webcourses.ucf.edu/calendar?event_id=2874235&amp;include_contexts=course_1438278)</a> | 12am           |
| Wed Oct 25, 2023 |  <a href="https://webcourses.ucf.edu">Module 10 Quiz: Making Statistical Inferences (https://webcourses.ucf.edu)</a>                                                                                                                                                                     | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                         | Due            |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="/courses/1438278/assignments/8098692">/courses/1438278/assignments/8098692</a>                                                                                                                                                                                                                                                                                         |                |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098699">Review Exercise: Calculating Standard Errors (https://webcourses.ucf.edu/courses/1438278/assignments/8098699)</a>                                                                                                    | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098677">Review Exercise: Inferences about Means and Proportions (https://webcourses.ucf.edu/courses/1438278/assignments/8098677)</a>                                                                                         | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874256&amp;include_contexts=course_1438278">Class Topic TBD (https://webcourses.ucf.edu/calendar?event_id=2874256&amp;include_contexts=course_1438278)</a>                                                                             | 12am           |
| Fri Oct 27, 2023 |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874217&amp;include_contexts=course_1438278">UCF Withdrawal Deadline (Fall 2023) (https://webcourses.ucf.edu/calendar?event_id=2874217&amp;include_contexts=course_1438278)</a>                                                         | 12am           |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098721">Problem Set #10 (Hypothesis Tests with One and Two Samples) (https://webcourses.ucf.edu/courses/1438278/assignments/8098721)</a>                                                                                     | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874245&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 11: Chi-Square Test and Analysis of Variance (https://webcourses.ucf.edu/calendar?event_id=2874245&amp;include_contexts=course_1438278)</a>      | 12am           |
| Mon Oct 30, 2023 |                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098685">Module 11 Quiz: Tests of Significance and Measures of Association (https://webcourses.ucf.edu/courses/1438278/assignments/8098685)</a>                                                                             | due by 11:59pm |
| Wed Nov 1, 2023  |                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098698">Review Exercise: Evaluating Chi-Square Test Statistics (https://webcourses.ucf.edu/courses/1438278/assignments/8098698)</a>                                                                                        | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098722">Problem Set #11 (Chi-Square Test and ANOVA) (https://webcourses.ucf.edu/courses/1438278/assignments/8098722)</a>                                                                                                   | due by 11:59pm |
| Fri Nov 3, 2023  |                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <a href="https://webcourses.ucf.edu/calendar?event_id=2874234&amp;include_contexts=course_1438278">Start Assigned Readings for Module/Week 12: Correlation and Bivariate Regression Analysis (https://webcourses.ucf.edu/calendar?event_id=2874234&amp;include_contexts=course_1438278)</a> | 12am           |
| Mon Nov 6, 2023  |                                                                                                                                                                                                                                                                                                                                                                                 |                |
|                  |  <a href="https://webcourses.ucf.edu/courses">Label Parts of Bivariate Regression Model (https://webcourses.ucf.edu/courses)</a>                                                                                                                                                             | due by 11:59pm |
| Wed Nov 8, 2023  |                                                                                                                                                                                                                                                                                                                                                                                 |                |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                              | Due            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                  | <a href="#">/1438278/assignments/8098735)</a>                                                                                                                                                                                                                                                                                                                        |                |
|                  |  <b>Module 12 Quiz: Correlation and Bivariate Regression</b><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098681">https://webcourses.ucf.edu/courses/1438278/assignments/8098681</a>                                                                         | due by 11:59pm |
|                  |  <b>Veterans Day - No Class</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874254&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874254&amp;include_contexts=course_1438278</a>                                                  | 12am           |
| Fri Nov 10, 2023 |  <b>Problem Set #12 (Correlation and Bivariate Regression)</b><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098723">https://webcourses.ucf.edu/courses/1438278/assignments/8098723</a>                                                                       | due by 11:59pm |
| Mon Nov 13, 2023 |  <b>Start Assigned Readings for Module/Week 13: Multiple Regression Analysis</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874244&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874244&amp;include_contexts=course_1438278</a> | 12am           |
|                  |  <b>Module 13 Quiz: Multiple Regression Analysis</b><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098683">https://webcourses.ucf.edu/courses/1438278/assignments/8098683</a>                                                                                 | due by 11:59pm |
| Wed Nov 15, 2023 |  <b>Multiple Regression Analysis Crossword Puzzle</b><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098738">https://webcourses.ucf.edu/courses/1438278/assignments/8098738</a>                                                                              | due by 11:59pm |
| Fri Nov 17, 2023 |  <b>Problem Set #13 (Multiple Regression Analysis)</b><br><a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098724">https://webcourses.ucf.edu/courses/1438278/assignments/8098724</a>                                                                             | due by 11:59pm |
| Mon Nov 20, 2023 |  <b>Class Topic TBD</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874251&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874251&amp;include_contexts=course_1438278</a>                                                        | 12am           |
|                  |  <b>"Thanksgiving Wednesday" - No Class</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874250&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874250&amp;include_contexts=course_1438278</a>                                    | 12am           |
| Wed Nov 22, 2023 |  <b>No Module Quiz Due</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874252&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874252&amp;include_contexts=course_1438278</a>                                                     | 12am           |
| Thu Nov 23, 2023 |  <b>Thanksgiving Holiday</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874249&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874249&amp;include_contexts=course_1438278</a>                                                   | 12am           |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                                 | Due             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Fri Nov 24, 2023 |  <b>Thanksgiving Break - No Class</b><br><a href="https://webcourses.ucf.edu/calendar?event_id=2874257&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874257&amp;include_contexts=course_1438278</a>                                               | 12am            |
| Mon Nov 27, 2023 |  <b>Start Assigned Readings for Module/Week 14: Analyzing Regression Residuals</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874241&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874241&amp;include_contexts=course_1438278</a> ) | 12am            |
| Wed Nov 29, 2023 |  <b>Module 14 Quiz: Analyzing Regression Residuals</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098680">https://webcourses.ucf.edu/courses/1438278/assignments/8098680</a> )                                                                                 | due by 11:59pm  |
|                  |  <b>Review Exercise: Regression Residuals Word Search</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098741">https://webcourses.ucf.edu/courses/1438278/assignments/8098741</a> )                                                                              | due by 11:59pm  |
| Fri Dec 1, 2023  |  <b>Problem Set #14 (Analyzing Regression Residuals)</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098725">https://webcourses.ucf.edu/courses/1438278/assignments/8098725</a> )                                                                               | due by 11:59pm  |
| Sat Dec 2, 2023  |  <b>Last Day of UCF Classes (Fall 2023)</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874221&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874221&amp;include_contexts=course_1438278</a> )                                       | 12am            |
| Wed Dec 6, 2023  |  <b>In-Class Final Exam</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874248&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874248&amp;include_contexts=course_1438278</a> )                                                      | 10am to 12:50pm |
|                  |  <b>Bonus Module Problem Set: Logistic Regression Analysis</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098715">https://webcourses.ucf.edu/courses/1438278/assignments/8098715</a> )                                                                       | due by 11:59pm  |
| Mon Dec 11, 2023 |  <b>Bonus Module Quiz: Logistic Regression Analysis</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098691">https://webcourses.ucf.edu/courses/1438278/assignments/8098691</a> )                                                                              | due by 11:59pm  |
|                  |  <b>Review Exercise: Logistic Regression Word Search</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8098740">https://webcourses.ucf.edu/courses/1438278/assignments/8098740</a> )                                                                             | due by 11:59pm  |
| Wed Dec 13, 2023 |  <b>Grades Due to UCF by noon (Fall 2023)</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=2874220&amp;include_contexts=course_1438278">https://webcourses.ucf.edu/calendar?event_id=2874220&amp;include_contexts=course_1438278</a> )                                    | 12am            |

| Date | Details                                                                                                                                                                                                                                                                                   | Due |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|      |  <b>Final Exam (gradebook entry only)</b><br>( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8150946">https://webcourses.ucf.edu/courses/1438278/assignments/8150946</a> )             |     |
|      |  <b>Online Class Discussion (gradebook entry online)</b> ( <a href="https://webcourses.ucf.edu/courses/1438278/assignments/8155376">https://webcourses.ucf.edu/courses/1438278/assignments/8155376</a> ) |     |

**UNIVERSITY OF CENTRAL FLORIDA**  
**DIPLOMACY**  
**INR 4030**  
**COURSE SYLLABUS**  
**Fall 2023**  
**Dr. Bruce Farcau**

I. Textbooks

Kissinger, Henry, *Diplomacy*, New York: Simon and Schuster, 1994 (required.)  
Kagan, Donald, *On the Origins of War* (highly recommended)

**FURTHER READING FOR EXTRA CREDIT PROJECT**

Aron, Raymond, *Peace and War*.  
Aitken, Jonathan, *Nixon: A Life*  
Bishop, Jim, *FDR's Last Year*  
Bobitt, Phillip, *The Shield of Achilles: War, Peace and the Course of History, Terror and Consent*  
Brown, Archie, *The Rise and Fall of Communism*  
Carr, Caleb, *The Lessons of Terror*  
Chang, Jung, *Mao*  
De Gaulle, Charles, *The Complete War Memoirs of Charles De Gaulle*  
Dos Passos, John, *Mr. Wilson's War*  
Evans, M. Stanton, *Blacklisted by History*  
Ferguson, Niall, *The Pity of War*.  
Fleming, Thomas, *The New Dealers' War*  
Friedman, George, *The Future of War*  
Friedman, Norman, *The Fifty Year War*  
Friedman, Thomas, *From Beirut to Jerusalem*  
Fursenko and Naftali, *Khrushchev's Cold War*  
Garthoff, Raymond, *Detente and Confrontation*  
Glenny, Misha, *Balkans*  
Halberstam, David, *The Best and the Brightest, War in a Time of Peace*  
Isaacson, Walter, *The Wise Men*  
Kagan, Robert, *The Return of History*  
Kennedy, Paul, *The Rise and Fall of the Great Powers*  
Kepel, Gilles, *Jihad: The Trail of Political Islam*  
Kissinger, Henry, *A World Restored, White House Years, Years of Upheaval, Years of Renewal, Does America Need a Foreign Policy?, World Order*.  
Laqueur, Walter, *The New Terrorism*  
McCullough, David, *Truman*  
McDougall, Walter, *Promised Land, Crusader State: The American Encounter with the World*



*Since 1776.*

Mearsheimer, John, *The Tragedy of Great Power Politics*

Meredith, Martin, *The Fate of Africa*

Meyer, G. J., *A World Undone, A World Remade.*

Montefiore, Simon Sebag, *Stalin: The Court of the Red Tsar*

Moyar, Mark, *Triumph Forsaken*

Nixon, Richard, *Six Crises, The Real War, No More Vietnams*

Nolan, Cathan, *The Allure of Battle*

Podhoretz, Norman, *World War IV*

Van Creveld, Martin, *The Rise and Decline of the State*

Woodward, Robert, *Plan of Attack, Obama's Wars*

II. Office hours are TBD at this point. Students with individual questions can also plan to come to class prior to the posted time or make separate arrangements for a meeting. The instructor can also be reached at [bruce.farcrau@ucf.edu](mailto:bruce.farcrau@ucf.edu). Class will meet MWF from 1300-1420 pm in CB1 318 from 21 August through 10 December 2023.

### III. Course Description

INR 4030

#### DIPLOMACY

Theory, concepts, and practice of diplomacy in the modern world with a special focus on European and American foreign policy in the 19<sup>th</sup> and 20<sup>th</sup> centuries and on current international issues.

### IV. Test and Grading Policy

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Each exam will consist of an essay test of two questions with answers of around 500 words each that will be posted via webcourses. The student will have some option as to which essay questions to answer (for example: Select two questions out of four provided.) Student responses are not meant to be research papers, so citation is not required. Answers should be in students' own words demonstrating an understanding of the concepts. Students will have several days to submit their responses via webcourses or as email attachments if necessary. Tests will be based on the text and explanations of that material provided in lecture.

B. A term paper of AT LEAST 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font) besides any illustrations, bibliography, and footnotes. The paper will an analysis of the policies and theories of a major figure in international relations of any time period at the student's discretion, but the topic should be cleared with the instructor no later than September 28<sup>th</sup> the paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about

the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before 3 November and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before November 10th for a 10-point penalty. Late papers will still be accepted by November 17th, but will suffer a 25-point penalty, but **no papers will be accepted after that date.**

C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing 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 November 17th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

59 below = F  
60-69 = D  
70-79 = C  
80-89 = B  
90 above = A

## V. Competencies

Students will learn to analyze information about international relations and relate it to current events under discussion. They will be able to argue and explain their conclusions about such events. Students will learn to recognize tactics of persuasion used by diplomats and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about international events and when exercising their rights and responsibilities as citizens.

## SCHEDULE

(Subject to Change – Note that no specific dates for tests are given)

| WEEK | TOPIC                                      | TEXT - CHAPTER       |
|------|--------------------------------------------|----------------------|
| 1    | Basic IR Terms                             | N/A                  |
| 2    | The American Philosophy of Foreign Affairs | <i>Diplomacy</i> , 2 |

|   |                                                                 |                                       |
|---|-----------------------------------------------------------------|---------------------------------------|
| 3 | The Rise of the Nation-State<br>Richelieu and Napoleon          | <i>Diplomacy</i> , 3                  |
| 4 | The Balance of Power<br>Metternich and the Concert of<br>Vienna | <i>Diplomacy</i> , 4-5                |
| 5 | The Weakening of the Balance<br>Napoleon III and Bismarck       | <i>Diplomacy</i> 6                    |
| 6 | The Roots of World War I                                        | <i>Diplomacy</i> , 7-8<br>Kagan, Ch 2 |

#### FIRST TEST

|    |                                                              |                                         |
|----|--------------------------------------------------------------|-----------------------------------------|
| 7  | Collective Security - Versailles<br>Wilson and the Idealists | <i>Diplomacy</i> , 9-10                 |
| 8  | The Fall of Versailles<br>and the League of Nations          | <i>Diplomacy</i> , 11-12<br>Kagan, Ch 4 |
| 9  | SPRING BREAK                                                 |                                         |
| 10 | Chamberlain and Hitler                                       | <i>Diplomacy</i> 13                     |
| 11 | World War II<br>Roosevelt, Churchill and Stalin              | <i>Diplomacy</i> , 14,15                |
| 12 | Origins of the Cold War                                      | <i>Diplomacy</i> , 16-17                |

#### SECOND TEST

|    |                                                                    |                                                   |
|----|--------------------------------------------------------------------|---------------------------------------------------|
| 13 | Containment<br>Truman, Eisenhower, Kennedy<br>and Khrushchev       | <i>Diplomacy</i> , 18-19<br>Kagan, Ch 5           |
| 14 | Vietnam<br>Kennedy – Nixon - Brezhnev                              | <i>Diplomacy</i> , 25-27                          |
| 15 | Détente<br>Nixon – Carter                                          | <i>Diplomacy</i> , 28-29                          |
| 16 | Reagan and Gorbachev<br>The New World Order<br>End of the Cold War | <i>Diplomacy</i> , 30, 31<br><i>Diplomacy</i> , 1 |

### THIRD TEST (Finals week – check ucf.edu schedule)

#### STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class, but attendance will not count as part of the grade. It is the responsibility of the student to obtain lecture notes from another student in case of need.

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

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

E. Graded papers will be returned to the student. Students should retain their copies until after receiving their final course grade.

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

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

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

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

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

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

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

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

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

### **3. Campus Safety Statement**

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

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

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

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

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

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

#### **5. Religious Observances**

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

#### **6. Deployed Active Duty Military Students**

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

### **Title IX Policy**

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

**UNIVERSITY OF CENTRAL FLORIDA**  
**U.S. GOVERNMENT**  
**POS 2041(001)**  
**COURSE SYLLABUS**  
**Fall 2023**  
**Dr. Bruce Farcau**

I. Textbook (Required)

Ginsburg, Benjamin, *We the People: Essentials Edition*. (Latest edition). While this text is recommended, the instructor is flexible as to which edition or even which text book you use.

II. Office hours: To be announced and by appointment. The instructor can also be reached at [bruce.farcau@ucf.edu](mailto:bruce.farcau@ucf.edu).

III. Course Description

POS 2041

U.S. GOVERNMENT

Theory, organization, principles and function of national government, stressing relationships of individual to all levels of government in the political system. This course includes a learning activity designed to ensure competence in the basic use of computers. Class will meet MWF from 0930-1020 in MSB 359 21 August through 10 December 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 September 30th. There should be an analysis of the pros and cons of the issue (if appropriate) making use of sources on both sides and a discussion of the results of the legislation or decision. The paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before November 3rd and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before November 10th for a 10-point penalty. Late papers will still be accepted by November 17th, but will suffer a 25-point penalty, but **no papers will be accepted after that date.**

C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing a 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by November 17th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

|          |     |
|----------|-----|
| 59 below | = F |
| 60-69    | = D |
| 70-79    | = C |
| 80-89    | = B |
| 90 above | = A |



E. A portion of each class will be devoted to an open discussion of current events (related to US Government and Politics) during which students are welcome to raise questions or comments (in a civil and respectful environment.)

## V. Competencies

Students will learn to analyze information about the American political system and relate it to current events under discussion. They will be able to argue and explain their conclusions about political events. Students will learn to recognize tactics of persuasion used by politicians and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about political events and when exercising their rights and responsibilities as citizens.

### SCHEDULE

(Subject to Change – Note that specific dates for tests are not given)

| WEEK | TOPIC                | TEXT CHAPTER |
|------|----------------------|--------------|
| 1    | Logical Thinking     | N/A          |
| 2    | Theory of Government | 1            |
| 3    | The Constitution     | 2            |
| 4    | Federalism           | 3            |
| 5    | Civil Liberties      | 4            |
| 6    | Civil Rights         | 5            |
|      | FIRST TEST           |              |
| 7    | Congress             | 6            |
| 8    | Presidency           | 7            |
| 9    | Bureaucracy          | 8            |
| 10   | The Judiciary        | 9            |
|      | SECOND TEST          |              |
| 11   | Public Opinion       | 10           |
|      | Media                | 13           |

|    |                              |    |
|----|------------------------------|----|
| 12 | Interest Groups              | 14 |
| 13 | Political Parties            | 11 |
| 14 | Election Campaigns           | 12 |
| 15 | Political Economy<br>Welfare | 15 |
| 16 | Foreign and Defense Policy   | 16 |

### THIRD TEST (Finals week, Monday, 9 December 1000-1230)

#### STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class. It is the responsibility of the student to obtain lecture notes from another student in case of need.

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

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

#### FURTHER READING FOR EXTRA CREDIT PROJECT

Anonymous, *Primary Colors* (novel)

Bork, Robert H., *The Tempting of America: The Political Seduction of the Law*

Caro, Robert A., *The Path to Power: The Years of Lyndon Johnson*

Ceaser, James W., *The Perfect Tie: The True Story of the 2000 Presidential Election*

Coulter, Ann, *Treason, High Crimes and Misdemeanors*

Crichton, Michael, *State of Fear* (novel)

Evans, M. Stanton, *Blacklisted by History*

Goldberg, Bernard, *Bias*

Granger, Bill, *Lords of the Last Machine: The Story of Politics in Chicago*

Greenstein, Fred I., *The Presidential Difference: Leadership Style from FDR to Clinton*

Halberstam, David, *The Best and the Brightest*

Hayek, Frederick, *The Road to Serfdom*

Kissinger, Henry, *Does America Need a Foreign Policy?*  
 Kurtz, Howard, *Spin Cycle: Inside the Clinton Propaganda Machine*  
 Levin, Mark, *Men in Black*  
 Moore, Michael, *Stupid White Men*  
 McCullough, David, *Truman*  
 John Stuart Mill, *On Liberty*  
 Olson, Barbara, *The Final Days*  
 O'Rourke, P. J. , *Parliament of Whores, Eat the Rich*  
 Ravitch, Diane, *Left Back*  
 Riker, William H., *The Art of Political Manipulation*  
 Saffire, William, *Scandalmonger* (novel)  
 Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*  
 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*

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

7. Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

**UNIVERSITY OF CENTRAL FLORIDA**  
**U.S. GOVERNMENT**  
**POS 2041(004)**  
**COURSE SYLLABUS**  
**Fall 2023**  
**Dr. Bruce Farcau**

I. Textbook (Required)

Ginsburg, Benjamin, *We the People: Essentials Edition*. (Latest edition). While this text is recommended, the instructor is flexible as to which edition or even which text book you use.

II. Office hours: To be announced and by appointment. The instructor can also be reached at [bruce.farcau@ucf.edu](mailto:bruce.farcau@ucf.edu).

III. Course Description

POS 2041

U.S. GOVERNMENT

Theory, organization, principles and function of national government, stressing relationships of individual to all levels of government in the political system. This course includes a learning activity designed to ensure competence in the basic use of computers. Class will meet MW from 1630-1750 in MSB 360 21 August through 10 December 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 September 30th. There should be an analysis of the pros and cons of the issue (if appropriate) making use of sources on both sides and a discussion of the results of the legislation or decision. The paper should draw on *at least* five sources, including at least one from the internet (but some books as well), but not including the course text or general encyclopedias. As a rule of thumb, sources that do not include an author's name are not acceptable. The idea is to demonstrate that the student has learned something about the topic beyond what is contained in the class text. Direct quotes should be kept to a minimum. The paper will be worth 25% of your grade. The term paper will be due on or before November 3rd and may be submitted via webcourses, email or hard copy. Papers will still be accepted on or before November 10th for a 10-point penalty. Late papers will still be accepted by November 17th, but will suffer a 25-point penalty, but **no papers will be accepted after that date.**

C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing a 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by November 17th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same weight toward the final grade. The percentage grade on each test will be averaged to result in the final grade. The grade scale will be:

|          |     |
|----------|-----|
| 59 below | = F |
| 60-69    | = D |
| 70-79    | = C |
| 80-89    | = B |
| 90 above | = A |

E. A portion of each class will be devoted to an open discussion of current events (related to US Government and Politics) during which students are welcome to raise questions or comments (in a civil and respectful environment.)

## V. Competencies

Students will learn to analyze information about the American political system and relate it to current events under discussion. They will be able to argue and explain their conclusions about political events. Students will learn to recognize tactics of persuasion used by politicians and to evaluate their points of view. Students will learn to express their views both in writing and orally and defend their positions when questioned. Students will be able to apply what they have learned in daily life, both when reading about political events and when exercising their rights and responsibilities as citizens.

### SCHEDULE

(Subject to Change – Note that specific dates for tests are not given)

| WEEK | TOPIC                | TEXT CHAPTER |
|------|----------------------|--------------|
| 1    | Logical Thinking     | N/A          |
| 2    | Theory of Government | 1            |
| 3    | The Constitution     | 2            |
| 4    | Federalism           | 3            |
| 5    | Civil Liberties      | 4            |
| 6    | Civil Rights         | 5            |
|      | FIRST TEST           |              |
| 7    | Congress             | 6            |
| 8    | Presidency           | 7            |
| 9    | Bureaucracy          | 8            |
| 10   | The Judiciary        | 9            |
|      | SECOND TEST          |              |
| 11   | Public Opinion       | 10           |
|      | Media                | 13           |



|    |                              |    |
|----|------------------------------|----|
| 12 | Interest Groups              | 14 |
| 13 | Political Parties            | 11 |
| 14 | Election Campaigns           | 12 |
| 15 | Political Economy<br>Welfare | 15 |
| 16 | Foreign and Defense Policy   | 16 |

### THIRD TEST (Finals week, Monday, 9 December 1000-1230)

#### STUDENT RESPONSIBILITIES:

A. Students are expected to attend every class, barring illness or true emergency. It is unlikely that a good grade can be earned without regular attendance in class. It is the responsibility of the student to obtain lecture notes from another student in case of need.

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

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the instructor, and the only other talking should be in response to questions from the instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

#### FURTHER READING FOR EXTRA CREDIT PROJECT

Anonymous, *Primary Colors* (novel)

Bork, Robert H., *The Tempting of America: The Political Seduction of the Law*

Caro, Robert A., *The Path to Power: The Years of Lyndon Johnson*

Ceaser, James W., *The Perfect Tie: The True Story of the 2000 Presidential Election*

Coulter, Ann, *Treason, High Crimes and Misdemeanors*

Crichton, Michael, *State of Fear* (novel)

Evans, M. Stanton, *Blacklisted by History*

Goldberg, Bernard, *Bias*

Granger, Bill, *Lords of the Last Machine: The Story of Politics in Chicago*

Greenstein, Fred I., *The Presidential Difference: Leadership Style from FDR to Clinton*

Halberstam, David, *The Best and the Brightest*

Hayek, Frederick, *The Road to Serfdom*

Kissinger, Henry, *Does America Need a Foreign Policy?*  
 Kurtz, Howard, *Spin Cycle: Inside the Clinton Propaganda Machine*  
 Levin, Mark, *Men in Black*  
 Moore, Michael, *Stupid White Men*  
 McCullough, David, *Truman*  
 John Stuart Mill, *On Liberty*  
 Olson, Barbara, *The Final Days*  
 O'Rourke, P. J. , *Parliament of Whores, Eat the Rich*  
 Ravitch, Diane, *Left Back*  
 Riker, William H., *The Art of Political Manipulation*  
 Saffire, William, *Scandalmonger* (novel)  
 Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*  
 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](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## **3. Campus Safety Statement**

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

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

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

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

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

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

<<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

#### **5. Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

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#### **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.

### **Title IX Policy**

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options

at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

**UNIVERSITY OF CENTRAL FLORIDA**  
**U.S. GOVERNMENT**  
**POS 2041(602)**  
**COURSE SYLLABUS**  
**Fall 2023**  
**Dr. Bruce Farcau**

I. Textbook (Required)

Ginsburg, Benjamin, *We the People: Essentials Edition*. (Latest edition). While this text is recommended, the instructor is flexible as to which edition or even which text book you use.

II. Office hours: To be announced and by appointment. The instructor can also be reached at [bruce.farcau@ucf.edu](mailto:bruce.farcau@ucf.edu).

III. Course Description

POS 2041

U.S. GOVERNMENT

Theory, organization, principles and function of national government, stressing relationships of individual to all levels of government in the political system. This course includes a learning activity designed to ensure competence in the basic use of computers. Class will meet MW from 1100-1215 in TAA 304 21 August through 10 December 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.

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C. Extra credit: Students will have the opportunity to earn up to 10 point to be added to any test grade by writing a 4-page, typed report on any of the books on the list provided (3 pages summarizing the book, and one page of the student's opinion of it.) Students are welcome to offer additional titles of politically related books for approval as well. This will be due by November 17th. These may be submitted via hard copy or as email attachments. Points will be added randomly to a student's test score for final grade computation. No papers will be accepted after that date.

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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 |
|------|----------------------|--------------|
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| 2    | Theory of Government | 1            |
| 3    | The Constitution     | 2            |
| 4    | Federalism           | 3            |
| 5    | Civil Liberties      | 4            |
| 6    | Civil Rights         | 5            |
|      | FIRST TEST           |              |
| 7    | Congress             | 6            |
| 8    | Presidency           | 7            |
| 9    | Bureaucracy          | 8            |
| 10   | The Judiciary        | 9            |
|      | SECOND TEST          |              |
| 11   | Public Opinion       | 10           |
|      | Media                | 13           |

|    |                              |    |
|----|------------------------------|----|
| 12 | Interest Groups              | 14 |
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| 14 | Election Campaigns           | 12 |
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### THIRD TEST (Finals week, Monday, 9 December 1000-1230)

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 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*  
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 Ravitch, Diane, *Left Back*  
 Riker, William H., *The Art of Political Manipulation*  
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 Sammon, Bill, *At Any Cost: How Al Gore Tried to Steal the Election*  
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 Shlaes, Amity, *The Forgotten Man*  
 Smith, Hedrick, *The Power Game*  
 Sowell, Thomas, *A Conflict of Visions*  
 Tocqueville, Alexis de, *Democracy in America* (either volume)  
 Woodward, Robert, *All the President's Men, Plan of Attack, The Choice, The Brethren*

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  - 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.
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- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
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- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

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

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

<<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

#### **5. Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

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

#### **6. Deployed Active Duty Military Students**

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

### **Title IX Policy**

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options

at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

**University of Central Florida**  
**Political Behavior**  
**School of Politics, Security, and International Affairs School of Politics, Security, and**  
**International Affairs (ucf.edu)**  
**Fall 2023**  
**POS 4204 Section OW61 online**  
**3 credit hours**

Instructor: Dr. Lynne Gleiber

E-Mail: [lynne.gleiber@ucf.edu](mailto:lynne.gleiber@ucf.edu)

Office hours: Drop in hour on Zoom will be Tuesdays from 8 – 9 am. Students may also make appointments

I will respond to emails within 48 hours on workdays.

### **Course Description**

This course will focus on the role of political behavior in American Politics. It will examine political behavior in various forms and among specific groups of individuals. Students will be assigned required readings posted on webcourses and from the required textbook which will need to be completed weekly. Participation in module activities is mandatory.

### **Course Objectives/Outcomes**

Students who successfully complete the course will have obtained:

- Knowledge of widely accepted concepts of:
  - American voting behavior
  - Political Socialization
  - The effects of inequality on participation
  - Participation and the Democratization process
  - Social movement as forms of political behavior
- Knowledge of types of political behavior
- Knowledge of drivers of political behavior

### **Expectations for Student Performance**

#### ***Course Requirements***

Work assignments must be completed on time.

**Required readings:** All readings will be posted on webcourses and are required for the course.

#### **Grading Distribution**

Final grades will be composed as follows:

|                                    |     |
|------------------------------------|-----|
| Examination 1                      | 20% |
| Examination 2                      | 20% |
| Final Examination (Not Cumulative) | 30% |
| Weekly activities                  | 30% |

### **Examinations, weekly assignments, and grading**

Three exams will be given: two during the semester and one final exam. Questions will be based on information covered in the textbook, articles, and book excerpts. The completion of weekly assignments is a requirement for the course.

In the interest of fairness to all students, **extra credit work will not be given**. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g. a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

### **Statement on Culture of Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to be respectful in classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

### **Religious Observance**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19>

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

### **Letter Grade and points**

|    |          |          |
|----|----------|----------|
| A  | 100 %    | to 94.0% |
| A- | < 94.0 % | to 90.0% |
| B+ | < 90.0 % | to 87.0% |
| B  | < 87.0 % | to 84.0% |
| B- | < 84.0 % | to 80.0% |

C+ < 80.0 % to 77.0%  
C < 77.0 % to 74.0%  
C- < 74.0 % to 70.0%  
D+ < 70.0 % to 67.0%  
D < 67.0 % to 64.0%  
D- < 64.0 % to 61.0%  
F < 61.0 % to 0.0%

### **1. *Academic Integrity***

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. For clarification of what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook <http://www.goldenrule.sdes.ucf.edu/>. Students are Violations of the rules addressing academic integrity stated in The Golden Rule will result in documentation of the infraction and a grade of zero for the work in question. Confirmation of academic dishonesty an also result in expulsion from the University of Central Florida.

### **1. *Attendance and Withdrawal***

Students are expected to participate in all course activities and are responsible for withdrawing from the course if they decide not to complete it. Students who discontinue participation, and do not withdraw will fail the course.

### **Course Accessibility**

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

### **Campus Safety Statement**

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

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

### **Notifications in Case of Changes to Course Modality**

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

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

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

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

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

### **Deployed Active Duty Military Students**

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

### **Copyright**

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

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

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

### **Module 1: Political Behavior Essentials**



- Week 1** An Economic Theory of Democracy by Anthony Downs Part 1 - Weekly assignment will open on Wednesday and is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 2** The Nature and Origins of Mass Opinion by John Zaller (excerpt) - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 3** "Mass Political Attitudes and the Survey Response" Christopher H. Achen Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 4** The American Voter, Angus Campbell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes (excerpt) Exam 1 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday

## **Module 2: Equality, Participation, and Public Opinion**

- Week 5** Race, Ethnicity, and Political Resources - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 6** Groups and Policy Interests - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 7** Citizen Activity: Who participates, What do they say? - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 8** Spiral of Silence - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 9** Group Characteristics and Social Networks - Exam 2 will be available from Wed - Fri and is due by 11:59 pm on Friday. The exam will lock at 11:59 pm on Friday

## **Module 3: Media Influence, Social Determinants, and Social Movements**

- Week 10** TBA
- Week 11** Public Opinion and Ideology- Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 12** Vote Choice and Electoral Decisions – Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 13** Women's Suffrage and Black Liberation- Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 14** Social Movements - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 15** Message Music and Social Change - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 16** TBA





# **POS2041 American National Government**

**Section 601 – Fall 2023**

**Monday and Wednesday; 1:30 – 2:50 PM**

**HSI 0107**

**School of Politics, Security, and International Affairs**

**College of Sciences**

**3 Credit Hours**

**Instructor: Dr. Lynne Gleiber**

**E-Mail: [lynne.gleiber@ucf.edu](mailto:lynne.gleiber@ucf.edu)**

## **Enrollment Requirements**

Course Prerequisites (if applicable): None

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): N/A

## **Course Description**

POS2041-American National Government has been designed to provide a comprehensive introduction to the concepts and issues of the United States government. It examines the structure, philosophy, accomplishments, and challenges of the American government. Students will examine and analyze why the American political system operates as it does, who wins and who loses in the process and why this system endures. In addition, this course will provide you with the tools to understand, effectively participate in, and influence the political process in order to address issues of importance to our communities.

The problems that we face as a society are multifaceted and, thus, require that individuals with different backgrounds, training, and perspectives collaborate to elaborate and implement effective solutions. Thus, it is imperative that we learn how to do this effectively. This course includes several assignments geared towards developing teamwork skills and strategies

This course will be taught from a transdisciplinary and comparative perspective. This means that we will examine topics from a variety of angles and determine the linkages

that exist between politics, society, culture, science, and the arts. In addition, we will continuously compare and contrast the United States to countries around the world to try to understand why certain patterns and phenomena are present in some contexts and not in others. This is based on the assumption that we can understand our own country better if we compare it against others.

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

These competencies/skills are\*:

- - - **Career & Self Development:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
  - - **Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
  - - **Critical Thinking:** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
  - - **Equity & Inclusion:** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
  -

- **Leadership:** Recognize and capitalize on personal and team strengths to achieve organizational goals.
  - 
  - **Professionalism:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
  - 
  - **Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
  - 
  - **Technology:** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

\* Source: NACE Career Readiness Initiative: <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/Links to an external site.>

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

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

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

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

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

- to introduce students to a broad range of human knowledge and intellectual pursuits

- to equip students with the analytic and expressive skills required to engage in those pursuits
- to develop their ability to think critically
- to prepare them for life-long learning.

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

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

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

## Modality

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

# Course Materials and Resources

## Required Textbook

The textbook for this class is:

OpenStax and Lumen Learning: *American Government* (2e), <https://pressbooks.online.ucf.edu/pos2041ac/> [Links to an external site.](#) Print: American Government from OpenStax, Print ISBN 1947172654, Digital ISBN 1947172662, <https://openstax.org/details/books/american-government-2e> Good news: your textbook for this class is available for free online! Your book is available in web view and PDF for free. You can use whichever format you wish. The web view is recommended -- the responsive design works seamlessly on any device. In addition, the web version may include end-of-chapter review questions not included in the print version. However, if you prefer, you can also get a print version at a very low cost. If you wish to buy a hard copy of the book, you can purchase it on Amazon, but make sure you use the link on your book page on openstax.org so you get the official OpenStax print version ( <https://www.amazon.com/dp/1947172654> [Links to an external site.](#) ). (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)



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

## Hardware/Software Requirements

The following hardware and software technologies needed to complete assignments:

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

## Student Learning Outcomes

The main objectives of this course are:

1. To provide students with a comprehensive introduction to the American system of government.
2. To provide students with an understanding of the ways in which the various branches of the government, as well as other political actors, operate in the context of the American political institutions and processes.
3. To show how the main political actors and institutions have changed over time.
4. To develop key skills required for the successful study of political science and for the graduate job market.
5. To provide students with the tools to become active and engaged citizens and to have the ability to make informed political decisions.

By the end of the course students should:

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

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

## Course Activities

This course will consist of a combination of activities: class discussions, individual research, and short writing assignments. Each week I will post one or more questions which you should consider and prepare for that week's discussion. The questions, readings, and assignments for each week can be found on the modules for each week. To see which module corresponds to each week, please consult the class schedule.

The course activities required in this course are:

### Academic Engagement for Financial Aid Activity

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

### Professional Points

Professional points are points that are given to you at the beginning of the course and will remain with you as long as you observe and abide by the class protocols and the UCF student code of conduct. In other words, you start off with 2.5 points and you will

only lose some or all of them if you somehow violate any of the protocols set forth in the syllabus.

You can lose professional points if you do any of the following:

1. Use rude, disrespectful, intimidating, or unprofessional language in any communication or discussion assignment in this course. Please make sure to review the email protocols in the Course Policies section of the syllabus.
2. Violate the ethical standards set forth by UCF (see <http://www.osc.sdes.ucf.edu/>).
3. Repeatedly arrive late to class.
4. Fail to turn off or turn to silent your cellphone or other electronic devices during the class and/or use these devices during class time unless allowed by the professor. If any of this occurs, there will be one warning and after that, the penalty for each additional offense will increase.
5. Ask a question that is obviously already stated either in the syllabus, class modules or in an email that I have sent to the class.
6. You do not answer an email sent by your instructor within 48 hours.
7. Fail to observe the protocols set forth in this syllabus.

Please keep in mind that if you lose all the professional points, other disciplinary actions will ensue.

## Classwork

Modules list and describe the topic(s) and the assignments for each week. Modules will open on Monday of each week at 9:00 AM. The classwork assignments will generally be based on questions derived from the week's topic. This classwork will also serve as preparation for the exams. In order to do well in these class assignments, it is important that you complete all the work assigned in each week's module. This requires you to be very disciplined and organized.

Since each module will have a set of activities you need to complete, a good strategy is to log into the course as soon as it opens to see what is required for that week. This will enable you to plan and prepare for the class activities and assignments. If you have to miss a module due to illness you need to inform the instructor as soon as possible to arrange for an alternative assessment. There are 11 graded modules and only the 10 with the highest scores will count.

**Please keep in mind that if you miss 5 or more classes *for any reason* without a valid excuse and/or discussing this with your professor, you will fail the class. Thus, please make sure that you keep up with the readings and assignments.**

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

## Collaborative Project

To help bridge the gap from education to employment, the students will engage in a collaborative group project. The students in this class will be grouped with students from the CCJ4694: Human Trafficking course to work on a final project. The collaborative group project is designed to help you build skills outlined by the [National Association for Colleges and Employers \(NACE\)Links to an external site.](#). To read more about the project, go to [Module 1](#) and click on the Final Collaborative Project link. The project will account for 12.5 % of the grade (25 points) but these will be divided into several components (Roadmap, Final Project, and Reflection paper).

## Collaborative Project Mandatory Zoom Meetings

There will be TWO general mandatory meetings where students and instructors from both classes will meet. The meetings will be held by Zoom (links and passwords will be provided in the respective modules).

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

## Examinations

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

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

Please note:

- Extra Credit: There will be no extra credit assignments offered in this course.
- Students should have regular access to the internet and plan on logging into the course at least twice each week in order to get the class assignments.
- In addition, students should plan on at least five hours' worth of homework outside of class each week. This will consist of doing assigned readings and preparing for the in-class assignments.

- Late assignments will not be accepted unless valid medical documentation is presented and only when arrangements have been made before the due date. Make-up assignments will have a different format than those assigned to the rest of the class.
- Make sure to check the “Grades” section in Webcourses often. Please be aware that no grade will be changed 1 week after the grade for a particular assignment has been posted.
- If you have a particular concern about a grade received, you need to make an appointment by email specifying the specific points that you wish to address. Keep in mind that if you ask me to read the disputed assignment/test again, your grade may go up or down.
- Please come and see me if you are having trouble understanding a topic or concept. Also, I encourage you to ask questions during class if something is not clear.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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

## Make-up Assignments

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

## Assessment and Grading Procedures

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

| Letter Grade | Points    |
|--------------|-----------|
| A            | 94 – 100  |
| A-           | 90 – 93.9 |
| B+           | 87 – 89.9 |
| B            | 84 – 86.9 |
| B-           | 80 – 83.9 |
| C+           | 77 – 79.9 |
| C            | 74 – 76.9 |
| C-           | 70 – 73.9 |
| D+           | 67 – 69.9 |

|    |           |
|----|-----------|
| D  | 64 – 66.9 |
| D- | 61 – 63.9 |
| F  | 0 - 60.9  |

## Grade Dissemination

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

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

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

## Course Schedule

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

## Fall 2023 Schedule

| Date | Topic | Assignments/Notes |
|------|-------|-------------------|
|------|-------|-------------------|

|                       |                                                        |                                                                              |
|-----------------------|--------------------------------------------------------|------------------------------------------------------------------------------|
| Week 1: Aug. 21 & 23  | Introduction: American Government and Civic Engagement | Week 1 Module<br>Friday: <a href="#">Drop/Swap Deadline on myUCF</a>         |
| Week 2: Aug. 28 & 30  | The Constitution and its Origins                       | Week 2 Module<br>Martin Luther King Jr. Day: No classes (Monday, January 16) |
| Week 3: Sept. 6       | The Constitution and its Origins                       | Week 3 Module                                                                |
| Week 4: Sept. 11 & 13 | American Federalism                                    | Week 4 Module<br><b>First Exam: Monday, Sept. 11</b>                         |
| Week 5: Sept 18 & 20  | Civil Liberties                                        | Week 5 Module                                                                |
| Week 6: Sept. 25 & 27 | Civil Rights                                           | Week 6 Module                                                                |
| Week 7: Oct. 2 & 4    | Civil Rights                                           | Week 7 Module                                                                |
| Week 8: Oct 9 & 11    | Voting, Campaigns & Elections                          | Week 8 Modul3<br><b>Second Exam: Monday, October 9</b>                       |



|                        |                                       |                                                       |
|------------------------|---------------------------------------|-------------------------------------------------------|
| Week 9: Oct. 16 & 18   | Political Parties and Interest Groups | Week 9 Module                                         |
| Week 10: Oct. 23 & 25  | The Congress                          | Week 10 Module                                        |
| Week 11: Oct 30 Nov. 1 | The Presidency & the Bureaucracy      | Week 11 Module                                        |
| Week 12: Nov. 6 & 8    | The Courts                            | Week 12 Module                                        |
| Week 13: Nov. 6 & 8    | Project Week                          | Week 13 Module                                        |
| Week 14: Nov. 13 & 15  | Review Week                           | Week 14 Module<br><b>Third Exam: Wed. November 15</b> |
| Week 15: Nov. 20       |                                       | Week 15 Module                                        |
| Weeks 16-17:           |                                       | Week 16 Module                                        |
| Final Exam             |                                       | Monday, December 4, 2023, 1:00 PM – 3:50 PM           |

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The following are important UCF guidelines and resources that you should be aware of.

## University Services and Resources

### Academic Services and Resources

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

### Non-Academic Services and Resources

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

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

## Policy Statements

### Webcourses:

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

### Email:

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

(information provided above) but keep in mind that the office staff do not take messages over the phone.

### **Electronic devices:**

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

### **Notifications in Case of Changes in Class Modality**

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

### **COVID-19 and Illness Notification**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **Course Accessibility and Disability**

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

### **Academic Integrity**

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Course Accessibility Statement

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

## Campus Safety Statement

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

In case of an emergency, dial 911 for assistance.

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

Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)

To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

If you have a special need related to emergency situations, please speak with me during office hours.

Consider viewing this video about how to manage an active shooter situation on campus or elsewhere. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

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

## Copyright

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

## Third-Party Software and FERPA

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

**University of Central Florida**  
**Scope and Methods of Political Science**  
**POS3703 | Section 0002**  
**Tuesday and Thursday; 12 – 1:20 PM**  
**School of Politics, Security, and International Affairs School of Politics, Security, and**  
**International Affairs**  
**Fall 2023**  
**3 credit hours**

Instructor: Dr. Lynne Gleiber

Office hours: by appointment

E-Mail: [lynne.gleiber@ucf.edu](mailto:lynne.gleiber@ucf.edu) I will respond to emails within 48 hours.

### **Purpose and Course Description**

This course will examine techniques and concepts essential for conducting and understanding research in political science. It addresses fundamental components of analysis in political science and statistical techniques that are used. Students will be assigned readings from the required textbook, which will need to be completed in order to be prepared for class. In addition to discussion of the concepts that are introduced in the reading assignments exercises using SPSS and Microsoft Excel will be given.

### **Course Objectives**

Students who successfully complete the course will have obtained:

- Knowledge of the discipline of political science
- Knowledge of the application of the scientific method in the context of social science research
- Knowledge of the main components of quantitative research methods used by political scientist
- Ability to understand political analysis
- Understanding of the use of statistical packages such as SPSS and the ability to construct models of analysis and interpret results of analysis

### **Statement on Culture of Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to be respectful in classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and

expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

## **Expectations for Student Performance**

### ***1.Course Requirements***

Work assignments must be completed on time.

#### ***1. Required textbook***

Title: Political Science Research Methods, 9<sup>th</sup> Edition

Authors: Janet Buttolph Johnson, H.T. Reynolds, and Jason D. Mycoff

#### ***1. Examinations and Grading***

Three exams will be given: two during the semester and one cumulative final exam. Questions will be based on information covered in the textbooks as well as material presented during class lectures, presentations, and discussions. Graded work connected to modules will be given. Exams will be given on dates specified in the course scheduled through webcourses using Proctor Hub.

In the interest of fairness to all students, extra credit work will not be given. If a student misses an exam, he or she must provide sufficient justification for doing so (e.g., a documented emergency) to qualify for a make-up-exam. If documentation is not provided a make-up exam will not be given. It is the responsibility of the student to contact me (by telephone, voice mail or e-mail) before or immediately after the missed exam to discuss the possibility of being given a make-up exam.

**The table shows the range for each letter grade and uses a plus/minus system that is used for the course.**

**Letter Grade and points**



A 100 % to 94.0%  
A- < 94.0 % to 90.0%  
B+ < 90.0 % to 87.0%  
B < 87.0 % to 84.0%  
B- < 84.0 % to 80.0%  
C+ < 80.0 % to 77.0%  
C < 77.0 % to 74.0%  
C- < 74.0 % to 70.0%  
D+ < 70.0 % to 67.0%  
D < 67.0 % to 64.0%  
D- < 64.0 % to 61.0%  
F < 61.0 % to 0.0%

### **1. *Academic Integrity***

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. For clarification of what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook <http://www.goldenrule.sdes.ucf.edu/>. Students are Violations of the rules addressing academic integrity stated in The Golden Rule will result in documentation of the infraction and a grade of zero for the work in question. Confirmation of academic dishonesty an also result in expulsion from the University of Central Florida.

### **1. *Attendance and Withdrawal***

Students are expected to participate in all course activities and are responsible for withdrawing from the course if they decide not to complete it. Students who discontinue participation, and do not withdraw will fail the course.

### **Grading Distribution**

Final grades will be composed as follows:

|               |     |
|---------------|-----|
| Examination 1 | 20% |
| Examination 2 | 20% |

|                    |     |
|--------------------|-----|
| Module Assignments | 40% |
| Final Examination  | 20% |

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

### Course Accessibility

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

### Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information"

heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video](#).

### **Notifications in Case of Changes to Course Modality**

If the university may make changes to the way classes are offered, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **UCF Statement on Student Use of Technology**

**Full Statement is here:** [UCF Online Technology Requirements](#) | [UCF Online Degrees](#)

The University of Central Florida expects all students to have ready access to a personal computer and software appropriate to his or her field of study. Students can meet this expectation by purchasing or leasing a computer, sharing a computer with family or roommates, or using a UCF student computer lab. All UCF students should expect to use a personal computer in many university activities, including coursework, accessing library information, registering for classes, and communicating with instructors and fellow students.

In addition, many UCF courses require access to the internet. UCF has developed one of the nation’s most advanced campus technology environments, and all UCF students are provided with free email accounts and internet access. Students wishing to acquire a personal computer are strongly advised to consider a notebook computer with a wireless networking card.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

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

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

### **Deployed Active Duty Military Students**

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

### **Copyright**

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

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

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

### **Course Plan**

The following is a schedule of readings, exams, and assignments for the course. Adjustments may be made, if necessary, because of emerging situations. Please note that if classes are suspended for any reason, students should attempt to adhere to the dates of readings and assignments listed below unless advised to do otherwise.

### **Module 1: Building Blocks**

- Week 1** Understanding data - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 2** Empirical Approach - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 3** Beginning the Research Process - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 4** Practice and Review - **Exam 1**

### **Module 2: Quantitative Data**

- Week 5** Beginning Scientific Research - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 6** Sampling - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 7** Research Design - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 8** Testing Relationships - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 9** Categorical Data - **Exam 2**

### **Module 3: Data Analysis**

- Week 10** Cross tabulation - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 11** Correlation - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 12** Bivariate regression - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 13** Bivariate regression practice - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 14** Multiple regression - Thanksgiving Holiday Nov. 22-25.
- Week 15** Multiple regression Practice - Weekly assignment is due by Friday at 11:59 pm. It will be locked at 11:59pm.
- Week 16**

### **Exam Week**



# Course Home Page

## American Security Policy

### INR 4114

### Fall 2023

#### Instructor Contact:

|              |                                                                    |
|--------------|--------------------------------------------------------------------|
| Instructor   | Roger Handberg                                                     |
| Office       | Phillips Hall 302                                                  |
| Office Hours | 10-1130 MTW or by appointment (email for appointments)             |
| Email        | <a href="mailto:roger.handberg@ucf.edu">roger.handberg@ucf.edu</a> |

#### Overview

Nations confront the necessity for conducting their foreign policies across a broad spectrum of issues by involving a variety of instruments. National security at the most general level means protecting the United States against all foreseeable threats not just military. The spectrum of security threats ranges from economic coercion, cyber war to weapons of mass destruction (WMD) including biological, chemical and nuclear, and climate change. The latter is considered a real problem by the military in terms of generating future conflicts among states for scarce resources such as water and imparting operations. Environmental security had become an official concern of the Department of Defense (DoD) for more than a decade predating the Obama administration. Recent severe weather events have reinforced DoD's focus on climate change - changes in the Arctic are opening up regions of the world formerly inaccessible or at least difficult to enter during the

winter season. Changes in the ice formations impacts the U.S. Navy given that some ports suffer from excessive flooding, impacting readiness.

A military, a major tool available in all states but Costa Rica is itself changing; an institution organized to inflict violence on behalf of the state across a wide diversity of contexts ranging from internal defense to nuclear holocaust. However, militaries due to their tight organizational cohesion and discipline have also been found by many states to be very useful for other purposes. Thus, militaries are employed for a wide range of purposes; some far removed from the context of war such as conducting humanitarian operations or completing social and economic improvements within the society itself also known as military operations other than war (MOOTW), see [http://www.au.af.mil/au/awc/awcgate/pub1/appendix\\_e.pdf](http://www.au.af.mil/au/awc/awcgate/pub1/appendix_e.pdf)

Links to an external site. One historical example is West Point in its original configuration – the academy produced most of the engineers who built the dams and railroads that assisted the United States grown economically and geographically. That was a deliberate decision by the academy's founders including President Thomas Jefferson who saw the possibilities of an institution that would meet both civilian and military needs.

In this course, we will explore these issues within the context of the United States. American security policy is a direct reflection of the desires and needs of the specific society it protects, a fact which makes it different from those goals sought by other societies but at the same time very similar. The differences relate to the individual societies and the values they represent. Because of its enormous coercive power, important issues exist regarding who controls the military and their likely obedience to the lawful authority. For many societies, the military becomes an independent political actor fully capable and willing to intervene in national politics. Military coups are part of the national politics such as in Turkey where the military previously intervened to protect what they saw as the secular nature of the state but failed in 2016 or in Egypt where the military intervened in July 2013.

American traditions, however, emphasize civilian control over the military, an issue that becomes more complicated as military technologies become more exotic, expensive and powerful. The separation between the military and the society it defends can prove to be a source of national weakness if the gap grows too wide. For example, General Douglas MacArthur was ordered to return to the United States from Korea in 1951 by President Harry Truman in a test of the civilian



leadership's capacity to require obedience. There were some who argued General MacArthur should resist what they saw as a "temporary political authority," temporary or not, in the American context obedience to a lawful order was the expectation which MacArthur fulfilled despite those calls for deliberate disobedience. MacArthur's willingness to comply became an essential part of American military and political tradition unlike a number of states which fear possible military intervention into national politics and their refusal to obey civilian government directives. The same issues arose during the Trump administration - military officers found some proposed orders to be outside the military's role - a conflict that never rose to a crisis but episodes occurred when the military may have been ordered to intervene in domestic politics in support of a particular presidential candidate. <https://www.cnn.com/2021/06/24/politics/bender-book-trump-milley-protests/index.html>

[Links to an external site.](#)

As an instrument of American security policy, the American military has to adapt to changing domestic and international contexts, which either accentuate or depreciate the military's value within the society. Historically, American society has been very hostile to the military; seeing military service as a burden sometimes necessary but not the expected or desired norm. In our discussions, we will trace out the changes encountered by the military over the past century, a period during which the United States entered fully onto the world stage despite strong desires to remain aloof from such entanglements (i.e., isolationism).

This meant for example that the United States military did not shrink down to insignificance as it had after every previous war up until World War II. The Soviet threat was considered of such importance that the American military after WWII was rapidly expanded to first fight the Korea War starting in 1950 and then contend with the Soviet threat globally. With the Cold War's end in 1991, the military fully entered into a period of dramatic change in which the Soviet Union disappeared and the United States ascended to the status of the world's dominant military power.

This unipolar status was more tenuous than one might expect given the concurrent possibility of an ongoing Revolution in Military Affairs (RMA). The outcome of a RMA is by definition difficult to predict because the effect can be to destroy the technological dominance of the existing militaries. The United States is attempting to navigate between the shoals of excessive reliance upon obsolete technologies and the fantasies of super weapons that do not in fact work and may

leave the United States more vulnerable than previously. That voyage takes us into the twenty first century and the brave new world of space operations and cyber war. American security policy has entered a period of dramatic change in which old road markers are gone and the new are not yet in place. The threats are more diverse than ever as globalization takes form.

## **Financial Aid Assignment:**

There is a Financial Aid Assignment that all students receiving financial aid must complete in a timely manner in order to verify their attendance in the course, go to the Assignments tab to locate that requirement. Failure to complete this assignment could lead to you being required to immediately repay loans or not receive your financial aid. This is a federal requirement being enforced at UCF through Financial Aid.

## **Readings:**

There is no textbook is required for this course; instead you are expected to access the web links in the modules and those provided in web links section of the website. Given the power of the web to allow access to additional materials, we will use sources off the web although some may come as articles in journals which are available through the UCF Library website through on line journals. Expected readings and assignments are denoted in the modules.

## **Course Objectives:**

Students will acquire a general understanding of the historical foundations, present context and future development of American security policy as an arena for human activities. As part of that process, students will

1. Develop understanding of the field's historical development.
2. Understand the influence of technology and politics upon the development of American security policy. Military policies and activities are immersed in politics often to the professionals' dismay but a reality that must be addressed. According to Clausewitz (crudely paraphrased): "war is the extension of politics by other means."
3. Develop an understanding of the international implications of various national security activities. Military forces can be used for internal security but in the American context historically, they have been focused on the external-international environment. In fact in American politics, the military

historically has been restricted in its ability to function domestically. Recent events have raised the question whether the military should be charged with border security in a direct way.

4. Become aware of the organizational forums and processes (public, private and international sectors) through which national security policy is developed and implemented in pursuit of national goals.
5. Analyze the changing parameters of security policy as we move through the 21<sup>st</sup> century especially the rapidly changing nature and impact of technology and economics.
6. Demonstrate the ability to access information regarding ongoing security policy development and implementation.
7. Become aware of the impact of geography on security policy, a factor that has protected the United States from external enemies but now shrinking in certain ways.

### **Communicating within the Course**

In this class our official mode of communication is through the course email located inside Canvas and to my official email: [roger.handberg@ucf.edu](mailto:roger.handberg@ucf.edu). All communications between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently for emails germane to the course. You must also create a UCF Email account for separate official communications from the university. Under university policy, the instructor is prohibited from communicating official information about student performance except through the official email (the email system is free).

<https://it.ucf.edu/studentemailmigration/project/>

### **Grade Structure:**

Grades are determined through a variety of student activities including two exams taken on line through the Quiz function, two assignments completed on the web through the Assignments function, a web link search for extra credit through the introductory assignment, and a course project proposal and subsequent course project submitted on line. The overall weight assigned to each section is shown below with a brief description provided for each facet. Due dates are provided in the assignments section on the course homepage. A total of 1000 points plus a possible 50 points extra credit will be assigned across the semester with each graded segment assigned a point value. Final grades will be recorded as A, B, C.,

etc rather than incorporating pluses and minuses. Grades are posted through the course website and are accessible as soon as the materials are graded.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and offenders may be subject to appropriate referral to the Office of Student Conduct for further action. See the *UCF Golden Rule* for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving 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.

Examinations – 40 % total (two exams across the term)

Assignments – 20 % total (total of two assignments across the term)

Course project proposal – 10 %

Course project – 30 %

Introductory Assignment – 5% - extra credit –only opportunity for extra credit provided during the term, once closed, no more extra credit opportunities will be offered.

**NOTE: All assignments and other submissions must be done in MS Word format; otherwise, I am unable to open the document. This may lead to a delay in grading the materials while you resubmit the assignment. A second occurrence will result in a “zero” for the assignment. This restriction means no MS Works or other word processing programs are accepted.**

The Exams can incorporate both essay and short answer formats. Students will be queried as to their understanding of the processes engaged in developing American Security policy. The Assignments will test student understanding of different information and concepts discussed in the modules and in the readings. The Introductory Assignment involves students completing a course-related web search and demonstrating certain techniques related to successfully completing the course plus answering two questions related to the syllabus. **This is the only extra credit**

**assignment available during this course so please do not ask for additional extra credit opportunities.**

The Web Link Annotation as part of the Introductory Assignment involves students locating Internet links not already identified in the course. Their assignment becomes annotating (describing and evaluating) in general terms the particular site's content, usability and then make some assessment as to its validity, usefulness and reliability as a possible source of information. The information should include the site's URL and date it was accessed. Format for reporting references including website appears at the end of this document. Simply put, the question is whether the link is worth accessing or not? Much of the material on the Web is of dubious reliability, becoming a critical content evaluator and consumer of information is an important part of the course.

**Topics for the two assignments are identified in the modules. Each assignment is a minimum of 1200 words, maximum of 2,000 words. Minimum of 5 references, text materials or modules do not count as a reference. Wikipedia is not an acceptable reference, first use entails going down a grade; second failure of the assignment or project. Number the pages in your assignment, put your name on the first page, do the same for the course proposal and project. Format for references given here; note all web references must include the date the website is accessed and the URL.**

### **Formatting for Assignments, proposals and papers in this course:**

Papers should be 10 or 12 point font, double space or 1.5 space between sentences. Students should use end notes (footnotes at the end of the paper or assignment) with references in the following format within the end notes:

**Book:** author name(s), book title (publisher name, year published), pages cited (**required if a quote is used from the reference**)

**Article journal:** author name(s), "article title in quotes," Journal title complete, volume number of journal (date published including month if available), pages in article, if quote, page required from which quote gotten.

**Newspaper/periodical article:** author name(s), "article title," newspaper name (date published), if web based provide complete URL (date website accessed and article read).

**Government document or report:** author name(s) or committee or group author name, “report title,” name of agency for which report done, if web accessed provide complete URL (provide date website accessed and report read), provide pages quoted or accessed (required if quote used).

**Website:** author name(s) or organizational home of website, title of website or applicable tab within the website, provide complete URL (provide date website accessed and read). For the Introductory Assignment, you are expected to adhere to this format for reporting on the website you selected.

Proper citation is important especially since I reserve the right to check on your cite as to relevance and accuracy. Do not list references you have not read.

## Course Project

In this segment of the course, all students are to participate by completing a substantive paper on a topic within the realm of American security policy, see list of topics below. The student, based upon agreement with the instructor, chooses a specific project or topic from a prescribed list of topics. The possibility obviously exists depending upon the number of students that individual students will produce duplicate projects or topics. That situation provides the opportunity for instructor comparison between the individual projects. Individual students are graded on the originality and thought of the project for which they are responsible. Topics selected can range over a variety of topics related to American security policy. General topic areas can include research on: **1. Cyber warfare**, given the apparent threat is successful defense possible? **2. develop a policy regarding use of unmanned aerial vehicles**, armed or not, including domestic use. Your analysis might look at the ongoing war in the Ukraine where drones are being heavily employed by both sides. **3. Does counter insurgency strategy work or under what conditions does it work?** (This requires you define clearly what counter insurgency means historically and presently), **4. What options are available for U.S. security policy in relation to terrorism**, which is separate from counter insurgency and broader in scope, and **5. Other topics** may be suggested which must be explicitly agreed to by the instructor in writing through the course website or official email. One can also examine programs and projects in other national militaries, providing an opportunity to expand your horizons beyond the U.S. military. We are considering policy questions rather than tactics per se although ongoing and historical events can be used as illustrations but the focus is on current and future American security policy rather than historical reconstructions of past wars and events.

Topic selections must be chosen and submitted through the Assignments portion of the website by 11 pm, 13 September and posted to the course website. The project proposal involves a prospectus of at least 1,000 words defining and explaining exactly what you are proposing to study and what sources have been preliminarily found to complete the project successfully. You must provide a minimum of five references, not including textbook materials or Wikipedia. This means you must provide a clear statement of the exact topic being analyzed. Failure to turn in an acceptable proposal will result in an “F” for the entire project and for the course. After review by the instructor, students can begin their project. Changing your topic after it is accepted must be done by October 15th and subject to approval of the instructor.

Course projects must be a minimum of 2,500 words to a maximum of 4,000 words, 15 references, only half can be solely web although library journal articles accessed through the web are not considered web only. For project and proposal formatting, see the formatting instructions given above. Any changed topic must be approved by the instructor; otherwise, the changed topic will not be accepted. Other changes in the original topic in terms of scope or focus but still in the same general topic, for example, should be emailed to the instructor for his approval. **NO TOPIC CHANGES WILL BE ACCEPTED AFTER 15 OCTOBER AT 11 pm.** This is in order that sufficient time exists to complete your project. Late projects or assignments are graded down 10 percent a day for 4 four days which is when an F grade is reached. However, failure to complete a satisfactory project will result in an “F” for the course regardless of the number of points earned in other portions of the course.

### **Course Schedule:**

The specifics for the course schedule in terms of content are handled through the Syllabus page and the modules listed therein. You must read the modules in order to know what readings and other materials are assigned, readings are listed inside the modules to be read. Students are expected to be current on readings and assignments since they are available twenty four seven.

**Other applicable University Policies are listed below:**

### **Academic Integrity**

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\) 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 \(Links to an external site.\) 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](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click [here](#).



## **Course Accessibility Statement**

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

## **Campus Safety Statement for information purposes**

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

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video \(Links to an external site.\)](#) [Links to an external site.](#)



### **Campus Safety Statement for Students in Online-Only Courses**

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

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

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

### **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](#).

### **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](#).

### **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.

### **Possible use of Turnitin.com**

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

- [Start Here](#)
- [Syllabus](#)
- [Course Materials](#)
- [Webcourses@UCF Student Orientation](#)

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# **INR 4114 American Security Policy**

## **Schedule of Assignments**

### **Fall 2023**

| Module Number | Module Name | Date Open | Date Closed | Assignment |
|---------------|-------------|-----------|-------------|------------|
|---------------|-------------|-----------|-------------|------------|

|                        |                                                           |                |                        |                                                                                                                                                   |
|------------------------|-----------------------------------------------------------|----------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 0                      | Getting started                                           | August 21      | September 6th at 11pm  | Complete extra credit in Module 0 including posting web annotation to the drop box and complete class discussion                                  |
| Financial Verification | complete financial verification task                      | August 21st    | August 28th at 11pm    | complete the exercise in the assignment                                                                                                           |
| 1                      | What does National Security Mean Today?                   | August 21st    | September 1st at 11pm  | Read materials, start work on project proposal and Assignment 1                                                                                   |
| 2                      | Introduction - Historical, World War Two and the Cold War | September 2nd  | September 10th at 11pm | Read Materials and respond to Discussion: <b>"The military intervention in Iraq in 2003 fit the criteria established by the Powell Doctrine?"</b> |
| Project Proposal       | Picking your topic                                        | 21 August      | September 13th at 11pm | Submit project proposal as Word file                                                                                                              |
| 3                      | Historical – Post Cold War, the End of Isolation?         | September 11th | September 20th at 11pm | Complete Assignment 1                                                                                                                             |
| Assignment 1           | Assignment 1                                              | August 21st    | September 20th at 11pm | submit Assignment 1 as Word file                                                                                                                  |
| 4                      | Changing Nature of War and Peace                          | September 21st | September 30th         | Read materials assigned in module                                                                                                                 |
| 5                      | The Revolution in Military Affairs?                       | October 1st    | October 7th at 11pm    | Read materials and respond to Discussion Group: <b>"Are we in an RMA and does it matter?"</b>                                                     |

|                      |                                                               |                |                       |                                                                                                                                                                  |
|----------------------|---------------------------------------------------------------|----------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Exam | Test                                                          | October 8th    | October 11th at 11pm  | Complete examination on line                                                                                                                                     |
| 6                    | New Modes of War, Traditional Questions                       | October 12th   | October 19th at 11pm  | Complete readings                                                                                                                                                |
| 7                    | Is Missile Defense Possible?                                  | October 20th   | October 27th at 11pm  | Complete readings & Respond to Discussion Group: <b>"How realistic is MD?"</b>                                                                                   |
| Assignment 2         | Assignment 2                                                  | October 12th   | October 28th at 11pm  | Complete Assignment 2                                                                                                                                            |
| 8                    | Special Operations as the Future?                             | October 29th   | November 7th at 11pm  | Complete readings                                                                                                                                                |
| Project              | Project                                                       | September 13th | November 7th at 11 pm | Turn project report in through assignments page                                                                                                                  |
| 9                    | Alternative Weapons:<br><br>Cyber War & Drones                | November 8th   | November 18th at 11pm | <ul style="list-style-type: none"> <li>Complete readings &amp; Respond to <b>"Cyber war requires government control of internet within the U.S.?"</b></li> </ul> |
| 10                   | The Future of War: How Safe is Safe and Predicting the Future | November 19th  | December 2nd at 11pm  | Complete readings                                                                                                                                                |
| 2 <sup>nd</sup> Exam | Second Exam                                                   | December 3rd   | December 6th at 11pm  | Complete exam on line                                                                                                                                            |

# POS4284 -23Fall 0W60

## Judicial Process and Politics

[Roger Handberg](#)

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### Instructor Contact:

|                     |                                                                    |
|---------------------|--------------------------------------------------------------------|
| <b>Instructor</b>   | Roger Handberg                                                     |
| <b>Office</b>       | Phillips Hall 302                                                  |
| <b>Office Hours</b> | 10:00-11:30 MTW email for information                              |
|                     | <a href="mailto:roger.handberg@ucf.edu">roger.handberg@ucf.edu</a> |

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### Course Overview:

Official Catalog Course Description: "Study of the formal and informal judicial process. Legal culture, bureaucratic model, judicial recruitment and outputs, comparative judicial behavior."

Within this course, students are introduced to the various groups, subcultures, organizations and processes found within the legal system along with its associated governmental and social structures. The analytic focus is upon the judge, the judicial process itself, and the factors that impinge upon both. Several theories and models of that decisional process will be presented along with some analysis of the extent to which court decisions are obeyed by those supposedly bound to obey the court's decisions. The traditional view is that courts need not concern themselves with such questions as to whether actual compliance with court decisions occurs or not. Reality however is more complex where court decisions are often ignored or subverted into something very different from the court's original decision.

Law is seen here as one of the several competing pressures upon participants before the court and the judges themselves. Participants are defined to include both legal practitioners, individuals as plaintiffs, defendants, witnesses and jury members along with court staff including the judge. Judges work within work

groups whose membership consists of the judge, court staff, attorneys in various roles plus outside participants such as parole and probation officers and the police.

In fact, in some circumstances, the law may not be the major influence upon the process especially in the criminal justice area where informal processes often operate in ways that exclude the public in order to further institutional goals such as caseload management and public relations. Legal policy is contested both when the laws are written and later enforced. The results often are much different than the original intent of the law's creators. The discrepancy can be most obvious in criminal cases where the defendant receives little or no punishment across a variety of cases.

Court systems are politically created, their primary task is social control which means the question of what courts do and who becomes the judges remain controversial questions. Deciding what the best court system is has been a much debated question over the years. The question becomes one of balancing off the demands for public involvement in the courts and the need to preserve judicial independence. The difficulties of legal reform are explored using Florida as one example of that process. This state has been a major player in national judicial reform issues - a fact that caused some difficulty when the public abruptly rejected those efforts. For example, in November 2000, a proposed change in how Florida's state trial court judges are selected was rejected overwhelmingly by the Florida electorate. Later in 2001, the Republican led Florida legislature changed the process of judicial selection due to their anger concerning the Florida Supreme Court's role in the 2000 presidential election. Their changes gave greater power to the then governor, Jeb Bush, whose brother's election to the presidency in 2000 had been put in doubt by the Florida Supreme Court. Those participants left office but the enhanced power of the governor to influence which judges are selected remains unaffected. Reforms made to the legal system often have long life spans in terms of their impact. Judicial appointments can last long after the original accession to office. You see that in Governor DeSantis's appointments are completely reshaping the Florida Supreme Court. The new conservative justices are reversing precedents and expanding others in directions opposite that of the previous court.

The United States Supreme Court (USSC) will be examined in order to identify the exercise of justice discretion in making decisions and the possibilities for court leadership by the Chief Justice and other justices. In addition, much energy is expended on the important question of who should become a federal judge. Confirmation hearings have in some instances turned into public ordeals as interested parties clashed over the question of candidate qualifications and fitness

to serve. The reason for all this commotion is simple, Americans do believe it matters who becomes a federal judge. The USSC will be one vehicle through which social science and legal perspectives are used to explain why and on what basis justices (judges generally) make decisions. Finally, we will look at the law and the courts as mechanisms through which social and political change occurs. Courts do impact the development of the law and the trends inside the society but their influence is normally indirect and long term. The USSC showed the exception in 2022 when it reversed a major precedents *Roe V. Wade* (1973), the abortion decision. <https://www.nytimes.com/2021/12/16/opinion/supreme-court-trump.html>.

[Links to an external site.](#) The ramifications of that decision can be seen in continual state battles over abortion policy. The Court essentially made its decision and threw back to the states what that will mean in each state - strict effective bans on abortion to reaffirmations of the right to abortion.

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## Required Text:

- Robert A. Carp, Kenneth L. Manning, and Lisa M. Holmes - *Judicial Process in America* (12th ed). References as "text" in the modules when assigning readings from the text.

Assigned readings from the textbook are indicated in the Modules. Additional materials are linked to the class website for student review and study. Students are responsible for making sure they read all such assigned materials since all of those will be tested during the two examinations or three assignments. Be aware when modules open, so you need to read them even if no written assignment or discussion appears for that module. All materials can appear on the exams.

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## Course Grade Structure:

- Examinations:
  - 1<sup>st</sup> examination - 20%
  - 2<sup>nd</sup> examination - 20%
- Module Assignments:
  - Assignment 1 - 20%
  - Assignment 2 - 20%



- Assignment 3 - 20%
- 

## **Financial Aid Assignment:**

There is a Financial Aid Assignment that all students receiving financial aid must complete in a timely manner in order to verify their attendance in the course, go to the Assignments tab to locate that requirement. Failure to complete this assignment could lead to you being required to immediately repay loans or not receive your financial aid. This is a federal requirement being enforced at UCF through Financial Aid.

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## **Examinations:**

**No makeup examinations** are given except for the last examination. All students must take the last examination, no exceptions. Examinations may be a combination of short answer and essay. but are usually essay format. The exact mix may vary from examination to examination. Specific materials to be covered on a specific examination will be announced by the instructor through a class email prior to the examination date. Students are responsible for all materials including readings posted on the web site. Essay exams require writing in terms of sentences and paragraphs, not mere lists of concepts unexplained. Simply copying and posting materials from the course modules or other locations does not constitute an essay answer. Proper grammar and spelling is expected. You should consider such exams as practices for law school where essay exams are common and in addition in court often what a lawyer writes is what the judge considers. Many cases on appeal are effectively decided by the written briefs rather than a lawyer's eloquence or personality.

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## **Assignments:**

The assignments referenced above refer to assignments posted on the course website. These assignments involve reading materials and then answering in the form of short essays specific questions regarding courts and law. Assignment answers are uploaded as Word documents to the Assignment function of the

course. Late assignments are graded down a letter grade a day if late. Missed assignments will not be made up. This means the Assignment function will not be reopened to allow completing late assignments barring very unusual and verifiable circumstances. Assignments must be in MS Word, minimum of 1200 words, page numbers expected, and at least 5 references. Note well: no abstracts of your essay are allowed since that is simply padding your word count. Submission of assignments in other than Word is not allowed, the second time; you will receive a zero for the assignment. NOTE: Wikipedia is not an acceptable reference, if used, it will result in a failing grade (zero) for that assignment. Note all quotes must have a reference identifying where it came from, failure to do so can result in points reduction. Proper grammar and spelling is expected. The essays are to be your personal work, not the product of assistance by devices or other means.

Proper citation is important especially since I reserve the right to check on your cite as to its relevance and accuracy. In other words, do not list references you have not read. Be aware, I read all assignments and exams, not a graduate teaching assistant, this takes time so be patient while I am grading.

## **Formatting for Assignments, proposals and papers:**

Papers should be 10 or 12 point font, double space or 1.5 space between sentences. **Must provide page numbers in assignments.** Use APA format as described in UCF Library resources, **do not provide an abstract:** <https://guides.ucf.edu/apa>

All web references must include the website's URL and the date you accessed the website. Proper citation is important especially since I reserve the right to check on your cite as to relevance and accuracy. Do not list references you have not read.

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## **Course grading:**

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

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## **Participation in Class Discussion Topics:**

Several Class Discussion Topics are posted for students to discuss issues related to the course. Constructive participation in such discussions can count as part of the student's participation portion of the course but not explicit points assigned. Such participation can make the difference between what grade the student receives. Constructive refers to comments adding the discussion not tirades on some issue that the individual is emotional concerning and wishes to vent on others in the class.

***Golden Rule:*** Students are expected to be aware of the *University Golden Rule* especially those provisions related to plagiarism. If not, go to: *UCF-5.015 Student Academic Behavior Standards* for the appropriate passages, the entire document is accessible through the UCF website. Furthermore, the instructor reserves the right to submit assignments to Turnitin.com in cases of suspected plagiarism or other cheating.

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

## **Other applicable University Policies are listed below:**

### **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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.
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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](#)

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

## **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and

accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement informational purposes**

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

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video](#)



[Links to an external site.](#)

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

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

### **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](#).

### **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](#).

### **Deployed Active Duty Military Students**

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

### **Turnitin.com may used if excessive cheating is suspected**

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

[Links to an external site.](#)

- 
- [Modules](#)
  - [Support Resources](#)
  - [Syllabus](#)
  - [Webcourses@UCF Student Orientation](#)

**POS 4284 -23Fall 0W60**

**Judicial Process & Politics**

**Fall 2023**

**Schedule/Syllabus**

| <b>Module number</b> | <b>Module Name</b>     | <b>Date Open</b>   | <b>Date Close</b>           | <b>Assignment</b>                                                                                          |
|----------------------|------------------------|--------------------|-----------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Module 0</b>      | <b>Getting Started</b> | <b>August 21st</b> | <b>August 31st by 11 pm</b> | <b>Complete items in Module 0 including posting web annotation and completing Introductory Assignment;</b> |



|                                   |                                            |                      |                                |                                                                                                                                            |
|-----------------------------------|--------------------------------------------|----------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Financial Aid Verification</b> | <b>Financial Aid Verification</b>          | <b>August 21st</b>   | <b>August 26th at 11pm</b>     | <b>complete Financial Aid Verification by August 26th, do not ignore may lead to financial aid issues. Complete even if past due date.</b> |
| <b>Module 1</b>                   | <b>Introduction</b>                        | <b>August 21st</b>   | <b>September 6th at 11pm</b>   | <b>Read assigned materials</b>                                                                                                             |
| <b>Module 2</b>                   | <b>Repeat Players vs. One Shot Players</b> | <b>September 7th</b> | <b>September 14th at 11pm</b>  | <b>Read assigned materials and respond to discussion group: Do Repeat Players Truly Dominate?</b>                                          |
| <b>Assignment 1</b>               | <b>Assignment 1</b>                        | <b>August 21st</b>   | <b>September 16th by 11 pm</b> | <b>Turn Assignment 1 in through Assignments page</b>                                                                                       |

|                     |                                  |                       |                                |                                                   |
|---------------------|----------------------------------|-----------------------|--------------------------------|---------------------------------------------------|
| <b>Module 3</b>     | <b>Federal Courts</b>            | <b>September 15th</b> | <b>September 29th by 11 pm</b> | <b>Complete assigned readings</b>                 |
| <b>Module 4</b>     | <b>State Courts</b>              | <b>September 30</b>   | <b>October 14th at 11 pm</b>   | <b>Complete assigned readings</b>                 |
| <b>First Exam</b>   | <b>Exam 1</b>                    | <b>October 14th</b>   | <b>October 17th by 11 pm</b>   | <b>Complete exam on line</b>                      |
| <b>Module 5</b>     | <b>Supreme Court Nominations</b> | <b>October 18th</b>   | <b>October 15th by 11 pm</b>   | <b>Complete readings and work on Assignment 2</b> |
| <b>Assignment 2</b> | <b>Assignment 2</b>              | <b>September 20th</b> | <b>October 15th by 11 pm</b>   | <b>Turned in through Assignments tab</b>          |

|                     |                            |                     |                               |                                                                                                                                                        |
|---------------------|----------------------------|---------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 6</b>     | <b>Legal Profession</b>    | <b>October 26th</b> | <b>November 3rd by 11 pm</b>  | <b>Complete assigned readings and respond to discussion group: "Individuals should be able to have anyone defend them in court, not just lawyers?"</b> |
| <b>Module 7</b>     | <b>Lobbying the Courts</b> | <b>November 3rd</b> | <b>November 10 by 11 pm</b>   | <b>Complete assigned readings</b>                                                                                                                      |
| <b>Module 8</b>     | <b>Judicial Power</b>      | <b>November 11</b>  | <b>November 18th by 11 pm</b> | <b>complete Assignment 3</b>                                                                                                                           |
| <b>Assignment 3</b> | <b>Assignment</b>          | <b>November 3rd</b> | <b>November 18th at 11pm</b>  | <b>Assignment 3 turned in through Assignments tab</b>                                                                                                  |

|                            |                                                   |                      |                              |                                                                                                                            |
|----------------------------|---------------------------------------------------|----------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Module 9</b>            | <b>Judicial Policy Making: Success or Failure</b> | <b>November 18th</b> | <b>December 1st by 11 pm</b> | <b>Complete readings and respond to discussion group: “An imperial judiciary is a great danger to American democracy?”</b> |
| <b>2<sup>nd</sup> Exam</b> | <b>Exam 2</b>                                     | <b>December 2nd</b>  | <b>December 5th by 11 pm</b> | <b>Complete exam on line</b>                                                                                               |

**International Relations 4401-0W60: International Law**  
**University of Central Florida**  
**Fall 2023**  
**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: Howard Phillips Hall 102D Tues. 1:30-3; Thurs. 1:15-4:15; or by appointment.  
Email via webcourses.

**Pre-requisite**

ENC 1102 or POS 2041 or approval of the instructor.

**Catalog Entry**

The nature, evolution, and sources of international law and examination of various sub-areas as recognition, maritime law, nationality, and war.

**Student Learning Outcomes**

This course will focus on building our abilities to:

- (1) *Demonstrate an understanding of key political concepts, theories, and ideologies.*
- (2) *Apply critical thinking skills to analyze political events, institutions, and policies.*
- (3) *Analyze global political interactions, including diplomacy, conflict, and cooperation.*
- (4) *Understand the role of international organizations, treaties, and agreements in shaping world politics.*
- (5) *Critically assess the quality, credibility, and relevance of sources*

**Validation and Grading**

Grades will be based on review exercises, quizzes, and written assignments (discussion or short essay, depending on the module). These will be weighted as follows:

|                           |           |
|---------------------------|-----------|
| • Review exercises (7)    | 20        |
| • Module quizzes (7)      | 30        |
| • Written assignments (7) | <u>50</u> |
|                           | 100 %     |

Grades will be awarded as follows:

|    |                      |
|----|----------------------|
| A  | ≥ 93 $\frac{1}{3}$ % |
| A- | ≥ 90                 |
| B+ | ≥ 86 $\frac{2}{3}$   |
| B  | ≥ 83 $\frac{1}{3}$   |
| B- | ≥ 80                 |
| C+ | ≥ 76 $\frac{2}{3}$   |
| C  | ≥ 73 $\frac{1}{3}$   |
| C- | ≥ 70                 |
| 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 (30%)*

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 (20%)*

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 (50%)* There will be three papers, each approximately 3-5 pages in length, requiring you to analyze and present information. These will be submitted via webcourses. In four modules, you will be asked to make a substantive posting in a discussion group, and replying to a colleague's post.

All assignments are expected to consist of your own work. Should a submitted assignment be deemed by detection software to have a high likelihood of being AI-generated, or should it exhibit clear indications of AI (such as erroneous references, failure to adhere to assignment guidelines, or heavy reliance on works and viewpoints external to our course), I reserve the power to use supplemental oral examinations to verify a student's comprehension of the assignment submitted and related module material. This examination will be conducted in person or via Zoom at a mutually convenient time, and the grade may be substituted for the overall grade for the module.

## **Course Materials and Resources**

### *Required Materials*

James Larry Taulbee and Gerhard von Glahn (T&vG), *Law Among Nations: An Introduction to Public International Law*. 12<sup>th</sup> ed. Routledge. 2012. ISBN 9781032021546. Alternatively, you may use the E-book with ISBN 9781000523584

It is strongly recommended that you obtain the text as soon as possible. As more universities commence the fall semester, shipping delays and availability issues are likely to increase.

In addition, there are very useful information resources that can be found on the UN AudioVisual Lecture series. [www.un.org/law/avl](http://www.un.org/law/avl)

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

## **Schedule**

*Note that before Halloween, modules close on Tuesday night. After Halloween, modules close on Wednesday night.*

August 21-September 5

Module 1 - Nature, Sources, and Development of International Law

T&vG chapters 1-3

September 6-19

Module 2- International Agreements and Legal Process; International vs. Municipal Law

T&vG chapters 4-6

September 20-October 3

Module 3 - Recognition, International Legal Persons, and Nationality

T&vG chapters 7-9

October 4-17

Module 4 - Principles of Jurisdiction, State Responsibility, and Diplomatic Agent Immunity

T&vG chapters 10, 11, and 14

October 18-November 1

Module 5 - Sea and (Air/Cyber/Outer)Space; Human Rights

T&vG chapters 12, 13, and 15

November 2-15

Module 6 - International Criminal Law, Adjudication, and the Environment

T&vG chapters 16-18

November 16-29

Module 7 - International Economic Law, Use of Force, and War Crimes

T&vG chapters 19-21

## **Optional Final, December 1-4**

The optional final will consist of multiple-choice questions taken from Modules 1-7 and a short essay. If you take the optional final, it will be used to replace one module. If your grade on the optional final does not exceed your lowest grade in modules 1-7, the optional final will be disregarded—in other words, the optional final cannot hurt you.

## **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](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

#### Campus Safety Statement

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

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

#### Deployed Active Duty Military Students

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

**Political Science 2041.0006: American National Government**  
**University of Central Florida**  
**Fall 2023**  
**Instructor: John Hanley**  
**Syllabus**

Class Meetings: Tuesday/Thursday 10:30-11:50, MSB 360  
Office Hours: Tuesday 1:30-3, Thursday 1:15-4:15, 102D Howard Phillips Hall  
Email via webcourses

Overview

This is a survey course is designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies. The course proceeds in three major sections: first, we will situate the institutions of American government in the context of their creation and understand the objectives of the Founders and the tradeoffs inherent in institutional design. Second, we will observe and evaluate the performance of governmental institutions. Third, we will examine the relationships between government and individuals, groups, and corporate entities.

Throughout the course, we will learn to assess and decipher information in a world full of conflicting sources and to employ social sciences models to produce knowledge. **(Interpretation and Evaluation Objective)** We will then consider how to synthesize what we have learned, as it might be conveyed to political practitioners (in the form of strategy or analysis) as well as to the general public (in the form of advocacy or civic education). Our study of the backgrounds and beliefs of citizens and political elites will assist us in tailoring our writing to the requirements and preferences of audiences. **(Communication Objective)**

Prerequisites, Co-requisites, other enrollment requirements

None.

Student Learning Outcomes

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

Validation and Grading

The maximum points available for assignments will be as follows:

|                           |            |         |     |
|---------------------------|------------|---------|-----|
| Intro and Closing Quizzes | 10         | Midterm | 120 |
| Short Assignments (5)     | 150 (5x30) | Final   | 120 |
| <i>Total: 400 points</i>  |            |         |     |

Late short assignments will be deducted 2 points (out of 30) for each day late or portion thereof. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam.

The midterms and final will consist of multiple-choice and short answer questions.

All assignments are expected to consist of your own work. Should a submitted assignment be deemed by detection software to have a high likelihood of being AI-generated, or should it exhibit clear indications of AI (such as erroneous references, failure to adhere to assignment guidelines, or heavy reliance on works and viewpoints external to our course), I reserve the power to use supplemental oral examinations to verify a student's comprehension of the assignment submitted.

The plus/minus system will be used in calculating final grades. Zeros for unsubmitted assignments may not be entered on webcourses. The number of points earned, not the webcourses "average," determines grades.

|          |          |          |         |
|----------|----------|----------|---------|
| A > 373  | B+ > 346 | C+ > 306 | D > 239 |
| A- > 359 | B > 333  | C > 293  | F < 240 |
|          | B- > 320 | C- > 279 |         |

### Text

Glen Krutz and Sylvie Waskiewicz. OpenStax American Government, American Government. OpenStax CNX. July 19, 2021 <https://openstax.org/details/books/american-government-3e>

This is a free, open-source, online textbook. There are links through the OpenStax website to obtain a print copy should you wish (approximate cost \$38).

There are other readings, all of which will be available through webcourses. Textbook readings should be done before the applicable lecture. Whether you do the other readings before or after lecture is up to you. All readings mentioned in lecture are fair game for examinations.

### Additional Policies

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

In accordance with state requirement, there will be regular opportunities to engage in "political discussions and civil debates." I will signal these opportunities during class.

### UCF Policies

#### Academic Integrity

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### Deployed Active Duty Military Students

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## **Schedule of Material**

*Part I. Introduction and the Constitution. In recent years, the meaning of the Constitution has taken on increased relevance in political debates. We will study the problems which the Constitution was created to address, the struggles to reach agreement and achieve ratification, obvious and lurking issues in the document, and its legacy today.*

Tuesday, August 22. Introduction – Logistics, what is politics and what we hope to gain by studying it.

Readings:

Textbook, Chapter 1

Robert Dahl, “What is Politics”

8/24-31 Early America and the Constitution – How did our system of government come into being? We will look at the principal debates from the Constitutional convention and the explanations made in *The Federalist*; and we will look at what the Framers missed.

Textbook, Chapter 2

James Madison, Federalist 10 & 51– *the language in these will take some time to digest.*

Thomas Jefferson’s Monticello. May 4, 2021. “Agriculture and the Monticello Plantation.” Watch the first 21 minutes. <https://www.youtube.com/watch?v=PrIWNBf-c5s>

9/5-7 Federalism – does “limited government” mean one with narrow powers, strictly enumerated; or with specific limits on broad powers? How has the operation of federalism changed over time?

Textbook, Chapter 3

Adam Liptak. “At Center of Health Care Fight, a 1942 Case of a Farmer's Wheat.” *New York Times*, March 19, 2012.

*Part II. The Elected Branches and the Electoral System. We examine the Framers’ work in Articles I-III, the development of these institutions over time, how they appeal to the public, and how they are influenced by it.*

9/12-19 Congress (Article I) – Introduction to the legislative branch, and how it has changed over time. The mechanics of legislating, starting with how a bill becomes a law. Who ends up in Congress, and what motivates them.

Textbook, Chapter 11

Jay Newton-Small, “The Last Politicians” *Time*, October 28, 2013.

9/21-26 President and “the Presidential Branch” (Article II) – emergence of the President as a national leader despite limited institutional power; advisors and Cabinet as policymakers

Textbook, Chapter 12

9/28-10/3 Bureaucracy – growth of the executive branch over time; expertise, institutional loyalty and problems for democratic accountability; Congress’s attempts to re-gain influence.

Textbook, Chapter 15

Michael Moss. “While Warning About Fat, U.S. Pushes Cheese Sales.” *New York Times*. November 7, 2010.

## **MIDTERM EXAM, 10/5/22**

10/10-19 The Judiciary and Civil Liberties – The “least dangerous branch” is today seen as “must-win” in the unending battle for political control of the United States. Introduction to the federal court system; the genius of *Marbury v. Madison*; struggles with legitimacy in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

Textbook, Chapter 13

Jess Bravin. "Supreme Court Ruling Ducks Conflict Between Religious, Gay Rights." *Wall Street Journal*. June 4, 2018.

10/24-26      Civil Rights – Almost 250 years ago, Thomas Jefferson wrote a famous sentence about equality and liberty. Perhaps no other country is so well known for falling so short of its founding principles. How do you fix that?

Textbook, Chapter 5.

Summer Sewell. "There Were Nearly a Million Black Farmers in 1920. Why Have they Disappeared?" *The Guardian*. April 29, 2019.

*Part III. The Supporting Cast. Having set up the operations and interactions at the core of American democracy, we move to consider five institutions which greatly affect outcomes and which themselves frequently become the subject of debate and political struggle.*

10/31-11/2      Public Opinion – In a republic, public opinion plays a critical role in what governmental institutions do. We will look at how public opinion is measured, and what it is like.

Textbook, Chapter 6

Neil MacFarquhar. "Sweet Cherries, Bitter Politics: Two Farm Stands and the Nation's Divides." *New York Times*. June 6, 2021.

11/7-9      Campaigns and Elections – At first glance, political campaigns appear to respond very effectively to popular demands. However, specific choices of electoral institutions—in the US, plurality voting, primary elections, and private financing of campaigns—shape the political landscape.

Textbook, Chapter 11

11/14-16      Political Parties – Parties are important for linking elected officials and the public, organizing activity in the legislature, and structuring competition among politicians. The Founders tried—and failed—to prevent them. Here, we'll look at the emergence of American political parties and their importance to Presidential nominations.

Textbook, Chapter 9

11/21-28      Interest Groups (Associations, lobbies, unions, and PACs) – the “seamier” side of political organizations, the “special interests.” We will talk about how the U.S. political system facilitates interest group activity, theories about why groups form, and the history of campaign financing.

Textbook, Chapter 10

Clarke, John. “Key Lime Pie Fans Whipped Up Over Dessert Snub.” *Wall Street Journal*. July 31, 2022.

## **NO CLASS 11/23 - THANKSGIVING**

11/30      The Media – Political actors frequently complain about “media bias,” but what basis is there to believe that journalists affect what people think? What drives changes in how we receive news?

Textbook, Chapter 8

Pew. “Newspapers Fact Sheet.” June 1, 2017. <http://www.journalism.org/fact-sheet/newspapers/>

FINAL EXAM, Tuesday, December 5 10am-12:50pm

**Political Science 2041.0003: American National Government**  
**University of Central Florida**  
**Fall 2023**  
**Instructor: John Hanley**  
**Syllabus**

Class Meetings: Tuesday/Thursday 4:30-5:50, MSB 360  
Office Hours: Tuesday 1:30-3, Thursday 1:15-4:15, 102D Howard Phillips Hall  
Email via webcourses

Overview

This is a survey course is designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and public policies. The course proceeds in three major sections: first, we will situate the institutions of American government in the context of their creation and understand the objectives of the Founders and the tradeoffs inherent in institutional design. Second, we will observe and evaluate the performance of governmental institutions. Third, we will examine the relationships between government and individuals, groups, and corporate entities.

Throughout the course, we will learn to assess and decipher information in a world full of conflicting sources and to employ social sciences models to produce knowledge. **(Interpretation and Evaluation Objective)** We will then consider how to synthesize what we have learned, as it might be conveyed to political practitioners (in the form of strategy or analysis) as well as to the general public (in the form of advocacy or civic education). Our study of the backgrounds and beliefs of citizens and political elites will assist us in tailoring our writing to the requirements and preferences of audiences. **(Communication Objective)**

Prerequisites, Co-requisites, other enrollment requirements

None.

Student Learning Outcomes

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

Validation and Grading

The maximum points available for assignments will be as follows:

|                           |            |         |     |
|---------------------------|------------|---------|-----|
| Intro and Closing Quizzes | 10         | Midterm | 120 |
| Short Assignments (5)     | 150 (5x30) | Final   | 120 |
| <i>Total: 400 points</i>  |            |         |     |

Late short assignments will be deducted 2 points (out of 30) for each day late or portion thereof. Missing an exam without a valid excuse will incur a penalty of no less than 20 percent of the point value of the exam.

The midterms and final will consist of multiple-choice and short answer questions.

All assignments are expected to consist of your own work. Should a submitted assignment be deemed by detection software to have a high likelihood of being AI-generated, or should it exhibit clear indications of AI (such as erroneous references, failure to adhere to assignment guidelines, or heavy reliance on works and viewpoints external to our course), I reserve the power to use supplemental oral examinations to verify a student's comprehension of the assignment submitted.

The plus/minus system will be used in calculating final grades. Zeros for unsubmitted assignments may not be entered on webcourses. The number of points earned, not the webcourses "average," determines grades.

|          |          |          |         |
|----------|----------|----------|---------|
| A > 373  | B+ > 346 | C+ > 306 | D > 239 |
| A- > 359 | B > 333  | C > 293  | F < 240 |
|          | B- > 320 | C- > 279 |         |

### Text

Glen Krutz and Sylvie Waskiewicz. OpenStax American Government, American Government. OpenStax CNX. July 19, 2021 <https://openstax.org/details/books/american-government-3e>

This is a free, open-source, online textbook. There are links through the OpenStax website to obtain a print copy should you wish (approximate cost \$38).

There are other readings, all of which will be available through webcourses. Textbook readings should be done before the applicable lecture. Whether you do the other readings before or after lecture is up to you. All readings mentioned in lecture are fair game for examinations.

### Additional Policies

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

In accordance with state requirement, there will be regular opportunities to engage in "political discussions and civil debates." I will signal these opportunities during class.

### UCF 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](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
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## **NO CLASS 8/31—Campus closes at 2pm for football game**

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Textbook, Chapter 8

Pew. “Newspapers Fact Sheet.” June 1, 2017. <http://www.journalism.org/fact-sheet/newspapers/>

FINAL EXAM, Tuesday, December 7 4-6:50pm

## POS 4961: Exit Course

### Instructor Contact

- Instructor: Nathan Ilderton
- Office: Howard Phillips Hall 305A ([Where's This?](#))
- Office Hours: 2:00-5:00 Mondays and Wednesdays
- Virtual meetings available by appointment.
- Phone: 407-823-2608
- E-mail: [nathan.ilderton@ucf.edu](mailto:nathan.ilderton@ucf.edu)

### Course Information

- Course Name: Exit Course
- Course ID & Section: POS 4961-0001 and W60
- Zero Hour Credit Webcourse
- Semester/Year: Fall 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 School of Politics, Security, and International Affairs 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 topics particularly useful to graduating seniors so it should be very useful to you. The course is organized in a series of modules. The first six are for informational purposes. Module 7 is the graduating senior survey. Module 8 is the SPSIA Exit Exam. You must complete the exit exam for your major 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.

### [START HERE MODULE](#)

#### Course Objectives

- Identify resources for successful post-graduation plans,
- Fulfill exit exam requirements, and
- Collect data for program assessment purposes.

#### Required Texts and Supplemental Readings

- None (all resources are available as webcourse pages or external links)

#### Course Requirements

Your final grade is based on following component:

- **Completion of the SPSIA Political Science Exit Exam or SPSIA International and Global Studies Exit Exam** (depending on your major).

#### Missed Assignments/Make-Ups/Extra Credit

None.

#### Late Work

None.

#### Grading Scale

Satisfactory / Unsatisfactory

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

### Grades of "Incomplete"

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### Group Work Policy

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

### Academic Honesty

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

### Professionalism Policy

Follow university policy and basic rules of etiquette. You must behave appropriately in all your class interactions.

### University Writing Center

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

You do not need to come to the UCF campus to receive help from a trained writing tutor. As a UCF student, you have access to writing tutors at the UCF Online Writing

Center. You can [schedule an online consultation](#) with a writing tutor. You can get the help you need to complete the Final Report of your Civic Engagement Project online at a time convenient to you! This service is free to you.

#### Disability Statement

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

## Emergency Procedures and Campus Safety

Students are encouraged to be aware of their surroundings and familiar with actions to take in various types of emergencies. For more information, [see Faculty Center for Teaching and Learning Statement on Emergency Procedures and Campus Safety](#).

## Accommodations for Active Duty Military Students

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

#### Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith (not already reflected in the normal class schedule). See [current schedule of major religious holidays](#). For additional information, contact the [Office of Diversity Initiatives](#) at 407-823-6479.

#### Copyright

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

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

#### Third-Party Software and FERPA

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

#### Financial Aid Requirement

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

#### Course Summary:

| Date             | Details                                                          | Due            |
|------------------|------------------------------------------------------------------|----------------|
| Fri Aug 25, 2023 | Quiz <a href="#">Evidence of Academic Engagement Quiz</a>        | due by 11:59pm |
| Sat Dec 9, 2023  | <a href="#">Graduating Political Science Majors Exit Survey</a>  | due by 11:59pm |
|                  | <a href="#">SPSIA Political Science Exit Exam</a>                | due by 11:59pm |
|                  | <a href="#">Graduating IGS Majors Exit Survey</a>                | due by 11:59pm |
|                  | <a href="#">SPSIA International and Global Studies Exit Exam</a> | due by 11:59pm |



# Syllabus

## POS 4412: Presidential Campaigning

### Fall 2023

#### Instructor Contact

|                     |                                                                                                                                                                                                                                 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>   | Nathan Ilderton                                                                                                                                                                                                                 |
| <b>Office</b>       | 302A Howard Phillips Hall                                                                                                                                                                                                       |
| <b>Office Hours</b> | Mondays and Wednesdays 2:00pm to 5:00pm<br><br>During office hours I will be available in the course chat room. Zoom meetings are available upon request.                                                                       |
| <b>Phone</b>        | 407-823-2608                                                                                                                                                                                                                    |
| <b>E-mail</b>       | Please contact me via the email function within webcourses for all class related emails. If webcourses is down you can reach me via my University email: <a href="mailto:Nathan.Ilderton@ucf.edu">Nathan.Ilderton@ucf.edu</a> . |

#### Course Information

|                                |                          |
|--------------------------------|--------------------------|
| <b>Course Name</b>             | Presidential Campaigning |
| <b>Course ID &amp; Section</b> | POS 4412<br>Section W60  |
| <b>Credit Hours</b>            | 3                        |
| <b>Semester/Year</b>           | Fall 2023                |
| <b>Location</b>                | Online                   |

#### Course Description

This course introduces the process of candidate selection, convention behavior, actual campaign process, and the transition of power for U.S. presidential campaigns. The course will examine primary and general elections, the role of interest groups, voter mobilization, and campaign

finance. We will also examine important controversies and conflicts in the presidential election process.

Prerequisite: ENC 1102

## Course Objectives

This course focuses on the context and process of presidential elections. Students will become familiar with the historical and contemporary context in which presidential elections take place. We will examine the process of elections from the primaries through the general election, including the roles of political actors beyond the candidates themselves. Finally, we will examine specific controversies that have arisen within the modern presidential campaign and proposals to address them. These issues include the electoral college, the changing roles of political parties, the emergence of super PACs in 2012, with particular emphasis on the 2020 presidential election.

## Required Text

- *Presidential Elections: Strategies and Structures of American Politics*. by Nelson Polsby, Aaron Wildavsky, Steven Schier, and David Hopkins. 15<sup>th</sup> edition. Rowman & Littlefield.
- Links for articles will be periodically included in modules as required reading (See Below).

## JSTOR

Several articles will be accessible through JSTOR, an archive of academic journal articles. JSTOR can be accessed through the library website by logging into the library website at <http://library.ucf.edu/>, and clicking on the log in link at the top right. You will be able to access the library database using your PID.

Once you have logged in click on "Databases", the "J" tab and select JSTOR from the menu.

Once at the JSTOR website "political science" under browse by discipline and use the reference given to you in the module to find the article.

Any questions regarding logging into the library's site should be directed to the library.

## Course Requirements

The course is divided into three, five-week segments. During these periods, four modules will be available. You will be required in each period to complete four quizzes, participate in one discussion, and complete one writing assignment. Modules will open on the Monday of the first week of each segment. Assignments and quizzes will open on the first Monday and are due by

11:59pm on the last Sunday of each segment. Part III will have an additional week due to the Thanksgiving Holiday (see course schedule). Exams will open on Monday of the fifth week of each segment and will be due the following Sunday. Because the semester ends on a Saturday, the third exam will be available from Sunday, December 3rd through Saturday, December 9th.

### **Missed Assignments/Make-Ups/Extra Credit**

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will be unable to complete a module on time please inform me prior to the closing time. If you cannot inform me ahead of time, please inform me within one business day of the closing of the module either via phone or email. Date and time of makeup modules will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup modules at my discretion.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

### **Evaluation and Grading**

Each module will consist of reading and lecture materials you will be required to read or watch. Each module has a quiz associated with it. Quizzes consist of true/false and multiple choice questions. True/false and multiple choice questions will be worth one point each. Your quiz grade will be computed by dividing the total points earned during the semester by the total points available. Quizzes are listed under the assessments tab on the course menu. **You have unlimited time to complete a quiz. You have only one attempt per quiz, meaning once you open a quiz you must complete it.**

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

Each segment of the class will include a writing assignment. These will be assignments that require you to find or examine materials related to presidential campaigns on the web and respond to them. These assignments will be graded on a 100 point scale. These will be listed under the assignments tab on the course menu. **You may resubmit or edit your submission on writing assignments as often as you wish until the day and time the assignment is due.**

During the fifth week of each segment of the class, an exam will be available which you are required to complete. Exams consist of five short answer questions from the material covered in the segment. The second and third exams are **not** cumulative. Exam questions should be answered in one or two paragraphs each. Answers should be original (i.e. **not** cut and pasted from course modules or the text). Exams will be listed under the quizzes tab. Because the

semester ends on a Saturday, the third exam will be available from Sunday, December 3rd through Saturday, December 9th. Exams will be listed under the quizzes tab.

Once you begin a quiz, discussion, or writing assignment there is no time limit for it to be completed. **There is a 60 minute time limit for the completion of exams. Also, be aware that you only get one attempt to complete a quiz or exam, i.e. once you start a quiz or exam you must complete it.**

Assignments will be weighted in the following manner for calculating the final grade.

| Assignment          | Percentage of Grade |
|---------------------|---------------------|
| Quizzes             | 20                  |
| Writing Assignments | 10                  |
| Discussions         | 10                  |
| Exam 1              | 20                  |
| Exam 2              | 20                  |
| Exam 3              | 20                  |
| Total               | 100                 |

Final grades will be awarded according to the following scale.

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

Final grades are just that, final. I will not reconsider them except in a case where I made a computational error in calculating them (I have taught for many years and have yet to

miscalculate a final grade). **Please do not email or call me asking for a grade change for another reason (including requesting extra credit), it will not happen.**

## **LockDown Browser**

### **LockDown Browser Requirement**

This course requires the use of LockDown Browser for the three exams. Note: This course requires only the lockdown browser feature, not the Respondus Webcam Monitor. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

[Links to an external site.](#)

### **Download Instructions**

Download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=472413933>

[Links to an external site.](#)

### **Once Installed**

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

### **Guidelines**

When taking an online exam follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it (60 minutes), and also that you've allotted sufficient time to complete it
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### **Getting Help**

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Contact the [UCF IT Service Desk](#) or [UCF Online Learning](#)
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

## Student Engagement and Financial Aid

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

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

## 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>[Links to an external site.](#).

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>[Links to an external site.](#).

## **Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## **Unauthorized Use of Class Notes**

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### **In-Class Recording Policy**

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

## **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#)[Links to an external site.](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](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.

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

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

## **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)[Links to an external site.](#).



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



[external site.](#)

## Deployed Active Duty Military Students

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

# Schedule

Modules assignments and exams open at midnight on the open date and close at 11:59pm on the close date.

| Weeks     | Topic                                   | Readings                             | Assignments                                                                                               | Open Dates     | Close Dates    |
|-----------|-----------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------|----------------|
| • Part I* | Module 1: Introduction and Voters       | Polsby et al. Ch. 1                  | Module 1 Quiz                                                                                             | August 21st    | September 17th |
|           | Module 2: Interest Groups and Parties   | Polsby et al. Ch. 2, 7               | Module 2 Quiz                                                                                             | August 21st    | September 17th |
|           | Module 3: Rules, Incumbency, and Money  | Polsby et al. Ch. 3 pgs 47-64, 78-82 | <ul style="list-style-type: none"> <li>Module 3 Quiz</li> <li>Money in Politics Discussion</li> </ul>     | August 21st    | September 17th |
|           | Module 4: Media                         | Polsby et al. Ch. 3 pgs 65-77        | <ul style="list-style-type: none"> <li>Module 4 Quiz</li> <li>Campaign Ads Internet Assignment</li> </ul> | August 21st    | September 17th |
|           | <b>Exam 1</b>                           |                                      |                                                                                                           | September 18th | September 24th |
| • Part II | Module 5: Primaries                     | Polsby et al Ch. 4, pgs 83-118       | <ul style="list-style-type: none"> <li>Module 5 Quiz</li> <li>Primary Process Discussion</li> </ul>       | September 25th | October 22nd   |
|           | Module 6: Conventions                   | Polsby et al. Ch. 4, pgs. 118-134    | Module 6 Quiz                                                                                             | September 25th | October 22nd   |
|           | Module 7: Debates and Persuading Voters | Polsby et al. Ch 5, pgs              | <ul style="list-style-type: none"> <li>Module 7 Quiz</li> </ul>                                           | September 25th | October 22nd   |

|                                                            |                                                                  |                                                          |                                                                                                          |                |              |
|------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|--------------|
|                                                            |                                                                  | 135-154, & 173-179                                       | <ul style="list-style-type: none"> <li>Debates Internet Assignment</li> </ul>                            |                |              |
|                                                            | Module 8: Campaign Professionals, GOTV, and the General Election | Polsby et al. Ch 5, pgs 154-173 and 179-194              | Module 8 Quiz                                                                                            | September 25th | October 22nd |
|                                                            | <b>Exam 2</b>                                                    |                                                          |                                                                                                          | October 23rd   | October 29th |
| <ul style="list-style-type: none"> <li>Part III</li> </ul> | Module 9: Reforms to the Nominating Process                      | Polsby et al Ch 6, pgs 197-216<br><br>Linked Article     | Module 9 Quiz                                                                                            | October 30th   | December 3rd |
|                                                            | Module 10: The Electoral College                                 | Polsby et al., Ch. 6, pgs 216-225<br><br>Linked Articles | <ul style="list-style-type: none"> <li>Module 10 Quiz</li> <li>Electoral College Discussion</li> </ul>   | October 30th   | December 3rd |
|                                                            | Module 11: Campaign Finance Reexamined: The Rise of Super PACs   | Linked Article                                           | <ul style="list-style-type: none"> <li>Module 11 Quiz</li> <li>Super PACs Internet Assignment</li> </ul> | October 30th   | December 3rd |
|                                                            | Module 12: The 2020 Election in Perspective                      |                                                          | Module 12 Quiz                                                                                           | October 30th   | December 3rd |
|                                                            | <b>Exam 3</b>                                                    |                                                          |                                                                                                          | December 3rd   | December 9th |

**Notes:** The links to readings listed above as "linked article" are available on the introduction of page of the module to which they are assigned.

All dates and times are subject to change by Dr. Ilderton. Be informed and routinely check the Schedule and Class Email or Announcements for any changes or updates.

\*Complete the syllabus quiz for financial aid purposes by end of 1st week of class or as soon as possible after adding the class.

# Syllabus

## POS 3424: Congress and the Legislative Process

### Fall 2013

#### Instructor Contact

|                     |                                                                                                                                                                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>   | Nathan Ilderton                                                                                                                                                                                                                                                                        |
| <b>Office</b>       | 328 Building 11, Valencia West Campus                                                                                                                                                                                                                                                  |
| <b>Office Hours</b> | 2:00-4:00 pm, Monday and Wednesday or by appointment. During office hours I will be available in a chat room to answer questions. The chat room will be available under the "Conferences" tab.                                                                                         |
| <b>Phone</b>        | 407-582-5611                                                                                                                                                                                                                                                                           |
| <b>E-mail</b>       | Please contact me via the email function within webcourses for all class related emails. Click my profile under people and select send message. If webcourses is down you can reach me via my University email: <a href="mailto:Nathan.Ilderton@ucf.edu">Nathan.Ilderton@ucf.edu</a> . |

#### Course Information

|                                |                                      |
|--------------------------------|--------------------------------------|
| <b>Course Name</b>             | Congress and the Legislative Process |
| <b>Course ID &amp; Section</b> | POS 3424 Section 0W59                |
| <b>Credit Hours</b>            | 3                                    |
| <b>Semester/Year</b>           | Fall 2013                            |
| <b>Location</b>                | Online                               |

#### Course Description

This course is an examination of the politics of the United States Congress. During the semester we will examine the election of members of Congress, the legislative process, and the place of Congress in the broader context of the American government and democracy. This will mean exploring the rules, norms, individuals, and historical events that have shaped the Congress. We will also discuss the development of the modern Congress and where it is heading in future.

Prerequisite POS 2041 or consent of the instructor.

#### Course Objectives

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

## Required Text

- Roger H. Davidson, Walter J. Oleszek, Francis E. Lee, and Eric Schickler. *Congress and Its Members*, 14<sup>th</sup> edition (CQ Press)
- Jacobson, Gary C. *The Politics of Congressional Elections*, 8<sup>th</sup> edition. (Pearson Longman).

## Course Requirements

The course is divided into three five week segments (the third segment will be six weeks, see course schedule). 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 internet assignment. During the final week of each section an exam will open for you to complete. Modules will open on the Monday at the beginning of the first week and close the Sunday after the fifth week at 11:59 pm.

## Missed Assignments/Make-Ups/Extra Credit

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will be unable to complete a module on time please inform me prior to the closing time. If you cannot inform me ahead of time, please inform me within one business day of the closing of the module either via phone or email. Date and time of makeup modules will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup modules at my discretion.

## Evaluation and Grading

Each module will consist of reading and lecture materials you will be required to read or watch. Four of five modules in each segment of the class has a quiz associated with it. Quizzes consist of true/false and multiple choice questions. True/false and multiple choice questions will be worth one point each. Your quiz grade will be computed by dividing the total points earned during the semester by the total points available. Quizzes are listed under the quizzes tab on the course menu.

Each five 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 100 point scale based on the accuracy of the answer to the question posed and the quality of the interaction with fellow students. These are listed under the discussions tab of the course menu.

Each five week segment of the class will include an internet 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, 7, and 11.

During the fifth week of each segment of the class (sixth week of the third segment), 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 or two paragraphs each. Answers should be original (i.e. **not** cut and pasted from course modules). Exams will open at midnight on the Monday of the final week of the segment and close on the following Sunday at 11:59 pm (see course schedule). Exams will be listed under the quizzes tab.

Once you begin a quiz, exam, or other assignment there is no time limit for it to be completed. **However, 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.**

Please note that you are given an extra week (exam week) to complete the assignments from Part III. All Part III assignments must be completed by 11:59 pm, Sunday, December 8th.

Assignments will be weighted in the following manner for calculating the final grade.

| Assignment           | Percentage of Grade |
|----------------------|---------------------|
| Quizzes              | 20                  |
| Internet Assignments | 10                  |
| Discussions          | 10                  |
| Exam 1               | 20                  |
| Exam 2               | 20                  |
| Exam 3               | 20                  |
| Total                | 100                 |

Final grades will be awarded according to the following scale.

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

## 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.

## Disability Statement

The University of Central Florida is committed to providing reasonable accommodations to all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Disability Services, Student Resource Center Room 132, 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.

## 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         | Close Date        |
|--------------------------|--------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------|-------------------|-------------------|
| Part I<br>Weeks<br>1-5   | Module 1:<br>Introduction, Origins<br>and Development of<br>Congress     | Congress and<br>Its Members<br>Ch. 1-2 | Module 1 Quiz                                                     | August<br>19th    | September<br>22nd |
|                          | Module 2: The<br>Electoral Connection                                    |                                        | Module 2 Quiz<br><br>Electoral<br>Connection<br>Discussion        | August<br>19th    | September<br>22nd |
|                          | Module 3:<br>Congressional<br>Elections: Context<br>and Candidates       | Jacobson Ch.<br>1,2, 3                 | Module 3 Quiz                                                     | August<br>19th    | September<br>22nd |
|                          | Module 4:<br>Congressional<br>Elections: Campaigns                       | Jacobson Ch.<br>4                      | Campaign Ads<br>Internet<br>Assignment                            | August<br>19th    | September<br>22nd |
|                          | Module 5:<br>Congressional<br>Elections: Voters and<br>National Politics | Jacobson Ch.<br>5-6                    | Module 5 Quiz                                                     | August<br>19th    | September<br>22nd |
| Week 5                   | <b>Exam 1</b>                                                            |                                        |                                                                   | September<br>16th | September<br>22nd |
| Part II<br>Weeks<br>6-10 | Module 6:<br>Representation and an<br>Introduction to<br>Lawmaking       | C&M Ch. 5                              | Module 6 Quiz                                                     | September<br>23rd | October<br>27th   |
|                          | Module 7: Parties                                                        | C&M Ch. 6                              | Parties and<br>Leadership<br>Internet<br>Assignment               | September<br>23rd | October<br>27th   |
|                          | Module 8:<br>Committees                                                  | C&M Ch.7                               | Module 8 Quiz                                                     | September<br>23rd | October<br>27th   |
|                          | Module 9: Rules,<br>Norms, and<br>Procedures                             | C&M Ch.8                               | Module 9 Quiz<br><br>House and Senate<br>Procedures<br>Discussion | September<br>23rd | October<br>27th   |



|                            |                                             |                |                                                               |                |              |
|----------------------------|---------------------------------------------|----------------|---------------------------------------------------------------|----------------|--------------|
|                            | Module 10: Roll Call Voting                 | C&M Ch.9       | Module 10 Quiz                                                | September 23rd | October 27th |
| Week 10                    | <b>Exam 2</b>                               |                |                                                               | October 21st   | October 27th |
| Part III<br>Weeks<br>11-16 | Module 11: Congress and the President       | C&M Ch. 10     | Presidential Rhetoric Internet Assignment                     | October 28th   | December 8th |
|                            | Module 12: Congress and the Bureaucracy     | C&M Ch. 11     | Module 12 Quiz                                                | October 28th   | December 8th |
|                            | Module 13: Congress and the Judiciary       | C&M Ch. 12     | Module 13 Quiz                                                | October 28th   | December 8th |
|                            | Module 14: Congress and Organized Interests | C&M Ch. 13     | Module 14 Quiz<br>Congress and Organized Interests Discussion | October 28th   | December 8th |
|                            | Module 15: Congress and the Policy Process  | C&M Ch. 14, 15 | Module 15 Quiz                                                | October 28th   | December 8th |
| Week 16                    | <b>Exam 3</b>                               |                |                                                               | December 2nd   | December 8th |

**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.

**POS 4284**  
**Judicial Process and Politics**  
Fall 2023  
Monday, Wednesday, Friday 12:30- 1:20  
Classroom Building 1, Room 318

Instructor: Nathan Ilderton  
Office: 305A Howard Phillips Hall  
Office Hours: Monday, Wednesday 2:00- 5:00  
Phone: 582-5611  
Email: [Nathan.Ilderton@ucf.edu](mailto:Nathan.Ilderton@ucf.edu)

**Course Description:**

This class is a study of the U.S. court system, its processes, participants, structure, and policy impact. This is not a course on the law, but on the branch of government charged with interpreting the law. We will examine state and federal court systems, the key participants in the legal process (judges, lawyers, special interest, etc.), and the process by which decisions are made in the judicial branch. We will also examine the impact of these decisions on public policy.

**Course Objectives:**

The first objective is to understand the basic procedures of the judicial process. However, we must also recognize that Article 3 of the Constitution is the shortest article describing a branch of government. It left wide open the structure of the judicial branch below the Supreme Court, issues of jurisdiction, and even the process by which judges render decisions. This means that the judicial process and structure of the judiciary as we see it today was created by a political process. Further, the effects of judicial decisions are deeply political. Therefore, we will go beyond just a simple understanding of the mechanics of the judicial process and seek to understand the political nature of its creation and its political impact.

**Required Reading:**

There are two books required for this class. Each is available at the University Bookstore and through the usual off campus and internet outlets.

- David W. Neubauer and Stephen S. Meinhold. *Judicial Process: Law, Courts, and Politics in the United States*, 7<sup>th</sup> edition (Cengage Learning).

There will be additional readings available through webcourses.

**Assignments, Exams and Grading:**

*Exams:* Students will be graded on the basis of two exams. The first will be given in class on September 29<sup>th</sup>. Exam 2 will be given during the final exam period, Friday December 8<sup>th</sup>, 10:00am -12:50pm. Even though it will be given during the final exam period, Exam 2 will not be cumulative. Format for the exams will be multiple choice and short answer questions.

*Quizzes*

Eight quizzes will be given during the semester. They will be administered at the beginning of the class period, and will take place on the Monday of the week they scheduled in the course calendar unless I announce otherwise. They will cover the previous week's material. I will not give makeup quizzes to late arrivals or for unexcused absences. The only way to prepare for them is to stay current with the reading and attend class. Each student will have their lowest quiz grade dropped; therefore you can miss one quiz without penalty.

### *Papers*

There will be two papers for the semester. For each paper you will have a choice of assignment. These will require some research on your part in order to complete. There will be one assignment for each of the three parts of the course. The papers will be approximately 700 words each. You are required to cite any outside sources used to write your papers. Papers will be uploaded in the form of an accessible Word Document to the classes' webcourses page. Due dates are located in the course calendar.

Final grades will be calculated using the following formula:

Quizzes: 10%  
First Exam: 30%  
Second Exam: 30%  
Papers: 30%

The grading scale for final grades is as follows:

A: 89.5% or above  
B: 79.5% to 89.4%  
C: 69.5% to 79.4%  
D: 59.5% to 69.4%  
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 several years and have yet to miscalculate a final grade). Please do not email or call me asking for a grade change for another reason, 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. You need to make every effort to complete the syllabus quiz by August 25<sup>th</sup>. 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 on the class' webcourses site 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.

**Attendance Policy:**

Attendance at lectures is recommended, but not required. I will not be taking roll. However, you are reminded that you are responsible for lecture material on exams and that a portion of your grade will come from in class quizzes. Further, there is no substitute for attending class and engaging in the course materials for full comprehension. In the past, the students who did best in the course were the ones who regularly attended class sessions.

**Makeup Work:**

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will miss a scheduled exam please inform me prior to the exam period. If you cannot inform me ahead of time, please inform me within one business day of the scheduled exam period that you need to make up the exam either via phone or email. Date and time of makeup exams will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup exams at my discretion.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

**Webcourses**

A webcourse section has been created for this class. This space will be used to post the syllabus, lecture notes, readings, grades, and important class notices.

**Class Topics and Reading Assignments:**

Students are expected to complete the assigned reading by the beginning of each week. Please note that I reserve the right to change the lecture and readings schedule as necessary to adequately cover all topics. I also reserve the right to add or subtract readings from the course. Any changes to the schedule or assigned readings will be announced in class.

Week 1: Introduction, Law and Legal Systems. August 21-25

Readings: Judicial Process Ch. 1, 2

Week 2: The Federal System. August 28- September 1

Readings: Judicial Process Ch. 3

*Federalist 78*

**No Class, Labor Day, September 4th**

Week 3: State Courts. September 6-8

Readings: Judicial Process Ch. 4

Quiz (Wednesday)

Week 4: Judges. September 11-15

Readings: Judicial Process Ch. 6

Elliot Slotnick, "A Historical Perspective on Federal Judicial Selection."  
Quiz

Week 5: Lawyers. September 18-22  
Readings: Judicial Process Ch. 5  
Susan Lawrence, "Philosophies of Legal Assistance and Access to the Courts."  
Film: *The Merits of Electing Judges*  
Quiz

Week 6: Litigants and Interest Groups. September 25<sup>th</sup>-27<sup>th</sup>  
Readings: Judicial Process Ch. 7  
Jenna Becker Kane, "Informational Need, Institutional Capacity, and Court Receptivity: Interest Groups and Amicus Curiae in State High Courts."

### **Exam 1, Friday, September 29<sup>th</sup>**

Week 7: Criminal Trials. October 2-6  
Readings: Judicial Process Ch. 8, 9  
Marc Mauer, "The Impact of Mandatory Minimum Penalties in Federal Sentencing."  
**Paper 1: Due October 6<sup>th</sup>, 5:00pm via Webcourses.**

Week 8: Civil Trials. October 9-13  
Readings: Judicial Process Ch. 10, 11  
Herbert Kritzer, "Public Perceptions of Civil Jury Verdicts"

Week 9: Juries. October 16-20  
Readings: Judicial Process, Ch. 12  
Jury Simulation- Read "Jury Simulation" materials available on Webcourses.  
Various Authors, "Perfecting Jury Trials."  
Quiz

Week 10: Appeals Process. October 23-27  
Readings: Judicial Process Ch. 13

Week 11: Supreme Court 1. October 30- November 3  
Readings: Judicial Process Ch. 14  
Ryan Black and Ryan Owens, "Agenda Setting in the Supreme Court: The Collision of Policy and Jurisprudence"  
Quiz

Week 12: Supreme Court 2. November 6-8  
Readings: Judicial Process Ch. 15  
Paul Wahlbeck, James Spriggs, and Forrest Maltzman, "Marshalling the Court: Bargaining and Accommodation of the United States Supreme Court."  
Quiz

**No Class, Veteran's Day, November 10<sup>th</sup>**

Week 13: Policy Impacts of Judicial Decisions, November 13-17

Readings:

Bradley Canon and Charles Johnson, "Responses to Judicial Policies"

Peter Schuck, "Benched: The Pros and Cons of Having Judges Make the Law."

Mark Miller, "Interactions Between Legislatures and Courts."

Donald Songer and Reginald Sheehan, "Supreme Court Impact on Compliance and Outcomes:

Miranda and New York Times in the United States Courts of Appeals."

Quiz

Week 14: Film, November 20

Film: *Antonin Scalia and Stephen Breyer on Constitutional Interpretation*

**No Class, Thanksgiving, November 22<sup>nd</sup>- 24<sup>th</sup>**

Week 15: Politics and the Judiciary

Readings:

Amanda Hollis-Brusky and Celia Parry, "'In the Mold of Justice Scalia': The Contours and Consequences of the Trump Judiciary."

Logan Strother and Shana Kushner Gadarian, "Public Perceptions of the Supreme Court: How Policy Disagreement Affects Legitimacy"

Quiz

**Paper 2: Due December 1<sup>st</sup>, 5:00pm via Webcourses**

**Exam 2, Friday, December 8<sup>th</sup>, 10:00am-12:50pm**

**UCF Creed and Academic Honesty**

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

**Integrity**

I will practice and defend academic and personal honesty.

**Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**

I will use my talents to enrich the human experience.

**Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

**Students with Disabilities**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Unauthorized Use of Class Notes**

Third parties may be selling class notes and other materials from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

**POS 3703- Section 003**  
**Scope and Methods of Political Science**  
**Fall 2023**

Monday, Wednesday, Friday 10:30- 11:20 PM  
310 Howard Phillips Hall

Instructor: Nathan Ilderton  
Office: 305A Howard Phillips Hall  
Office Hours: Monday and Wednesday 2:00-5:00pm  
Phone: 823-2608  
Email: Nathan.Ilderton@ucf.edu

**Course Description:**

This course is an introduction to research methods used in political science. We will examine the use of the scientific method in the study of politics. This includes examining the measurement of concepts, research design, and hypothesis formation. We will also several techniques used to test hypotheses in political science. This will include a study of comparisons, significance tests, and an introduction to the OLS regression models.

**Course Objectives:**

The objective of this course is to teach students to apply objective scientific analysis to political problems. Students will also learn to understand and critically evaluate statistical analyses they will encounter in their future course work, research, and everyday consumption of political information.

**Required Reading:**

There are two books required for this class. Each is available at the University Bookstore and through the usual off campus and internet outlets.

- Paul M. Kellstedt and Guy D. Whitten, *The Fundamentals of Political Science Research*, 3rd edition, (Cambridge University Press).
- Paul M. Kellstedt and Guy D. Whitten, *An SPSS Companion for the Third Edition of the Fundamentals of Political Science Research*, (Cambridge University Press).

If you purchase the textbooks online please insure that you are purchasing the correct editions of the required texts. This course will adhere to the listed editions; students who purchased the wrong editions are responsible for acquiring any new or changed material.

**Assignments, Exams and Grading:**

Students will be graded on the basis of workbook exercises, a term paper, and two exams. Final grades will be calculated using the following formula:

Workbook Assignments: 20%  
Paper: 20%  
First Exam: 30%  
Second Exam: 30%



### *Workbook Assignments*

Workbook assignments will be drawn from the *SPSS Companion* book. These assignments will be discussed in class on Fridays and are due by 5:00pm the following Friday. You will need SPSS and the data from *SPSS Companion* website to complete the assignments. SPSS is available on campus lab computers and remotely through UCF Apps. I will utilize webcourses to facilitate submission of workbook assignments. There will be a total of nine assignments from the workbook. I will drop your two lowest grades at the end of the semester.

### *Paper*

The course paper will be an analysis of an empirical article from an academic journal in the field of political science. The paper is required to be approximately 1500 words and must contain proper citations of all your sources. Full details on the paper assignment along with links to suggested articles will be posted on webcourses. You may select an article from the list or one you find on your own. Anyone who chooses an article from outside the suggested list must have it approved by the instructor no later than October 13<sup>th</sup>. The paper must be uploaded as a working Word document or pdf by 5pm on Friday, December 1<sup>st</sup>.

### *Exams*

Exams will cover material from their section of the reading and lecture calendar. The format of exams will be multiple choice, identification, and problem solving. Example problems will be shown in class.

The grading scale for final grades is as follows:

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

Final grades are just that, final. I will not reconsider them except in a case where I made a computational error in calculating them. Please do not email or call me asking for a grade change for another reason, it will not happen.

**Attendance Policy:**

Attendance at lectures is recommended, but not required. I will not be taking roll. However, you are reminded that you are responsible for lecture material on exams. Further, there is no substitute for attending class and engaging in the course materials for full comprehension. In the past, the students who did best in the course were the ones who regularly attended class sessions.

**Makeup Work:**

I will not allow missed assignments to be made up without a documented university excused absence. If you know ahead of time that you will miss a scheduled exam please inform me prior to the exam period. If you cannot inform me ahead of time, please inform me within one business day of the scheduled exam period that you need to make up the exam either via phone or email. Date and time of makeup exams will be determined by the instructor on a case by case basis. I reserve the right to change the format and questions of makeup exams at my discretion.

If you miss an assignment without a documented university accepted excuse, I will accept assignments with penalty. These penalties begin at 10% per business day that the assignment is late. I encourage you to contact me as quickly as possible if you miss an assignment to make arrangements for late submission.

**Open Lab Hours**

The room we are in hosts weekly open lab hours. I will post the schedule on webcourses and make an in class announcement as soon as this semester's schedule becomes available. These hours are excellent opportunities to complete assignments.

**Student Engagement and Financial Aid**

All faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the syllabus quiz in the quizzes tab of the webcourses' page by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

**Webcourses**

A webcourse section has been created for this class. This space will be used to post the syllabus, lecture notes, grades, and important class notices.

**Class Topics and Reading Assignments:**

Students are expected to complete the assigned reading by the beginning of each week. Please note that I reserve the right to change the lecture and readings schedule as necessary to adequately cover all topics. I also reserve the right to add or subtract readings from the course. Any changes to the schedule or assigned readings will be

announced in class. Note: Assignments are due Friday of the week listed unless otherwise noted.

Week 1: August 21<sup>st</sup>-25<sup>th</sup>

Topics: Introduction, The Scientific Study of Politics

Readings: Fundamentals, Chapter 1

Week 2: August 28<sup>th</sup>- September 1<sup>st</sup>

Topics: Theory Building

Readings: Fundamentals Ch. 2

SPSS Workbook Ch. 1, 2

**No Class: Labor Day: Monday, September 4<sup>th</sup>**

Week 3: September 6<sup>th</sup>-8<sup>th</sup>

Topics: Causal Relationships

Readings: Fundamentals Ch. 3

SPSS Workbook Chapter 3

Assignment 1: Workbook Ch 2 Exercises, pg. 21-2.

Week 4: September 11<sup>th</sup>-15<sup>th</sup>

Topics: Research Design

Readings: Fundamentals Ch. 4

SPSS Workbook Ch. 4

Assignment 2: Workbook Ch 3 Exercises, pg. 23-5

Week 5: September 18<sup>th</sup>-22<sup>nd</sup>

Topics: Research Design and Measurement

Readings: Fundamentals Ch. 5

SPSS Workbook Ch. 5

Assignment 3: Workbook Ch. 4, Exercises, pg. 26-28

Week 6: September 25<sup>th</sup>-29<sup>th</sup>

Topics: Measurement and Review

Readings: Fundamentals Ch. 5

**Exam 1: Friday, September 29<sup>th</sup>**

Week 7: October 2<sup>nd</sup> -6<sup>th</sup>

Topics: Descriptive Statistics

Readings: Fundamentals Ch. 6

SPSS Workbook Ch. 6

Assignment 4: Workbook Ch. 5, Exercises, pg. 29-31

Week 8: October 9<sup>th</sup>-13<sup>th</sup>

Topics: Statistical Inference

Readings: Fundamentals Ch. 7

SPSS Workbook Ch. 7

Assignment 5: Workbook Ch. 6, Exercises, pg. 39

Week 9: October 16<sup>th</sup>-20<sup>th</sup>

Topics: Statistical Inference

Readings: Fundamentals Ch. 7

SPSS Workbook Ch 7

Week 10: October 23<sup>rd</sup>-27<sup>th</sup>

Topics: Bivariate Hypothesis Testing

Readings: Fundamentals Ch. 8

SPSS Workbook Ch. 8

Assignment 6: Workbook Ch. 7, Exercises, pg. 45

Week 11: October 30<sup>th</sup>-November 3<sup>rd</sup>

Topics: Bivariate Hypothesis Testing

Readings: Fundamentals Ch. 8

SPSS Workbook Ch. 8

Week 12: November 6<sup>th</sup>-10<sup>th</sup>

Topics: Regression

Readings: Fundamentals Ch. 9

SPSS Workbook Ch. 9

Assignment 7: Workbook Ch. 8, Exercises, pg. 54

**No Class: Veteran's Day: Friday, November 10<sup>th</sup>**

Week 13: November 13<sup>th</sup>-17<sup>th</sup>

Topics: Regression

Readings: Fundamentals Ch. 9 and 10

SPSS Workbook Ch. 9 and 10

Week 14: November 20<sup>th</sup>

Topics: Paper Reading Day

Optional Class: Presenting and Publishing Original Research

Assignment 8: Workbook Ch. 9, Exercises, pg 58 (Due Monday)

**No Class November 22<sup>nd</sup> or 24<sup>th</sup>, Thanksgiving**

Week 15: November 27<sup>th</sup>-December 1st

Topics: Regression and Review

Readings: Fundamentals Ch. 11

SPSS Workbook Ch. 11

Assignment 9: Workbook Ch. 10, Exercises, pg. 63

**Paper Due in Webcourses by 5:00pm on Friday, December 1st**  
**Exam 2: During Final Exam Period, Monday, December 4<sup>th</sup>, 10:00am-12:50pm**

### **UCF Creed**

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

Integrity

I will practice and defend academic and personal honesty.

Scholarship

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity

I will use my talents to enrich the human experience.

Excellence

I will strive toward the highest standards of performance in any endeavor I undertake.

### **Academic Integrity**

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

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

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

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student

Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

### **Deployed Active Duty Military Students**

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

### **Make-up Assignments for Authorized University Events**

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

<https://policies.ucf.edu/documents/4-401.pdf>

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

### **Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### **Unauthorized Use of Class Notes**

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### **In-Class Recording Policy**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is

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

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

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



**Syllabus**  
**Scope and Methods of Political Science**  
**POS 3703 0W61**  
**Fall 2023**

Additional Information from Official Schedule of Classes

**Credit Hours:** 3 (3, 0)

**Prerequisites:** POS 2041 or C.I.

**Class Meeting Days and Time:** August 21 to December 9 2023, with the course website normally available 24 hours a day.

**Class Location:** The course website can be found at [www.webcourses.ucf.edu](http://www.webcourses.ucf.edu).

**Modality:** This is a “W” course that is done completely online with no face-to-face meetings.

Contact Information

**Instructor / Email:** Dr. Aubrey Jewett [aubrey.jewett@ucf.edu](mailto:aubrey.jewett@ucf.edu)

**Office:** Howard Phillips Hall (HPH) 302 E

**Office Hours:** Mon and Wed between 9:30 am and 11:00 am or by appointment (online by e-mail or via Zoom also available - to set up a Zoom conference please email me, and I will send you a link)

**Phone:** Political Science Main Office 407-823-2608; Direct Office Line 407-823-6030

**Graduate Teaching Assistant:** Anthony Anta [Anthony.Anta@ucf.edu](mailto:Anthony.Anta@ucf.edu)

Public Description of Course

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

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

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

### Course Goals (Student Learning Outcomes)

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

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

### Course Materials/Resources

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

### Assessment, Grading Procedures, Expectations and Support

#### **Assignments and Grading Weights:**

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

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

\*Twelve Extension Assignments Including Discussion with Classmates – 20% 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 – 80% of your total grade (the midterm and the final exam are each worth 40%). 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 two days late after the initial deadline, but there will be a 10 point penalty for each day the initial posting is late. So 10 points off for one day late and 20

points off for two days late. Discussion with others is available until the module closes and will not be reopened.

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

In addition, taking scope and methods online adds a level of difficulty since you will not have face to face interaction with the professor and in-class lectures. In order to succeed in this class and really learn the information you may need to put in 8-12 hours a week, read and re-read the material as some of it is quite difficult, keep up with all deadlines without being reminded, do all assignments regularly without missing any, and give your best effort all semester especially on the tests and the extension assignments. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11:59 pm Eastern Standard Time.

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

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

**Questions for Professor Jewett:** If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not

being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

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

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## 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/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:**

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

### **Course Accessibility:**

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

### **Campus Safety Statement:**

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

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

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/workplacesafety.html>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Military Status:**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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

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

### **Pretest due by Friday 8/25 at 5:00 pm EST.**

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday August 25<sup>th</sup> 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

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

**Module 1 Political Science, the Scientific Approach and the Research Process:** Initial discussion posting due by Monday 8/28; additional postings due by, and module closes on, Wednesday 8/30

**Labor Day Holiday Monday 9/4 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE LABOR DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 2 Conceptual Foundations: The Measurement of Political Concepts:** Initial discussion posting due by Monday 9/4; additional postings due by, and module closes on, Wednesday 9/6

**Module 3 Measurement and Types of Data in Political Science:** Initial discussion posting due by Monday 9/11; additional postings due by, and module closes on, Wednesday 9/13

**Module 4 Basic Elements of Research: Variables, Covariation, and Hypotheses:** Initial discussion posting due by Monday 9/18; additional postings due by, and module closes on, Wednesday 9/20

**Module 5 Research Design:** Initial discussion posting due by Monday 9/25; additional postings due by, and module closes on, Wednesday 9/27

**Module 6 Sampling and Sample Design:** Initial discussion posting due by Monday 10/2; additional postings due by, and module closes on, Wednesday 10/4

**Module 7 Survey Research and Questions:** Initial discussion posting due by Monday 10/9; additional postings due by, and module closes on, Wednesday 10/11

**Midterm Exam** Due by Monday 10/16

**Module 8 The Univariate Distribution: Describing Political Phenomenon with Statistics:** Initial discussion posting due by Monday 10/23; additional postings due by, and module closes on, Wednesday 10/25

**Withdrawal Deadline Friday 10/27 11:59 p.m.**

**Module 9 Bivariate Analysis: Testing Hypotheses with Crosstabulations (Crosstabs):** Initial discussion posting due by Monday 10/30; additional postings due by, and module closes on, Wednesday 11/1

**Module 10: Significance Testing and Measures of Association:** Initial discussion posting due by Monday 11/6; additional postings due by, and module closes on, Wednesday 11/8

**Veteran's Day Holiday Friday 11/10 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE VETERAN'S DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 11 Control, Elaboration, and Multivariate Analysis: Crosstabs with a Control Variable:** Initial discussion posting due by Monday 11/13; additional postings due by, and module closes on, Wednesday 11/15



**Thanksgiving Day Holiday Wednesday 11/22 to Saturday 11/25**

**Module 12 Correlation and Regression Analysis:** Initial discussion posting due by Monday 11/27; additional postings due by, and module closes on, Wednesday 11/29

**Final Exam** Due by Monday 12/4

**Term Ends: Saturday December 9**

### 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  
Florida Politics  
POS 3182 0M01  
Fall 2023**

Additional Information from Official Schedule of Classes

**Credit Hours:** 3 (3, 0)

**Prerequisites:** POS 2041 or C.I.

**Class Meeting Days and Time:** Face-to-face sessions on Mon and Wed 11:30 am to 12:20 pm with additional work on the course website which is normally available 24 hours a day

**Class Location:** CB1 O103 The course website can be found at [www.webcourses.ucf.edu](http://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](mailto:aubrey.jewett@ucf.edu)

**Office:** Howard Phillips Hall (HPH) 302 E

**Office Hours:** Mon and Wed between 9:30 am and 11:00 am or by appointment (online by e-mail or via Zoom also available - to set up a Zoom conference please email me, and I will send you a link)

**Phone:** Political Science Main Office 407-823-2608; Direct Office Line 407-823-6030

**Graduate Teaching Assistant / Email:** Anthony Anta [Anthony.Anta@ucf.edu](mailto:Anthony.Anta@ucf.edu)

Public Description of Course

**Information Published in the UCF Undergraduate Catalog:** Examines the foundations of Florida government and political behavior, political institutions, and public policy.

**Course Scope and Purpose:** Florida Politics examines politics in the Sunshine State focusing on foundations, institutions, processes, and policy. We look at the changing demographic and economic environment of Florida, the state constitution, political culture, and public opinion. We examine participation in state and local politics, the role of interest groups and political parties and the conduct of state and local elections. We explore Florida’s governmental institutions including the legislature, executive branch, bureaucracy, and courts. We also investigate the

structure, function, governance, and challenges facing local government in Florida. Finally, we analyze and evaluate state and local policy in the including criminal justice, land use, economic development, transportation, growth management, environment, civil rights, education, health, welfare and taxing and spending. The purpose of the course is to teach students about Florida politics and prepare students to follow, analyze and participate in Florida politics.

### Course Goals (Student Learning Outcomes)

Students who successfully complete Florida Politics should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to the political foundations, institutions, processes, and public policy of Florida.
2. Compare Florida political institutions and behaviors to identify and explain similarities and differences with other states and over time.
3. Describe Florida political geography (state, regions, markets, districts, and counties) and its effect on politics, policy, and political culture.
4. Explore how diversity impacts Florida politics and policy focusing on contemporary minority American culture as defined by race, ethnicity, gender, social and economic class, age, sexual orientation, gender identity, and physical ability.
5. Find, summarize, analyze, and express thoughtful opinions about current political and policy events in Florida.
6. Discuss Florida political and policy issues in a professional academic manner and show respect for people who may hold different views.

### Course Materials/Resources

1. MacManus, Susan A., Aubrey Jewett, David J. Bonanza, and Thomas R. Dye. 2019. *Politics in Florida*, 5<sup>th</sup> ed. Tallahassee: John Scott Daily Florida Institute of Government at Florida State University. ISBN-13: 9780964922785

This 5<sup>th</sup> edition is available at the Barnes and Noble campus bookstore or for direct purchase as an inexpensive (\$14.99) electronic PDF version <http://www.lulu.com/shop/thomas-dye-and-susan-macmanus-and-aubrey-jewett-and-david-bonanza/politics-in-florida/ebook/product-24217050.html> or as a traditional print paperback (much more expensive) <http://www.lulu.com/shop/thomas-dye-and-susan-macmanus-and-aubrey-jewett-and-david-bonanza/politics-in-florida-5th-edition/paperback/product-24216886.html>.

2. MacManus, Susan A., *Florida's Minority Trailblazers: The Men and Women Who Changed the Face of Florida Government*, 2017. Gainesville: University Press of Florida. ISBN-13: 9780813062938

You can purchase this book from many locations including Barnes and Noble (the campus bookstore), Amazon, and many other college booksellers including the publisher who offers a print version and several different e-versions <https://upf.com/book.asp?id=9780813062938>.

## Assessment, Grading Procedures, Expectations and Support

### **Organization of this Mixed Mode Course**

This course is mixed mode. During face-to-face sessions I will lecture, take questions on material, and we will discuss Florida politics. Quizzes will be taken online. Writing assignments (updates) will be submitted online, and discussion of your written work will occur online.

### **Assignments and Grading Weights:**

6 Online Modules – 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 Politics in Florida text and additional readings from Florida's Minority Trailblazers. You will have about two weeks to do each module.

Quizzes (6 taken online) – 60% of total grade. Each quiz will usually have 50 questions covering material from the texts and the module. You will normally have 90 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2<sup>nd</sup> attempt, most will be different. You should read the chapters and study before starting the quiz as you will not have time to look up every answer.

Update & Discuss (3 done online) – 40% of total grade. Update & Discuss will include several steps. First, update information from that Module by finding a current event article and writing a 350-500-word Update. Next, copy and paste your update into the appropriate discussion as a single post. Finally, engage in scholarly, professional, and substantive discussion with your fellow classmates by responding to their Update and replying to students who post about your work (minimum two additional posts with 8 or more quality posts required for the highest score). PLEASE READ EACH MODULE FOR THE SPECIFIC DETAILS OF EACH UPDATE AND DISCUSSION.

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

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

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

- **Make-up Assignments for Authorized University Events or Co-curricular Activities** – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.
- **Religious Observances** – A student who desires to observe a religious holy day of his or her religious faith must notify all his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed.
- **Quizzes** – All 6 quizzes count towards your final grade. I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you one make up in a reasonable amount of time (usually within one week) if you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the late quiz score in fairness to classmates who completed the quiz on time.
- **Update & Discuss** – You will be assigned 3 Update and Discuss assignments. 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 your assigned Update & Discuss you may email me with the pertinent information, and I will decide based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your Update paper up to two days late after the initial deadline, but there will be a 10 point penalty for each day the initial posting is late. So, 10 points off for one day late and 20 points off for two days late. Discussion with others is available until the module closes and will not be reopened.

**Workload and Deadlines:** This course is an upper-level political science elective and I have high expectations for my students. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will usually be reading 2 chapters from the main text and multiple sections from the auxiliary text each module. You can also expect that you will write 1000 words or more (counting initial postings and discussions with others) for each assigned Update and Discuss if you are seeking a strong grade. Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded

assignments are usually 11:59 pm Eastern Standard Time. After that, I start assessing the late penalty on the initial Extend and Update posting.

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

**Questions for Professor Jewett:** Since this course is mixed mode, you can always ask questions during the face-to-face sessions. Additionally, online, if you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course, if your problem is personal (related to your health or to your quiz or discussion grade for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

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

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

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

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

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

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

### **Course Accessibility:**

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

### **Campus Safety Statement:**

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

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

### **Deployed Active Military Status:**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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



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

**Pretest due by Friday 8/25 at 5:00 pm EST.**

Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday Aug 25 at 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

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

**Labor Day Holiday Monday 9/4 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!**

**Module 1 Florida’s Political Culture and Constitution: Quiz due by Monday 9/11; Initial discussion posting due by Tuesday 9/12; additional postings due by, and module closes on, Thursday 9/14**

For Module 1 please read:

Politics in Florida chapters 1 Political Culture and 2 Constitution (face-to-face lecture Aug 21, 23, 28, 30 and Sep 6)

Florida's Minority Trailblazers chapters 1, 2 and 7 (pages 1-30 and 524-544)

**Module 2 Public Opinion, Parties and Elections: Quiz due by Monday 10/2; Initial discussion posting due by Tuesday 10/3; additional postings due by, and module closes on, Thursday 10/5**

For Module 2 please read:

Politics in Florida chapters 3 Public Opinion and 4 Parties and Elections (face-to-face lecture Sept 11, 13, 18, 20 and 25)

Florida's Minority Trailblazers pages 32-107 (12 Trailblazers from the Florida House)

**Module 3 Interest Groups and the Legislature: Quiz due by Monday 10/16; Initial discussion posting due by Tuesday 10/17; additional postings due by, and module closes on, Thursday 10/19**

For Module 3 please read:

Politics in Florida chapters 5 Interest Groups and 6 Legislature (face-to-face lecture Sep 27 and Oct 2, 4, 9, and 11)

Florida's Minority Trailblazers pages 108-202 (13 Trailblazers from the Florida House)

**Withdrawal Deadline: Friday 10/27 11:59 p.m.**

**Module 4 Executive Branch and Courts and Crime: Quiz due by Monday 10/30; Initial discussion posting due by Tuesday 10/31; additional postings due by, and module closes on, Thursday 11/2**

For Module 4 please read:

Politics in Florida chapters 7 Executive Branch and 8 Courts and Crimes (face-to-face lecture Oct 16, 18, 23, and 25)

Florida's Minority Trailblazers pages 203-279 (12 Trailblazers - 10 from the Florida Senate and from 2 legislative leadership)

**Veterans Day Holiday Friday 11/10 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 5 Taxing, Spending and Local Government: Quiz due by Monday 11/13; Initial discussion posting due by Tuesday 11/14; additional postings due by, and module closes on, Thursday 11/16**

For Module 5 please read:

Politics in Florida chapters 9 Taxing and Spending and 10 Local Government (face-to-face lecture Oct 30 and Nov 1, 6, and 8)

Florida's Minority Trailblazers pages 280-406 and (14 Trailblazers - 6 from the Executive and 8 from the Judiciary)

**Thanksgiving Holiday Wednesday 11/22 to Saturday 11/25**

**Module 6 Education, Welfare and Health and Environment and Growth Management: Quiz due by Monday 12/4; Initial discussion posting due by Tuesday 12/5; additional postings due by, and module closes on, Thursday 12/7**

For Module 6 please read:

Politics in Florida chapters 11 Education, Social Welfare and Health Care and 12 Environment, Growth Management, Economic Development and Transportation (face-to-face lecture Nov 13, 15, 20, 27 and 29)

Florida's Minority Trailblazers Chapter 6 (pages 407-523: 11 trailblazers from the Florida congressional delegation)

**Term Ends: Saturday December 9**

### Getting Started

Please come to the face-to-face sessions. For the online portion, please go to the home page, go to Quizzes and click on “Pretest” and then “Take the Quiz” (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Florida’s Political Culture and Constitution.

# PUP 3203 Environmental Politics

Fall 2023

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

## **Instructor Information**

- Instructor: Ozgur Kayaalp
- Office Location: HPH 102
- Office Hours: Wednesday and Thursday, 11:00 am- 13:00 pm (with appointment). Zoom meeting is the best option.
- Digital Contact: Webcourses@UCF messaging. For urgent issues: oz140289@ucf.edu

## **Course Information**

- Term: Fall 2023
- Course Number & Section: PUP 3203
- Course Modality: W (online)

## **UCF Catalogue Course Description**

An examination of politics and policymaking concerning issues of conservation, pollution, and development of land, air, and water resources.

## **Course Purpose**

The overall argument of this course is that humanity, by virtue of its numbers and the impact of economic and technological development, is dangerously pushing against bio-physical limits we will call planetary boundaries. Planetary boundaries demarcate safe operating spaces for humanity in relation to the Earth's biological and physical subsystems and processes. By pushing against these boundaries, human activities in their present forms threaten life-supporting equilibrium and social breakdown. To avoid severe degradation of human well-being, the tension between environmental integrity and economic growth must be lessened through sustainable solutions, transformative government policies and collective action.

## Webcourses

Webcourses is an online course management system (accessed through [my.ucf.edu](https://my.ucf.edu) and then the “Online Course Tools” tab) that will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

## Required Materials/Resources (Make sure to obtain the correct editions)

- Judith Layzer and Sara Rinfret, *The Environmental Case: Translating Values into Policy*. 2020, Fifth edition only, CQ Press. ISBN: 978-1-5063-9696-5. **Renting this book might be a good option since you will be reading only three chapters from it.**
- Peter Jacques. *Sustainability: The Basics*, 2021, 2nd Edition. Published December 31, 2020 by Routledge, ISBN 9780367365172. **Available online through UCF library:**

<https://go.openathens.net/redirector/ucf.edu?url=https://www.taylorfrancis.com/books/mono/10.4324/9780429346613/sustainability-basics-peter-jacques>

Additional material (not mandatory): Daniel J. Fiorino, *A Good Life on a Finite Planet: The Political Economy of Green Growth*. Oxford University Press, 2018. ISBN: 978-0-19-060581-0.

## Course objectives:

1. By the end of this course, students will gain a comprehensive understanding of planetary boundaries, their current state globally and in the United States, and the implications of crossing these boundaries. They will be able to describe, with a high degree of accuracy, the concept of planetary boundaries and critically assess the extent to which various boundaries have been crossed. Moreover, students will be able to identify and analyze the consequences of surpassing these thresholds, particularly in relation to the carbon cycle, the nitrogen cycle, and the decline of biodiversity.
2. Students will be able to analyze and understand concrete case studies of environmental politics and policy in the United States. They will explore the typical anatomy of political conflicts surrounding environmental issues, including the value conflict between environmentalist and cornucopian viewpoints. Moreover, students will comprehend the significance of problem definition, institutional fragmentation, and the dynamics of pluralist versus neo-corporatist policymaking in shaping environmental policy. Additionally, they will critically examine the tension between current economic growth practices and environmental integrity.
3. Students will develop a comprehensive understanding of the core principles of sustainability, the key ethical considerations related to sustainability questions, the methods for measuring sustainability, the critical obstacles to achieving global

sustainability, and the consequences societies face when failing to observe principles of sustainability. The course will delve into the concepts of environmental sustainability and green growth, exploring their complexities and implications for contemporary environmental challenges.

### **Course Activities**

There will be three assignments during the course: Weekly quizzes, weekly discussion post, and two short essays. All due dates are detailed in the course schedule.

- **Quizzes:** they are designed to verify understanding of assigned materials with multiple choice questions each week.
- **Discussion prompt:** I will assign biweekly prompts. Write your comment(s) on this topic, try to provide unique insights. After posting your response, read through your classmates' comments and reply to at least one of them. Engage in constructive discussions, ask questions, and offer additional perspectives or support for their viewpoints.
- **Short essays:** Throughout the course, you will be required to complete two short essays.
  - The first essay will be assigned after completing Part 2 of the course, and you will have the option to select one case study from Layzer and Rinfret's book. The chosen case study will be analyzed, and you will write a short essay on one of the following topics:
    - Water quality and nitrogen. (Chapter 4) OR
    - Climate change and the carbon cycle (Chapter 12) OR
    - Biodiversity (Chapter 6)
  - After completing Part 3 of the course, you will proceed to the second short essay. In this assignment, you can choose one of the questions provided in Jacques' book **OR** EU Green deal / Green Growth topics and craft a short essay about it. The available question from the Jacques book for the second essay are as follows:
    - What are the core principles of sustainability?
    - What are the key ethical considerations for questions of sustainability?
    - How do we measure sustainability?
    - What are the critical obstacles to achieving global sustainability?
    - What happens when societies fail to observe principles of sustainability?

As this assignment is an essay, there are no definitive right or wrong answers. Instead, I will assess your submissions based on the following evaluation criteria:

### **Formatting and Style:**

- Use a clear and concise writing style and maintain a formal tone throughout the essay.

- Organize the essay into well-structured paragraphs, each addressing a specific point or argument.
- Provide evidence and examples to support your claims and cite your sources using a consistent referencing style (e.g., APA, MLA).
- Include a bibliography/ reference.
- Aim for a coherent and logical flow of ideas throughout the essay.

#### **Submission Guidelines:**

- Submit your essay in a standard document format (e.g., Microsoft Word or PDF).
- Word count will be 750-1000 words with double space (without references)
- Include a title page with your name, course, and the date of submission.
- Proofread your essay thoroughly to eliminate any grammatical errors or typos.

***Please note:*** I kindly request that you refrain from utilizing any AI applications for this task. Instead, I encourage you to embrace your own creativity, draw from your experiences, and rely on your intellectuality. Remember, this is not a competition; it's an opportunity for learning and growth! Let your unique perspective and insights shine through as you complete this assignment. Enjoy the process of learning and exploring new ideas!

#### **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 me 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.

## **Assessment and Grading Procedures**

The table shows the weight distribution for each assignment.

| <b>Assignment</b> | <b>Percentage of Grade</b> |
|-------------------|----------------------------|
| Quizzes           | 20%                        |
| Discussion posts  | 20%                        |
| Essay 1           | 30%                        |
| Essay 2           | 30%                        |
| Total             | 100%                       |

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

| <b>Letter Grade</b> | <b>Points</b>   |
|---------------------|-----------------|
| 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    |

The table shows the range for each letter grade and uses an A,B,C,D,F grading system.

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

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



## Course Schedule

| Week/Dates                                    | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assignment 1                           | Assignment 2                                      | Assignment 3 |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------|--------------|
| <b>PART1</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                        |                                                   |              |
| <b>TAKING STOCK OF THE GLOBAL ENVIRONMENT</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                        |                                                   |              |
| <b>WEEK 1 -2</b>                              | <p><b>TOPIC: Planetary Boundaries and Societal Collapse</b></p> <p>Assigned materials:</p> <p>- Jared Diamond, <i>Why Societies Collapse</i>, a 20-minute Ted Talk Available at:</p> <p><a href="https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374">https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=48374</a></p> <p>- Johan Rockstroem et al., <i>A Safe Operating Space for Humanity</i>. This is a brief article explaining the concept of planetary boundaries, published in <i>Nature</i>, 24 September 2009. A longer version of this article is available in Files in</p> <p>- <i>Pandemics and the Environment</i>. This pdf file contains a few media articles from different sources on the connection between pandemics and environmental pressures.</p> <p>- Bill McKibben, <i>Our Final Warning</i>. A book review on climate change published in the <i>New York Review of Books</i>, August 20, 2020). The carbon cycle is one of three areas where planetary boundaries are overstretched.</p> | <p>QUIZ</p> <p>Due: Sep 1, 11:58pm</p> | <p>DISCUSSION POST</p> <p>Due: Sep 1, 11:58pm</p> |              |

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                         |                                                    |  |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------|--|
| WEEK 3 - 4                                                         | <p><b>TOPIC: Examining Cornucopians Arguments</b></p> <p>Stephen Meyer, <i>The End of the Wild</i>. A short essay focused on biodiversity. The rate of biodiversity lost constitutes a second area where planetary boundaries are overstretched.</p> <p>The Nature Conservancy, <i>Gulf of Mexico Dead Zone</i>. This is one example of pollution by excessive run off of nitrogen. The nitrogen cycle is a third area where planetary boundaries are overstretched. Available at:</p> <p><a href="https://www.nature.org/en-us/about-us/where-we-work/priority-landscapes/gulf-of-mexico/stories-in-the-gulf-of-mexico/gulf-of-mexico-dead-zone/">https://www.nature.org/en-us/about-us/where-we-work/priority-landscapes/gulf-of-mexico/stories-in-the-gulf-of-mexico/gulf-of-mexico-dead-zone/</a></p> <p>Lester Milbrath, <i>Envisioning a Sustainable Society</i>, 1989. Selected excerpts critically examining cornucopian arguments for conventional growth.</p> | <p>QUIZ</p> <p>Due: Sep 15, 11:58pm</p> | <p>DISCUSSION POST</p> <p>Due: Sep 15, 11:58pm</p> |  |
| <p><b>PART 2</b></p> <p><b>ENVIRONMENTAL POLICY IN THE USA</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                         |                                                    |  |
| Week 5 - 6                                                         | <p><b>TOPIC: Frameworks for Analyzing Environmental Policy in the U.S. Early Environmental Policymaking in the U.S.</b></p> <ul style="list-style-type: none"> <li>- Layzer/Rinfret, chapter 1: A Policy-Making Framework.</li> <li>- Layzer/Rinfret, chapter 2: The Nation Tackles Air and Water Pollution.</li> <li>- Excerpts on the National Environmental Policy Act.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>QUIZ</p> <p>Due: Sep 29, 11:58pm</p> | <p>DISCUSSION POST</p> <p>Due: Sep 29, 11:58pm</p> |  |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                                    |                                            |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------|--------------------------------------------|
| <b>Week 7 - 9</b>                                        | <b>Case Studies of Environmental Policy Conflict</b><br><br>- Water quality and the nitrogen Layzer/Rinfret chapter 4. Chesapeake Bay and updates.<br>- Climate change and the carbon Layzer/Rinfret chapter 12 and updates.<br>- Biodiversity. Layzer/Rinfret chapter 6 and updates.                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>QUIZ</b><br><br>Due: Oct 20, 11:58pm | <b>DISCUSSION POST</b><br><br>Due: Oct 20, 11:58pm | <b>ESSAY 1</b><br><br>Due: Oct 20, 11:58pm |
| <b>PART 3</b><br><br><b>ENVIRONMENTAL SUSTAINABILITY</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                                    |                                            |
| <b>Week 10-12</b>                                        | <b>TOPIC: Sustainability and Green transformation</b><br><br>- Peter Jacques, Sustainability: The Basics, Introduction-Chapter 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>QUIZ</b><br><br>Due: Nov 10, 11:58pm | <b>DISCUSSION POST</b><br><br>Due: Nov 10, 11:58pm |                                            |
| <b>Week 13-15</b>                                        | <b>Sustainability and Green transformation 2</b><br><br>- Peter Jacques, Sustainability: The Basics, Introduction-Chapter 6-7<br><br>- Hickel, Jason, and Giorgos Kallis. "Is green growth possible?" <i>New political economy</i> 25.4 (2020): 469-486.<br><br>- EUROPEAN GREEN DEAL:<br><br><a href="https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_en">https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_en</a><br><br>- Fiorino, Daniel J. <i>A good life on a finite earth: The political economy of green growth</i> . Oxford University Press, 2018. | <b>QUIZ</b><br><br>Due: Dec 2, 11:58pm  | <b>DISCUSSION POST</b><br><br>Due: Dec 2, 11:58pm  | <b>ESSAY 2</b><br><br>Due: Dec 2, 11:58pm  |

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services (coaching, tutoring, etc.) is available at [Student Learning and Academic Success](#). 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 (counseling, financial or housing crisis, etc.) is also available at [UCF Student Services](#).

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

### **Course Accessibility Statement**

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

### **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.

### **Title IX**

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

### **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**  
**POS7980.Fall 23: Doctoral Dissertation**  
**Fall 2023**

|                       |                                                        |
|-----------------------|--------------------------------------------------------|
| <b>Faculty Mentor</b> | Myunghee Kim                                           |
| <b>Department</b>     | School of Politics, Security and International Affairs |
| <b>Office</b>         | PH311f                                                 |
| <b>Phone</b>          | 407-823-2608                                           |
| <b>Email</b>          | Myunghee.kim@ucf.edu                                   |

|                           |                                                                                                                                                                                                                                                                                                      |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Credit hours</b>       | 3                                                                                                                                                                                                                                                                                                    |
| <b>Course Description</b> | The student will work to refine her dissertation by extending the chapters and doing some data analyses in preparation.                                                                                                                                                                              |
| <b>Learning Outcomes</b>  | Over the semester, the student will develop critical thinking skills, strengthen her ability to formulate appropriate research questions, evaluate primary and secondary literature sources, find appropriate data sources, and improve knowledge of academic writing conventions of the discipline. |
| <b>Meeting Location</b>   | Online (zoom)                                                                                                                                                                                                                                                                                        |
| <b>Meeting Frequency</b>  | Weekly (Meeting: every Thursday 3pm, submission: every Tuesday noon)                                                                                                                                                                                                                                 |
| <b>Requirements</b>       | Weekly papers                                                                                                                                                                                                                                                                                        |
| <b>Grade</b>              | S/U                                                                                                                                                                                                                                                                                                  |

**Schedule**

| Week | Due                  |
|------|----------------------|
| 1    | Introduction         |
| 2    | Chapter 3: section 1 |
| 3    | Chapter 3: section 2 |
| 4    | Chapter 3: section 3 |
| 5    | Chapter 3: section 4 |
| 6    | Chapter 3: section 5 |
| 7    | Chapter 3: draft     |

|    |                       |
|----|-----------------------|
| 8  | Chapter 3: revision   |
| 9  | Chapter 1             |
| 10 | Chapter 2             |
| 11 | Draft of dissertation |
| 12 | Revision              |
| 13 | Revision              |
| 14 | Final dissertation    |
| 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**

### **Academic Integrity**

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained



through someone else's efforts and used as part of an examination, course assignment, or project.

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

4. Falsifying or misrepresenting the student's own academic work.

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

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

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

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

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

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

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

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

**COVID-19 and Illness Notification** – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

# **CPO4514.0001: Politics of East Asia**

School of Politics, Security, and International Affairs

3 Credit Hours

## **Professor Information**

- Professor: Myunghee Kim
- Office Location: PSY 105, MWF 11:30am-12:20pm
- Office Hours: M 12:30-1:00pm, F 2:00-4:00pm
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

## **Teaching Assistants**

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

## **Course Information**

- Term: Fall 2023
- Course Number & Section: CPO4514-0001
- Course Name: Politics of East Politics
- Credit Hours: 3
- Course Modality: Mixed
- Prerequisites: ENC1102 or POS2041 or CI

## **Course Description**

Major trends in political, economic, and socio-cultural aspects in the East Asian region.

# **Course Materials and Resources**

## **Required Textbook**

- Lim, Timothy C. 2014. *Politics in East Asia: Explaining Change & Continuity*. Lynne Rienner: Boulder, CO (ISBN: 9781626370555).
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society* 27, 1: 105-38  
(<https://journals.sagepub.com/doi/pdf/10.1177/0032329299027001005>.)

- King, Gary, Robert R. Keohane, and Sidney Verba (KKV). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Ch. 1 “The Science in Social Science” (pp. 3-33). Available via library website as an e-book.  
[https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata_info_tab_contents)
- Chu, Yun-han, Larry Diamond, Andrew J. Nathan, and Doh Chull Shin. Eds. 2008. *How East Asians View Democracy*. New York: Columbia University Press. Ch. 1 “Introduction: Comparative Perspectives on Democratic Legitimacy in East Asia” (pp. 1-38) <https://columbia.degruyter.com/view/title/515686>
- Chu, Yun-han, Larry Diamond, Andrew J. Nathan, and Doh Chull Shin. Eds. 2008. *How East Asians View Democracy*. New York: Columbia University Press. Ch. 10 “Conclusion: Values, Regime Performance, and Democratic Consolidation” (pp. 238-257) <https://columbia.degruyter.com/view/title/515686>
- There are some other readings listed in the module.

## Student Learning Outcomes

Comparative Politics 4514, Politics of East Asia, explores the historical background and developmental trend concerning East Asia. The course specifically analyzes the major trends in political, economic, and socio-cultural aspects in the East Asian region, and identifies the major factors that will influence the future development of the East Asian region. To achieve the goal, the course will investigate East Asian politics by analyzing, largely, four aspects:

- democratization and its process in the region, by focusing on political structures, political parties, governments, and their performance
- economic development and its interacting role with domestic political arena as well as international societies, e.g., geopolitics in that region
- unique historical-cultural influence on developmental processes, specifically on the societies and social group formation
- behavior, particularly mass participation and the role of political leaders as well as military, and human right concern in that region.

## Course Activities

- twelve quizzes (5% each) and one final exam (25%)
- one critical review paper (10%)
- two documentary review papers (2.5% each)
- The student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours’ worth of homework outside of class each week.

## Quiz Review

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

## Make-up Exams and Assignments

- **Do not miss quizzes and exams. Without instructor's prior permission to a specific student and without official documents, there will be no make-up examinations.**
- Make-up quiz/exam will not be scheduled after the "classes end" date.
- Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.
- You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.
- Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

## Extra Credit

- No extra credit assignments will be permitted.

## Assessment and Grading Procedures

| Assignment                  | Percentage of Grade |
|-----------------------------|---------------------|
| Critical review paper       | 10%                 |
| Documentary reaction papers | 2.5% (each) = 5%    |
| Quizzes 1-12                | 5% (each) = 60%     |
| Final exam                  | 25%                 |
| Total                       | 100%                |

| Letter Grade | Points |
|--------------|--------|
| A            | 90-100 |
| B            | 80-89  |
| C            | 70-79  |

|   |             |
|---|-------------|
| D | 60-69       |
| F | 59 or below |

## Course Schedule

| Topic                                                        | Assignments                                                     | Open                                                | Close                                            |
|--------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|
| Getting started                                              | Two truths and one lie introduction (financial aid requirement) | Aug. 21, 8am                                        | Due: Aug. 25, 11:59pm<br>Close: Sept. 1, 11:59pm |
| Module 1: Introduction, Research design                      | KKV, Ch. 1: Lim, Ch. 1<br>Quiz 1                                | Aug. 21, 8am<br>Aug. 31, 12:20pm                    | Sept. 1, 12:20pm                                 |
| Module 2: Developmental theory, Neoliberalism, Structuralism | Lim, Ch. 2 (pp. 33-56)<br>Quiz 2                                | Sept. 1, 8am<br>Sept. 7, 12:20pm                    | Sept. 8, 12:20pm                                 |
| Module 3: Marxist/Neo-Marxist approach                       | Lim, Ch. 2 (pp. 66-77)<br>Quiz 3                                | Sept. 8, 8am<br>Sept. 14, 12:20pm                   | Sept. 15, 12:20pm                                |
| Module 4: Colonials experience                               | Lim, Ch. 3<br>Quiz 4<br>Reaction paper 1                        | Sept. 15, 8am<br>Sept. 21, 12:20pm<br>Sept. 15, 8am | Sept. 22, 12:20pm<br>Sept. 25, 11:59pm           |
| Module 5: Nationalism                                        | Lim, Ch. 4<br>Quiz 5<br>Reaction paper 2                        | Sept. 22, 8am<br>Sept. 28, 12:20pm<br>Sept. 22, 8am | Sept. 29, 12:20pm<br>Oct. 2, 11:59pm             |
| Module 6: Political development                              | Lim, Ch. 5<br>Quiz 6                                            | Sept. 29, 8am<br>Oct. 5, 12:20pm                    | Oct. 6, 12:20pm                                  |
| Module 7: Relationship with international economy            | Lim, Ch. 6<br>Quiz 7                                            | Oct. 6, 8am<br>Oct. 12, 12:20pm                     | Oct. 13, 12:20pm                                 |
| Module 8: Elections and political institutions               | Chu, et al, Ch. 1<br>Quiz 8<br>Article review paper             | Oct. 13, 8am<br>Oct. 19, 12:20pm<br>Oct. 13, 8am    | Oct. 20, 12:20pm<br>Oct. 26, 11:59pm             |



|                                                     |                    |                  |                  |
|-----------------------------------------------------|--------------------|------------------|------------------|
| Module 9: Political actors behind economic policies | Lim, Ch. 6         | Oct. 20, 8am     |                  |
|                                                     | Quiz 9             | Nov. 2, 12:20pm  | Nov. 3, 12:20pm  |
| Module 10: “Asian Value” and human rights           | Chu, et al, Ch. 10 | Nov. 3, 8am      |                  |
|                                                     | Quiz 10            | Nov. 9, 12:20pm  | Nov. 10, 12:20pm |
| Module 11: Future of East Asian democracy           | Lim, Ch. 7         | Nov. 10, 8am     |                  |
|                                                     | Quiz 11            | Nov. 16, 12:20pm | Nov. 17, 12:20pm |
| Module 12: New challenges                           | Lim, Chs. 8, 9     | Nov. 17, 8am     |                  |
|                                                     | Quiz 12            | Nov.30, 12:20pm  | Dec. 1, 12:20pm  |
| Final exam                                          |                    | Dec.6: 12:20pm   | Dec. 7: 12:20pm  |

\* 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](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **In-class Electronic devices**

Turn off your cell phone and other electronic devices (including headsets, i-pod, and Apple watch). You are NOT allowed to answer your phone calls or to send text messages during the class meeting time. Do not put any electronic devices on your desk (including laptop computer).

## **Campus Safety Statement**

### **Fully online course sections (W, V)**

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

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

## **Deployed Active Duty Military Students**

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

## **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](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**The instructor reserves the right to adjust the syllabus in the course of the semester/session.**

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

# **CPO3103.0W60: Comparative Politics**

School of Politics, Security, and International Affairs

3 Credit Hours

## **Professor Information**

- Professor: Myunghee Kim
- Office Location: HPH311f, online, zoom
- Office Hours: M 12:30-1:00pm, F 2:00-4:00pm
- Phone: 407-823-2608
- Digital Contact: myunghee.kim@ucf.edu

## **Teaching Assistants**

- GTA: TBA
- Email: Webcourses@UCF messaging

## **Course Information**

- Term: Fall 2023
- Course Number & Section: CPO3103-23.0W60
- Course Name: Comparative Politics
- Credit Hours: 3
- Course Modality: Online
- Prerequisites: ENC1102 or POS2041 or CI

## **Course Description**

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

## **Required Textbook**

- O'Neil, Patrick H. *Essentials of Comparative Politics*. 7th Edition. New York: W. W. Norton, 2021 (ISBN: 9780393532777) (via first day: <https://digitallearning.ucf.edu/ilab/aim/first-day/>). Once you opt in, the ebook is available in the module "Get Started."

## Optional Materials (Must choose one)

- Hoover, Kenneth, and Todd Donovan. *The Elements of Social Scientific Thinking*. 11<sup>th</sup> Edition. Boston: Wadsworth/Cengage Learning, 2013 (Ch. 2 “The Elements of Science,” pp. 12-39).  
[http://www.wadsworthmedia.com/marketing/sample\\_chapters/9781133607670\\_ch02.pdf](http://www.wadsworthmedia.com/marketing/sample_chapters/9781133607670_ch02.pdf)
- King, Gary, Robert R. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Ch. 1 “The Science in Social Science” (pp. 3-33). Available via library website as an e-book.  
[https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctt7sfxj.4?refreqid=excelsior%3A02d054bf7cc73bbaf5389dfc7fa0bb41&seq=1#metadata_info_tab_contents)

## Student Learning Outcomes

CPO 3103 introduces comparative politics as a subfield of political science. This course is designed to develop the understandings and skills to major or minor in political science by examining the world’s different political systems. Two main objectives are: Some features of effective student learning outcomes include:

- understandings of fundamental concepts in major four aspects of political science – structural, historical-cultural, behavioral, and global aspects
- comparisons of the major aspects of liberal democratic and non-democratic ideologies, political economic features of democratic and authoritarian regimes, key institutions, political parties, interest groups, political issues, and cleavages.

## Course Activities

- Two assignments (5% each)
- Ten quizzes (6% each) and one final exam (30%)
- The student should have regular access to the internet and plan on logging into the course at least three times each week, or students should plan on at least five hours’ worth of homework outside of class each week.

## Quiz Review

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

## Make-up Exams and Assignments

**Do not miss quizzes and exams. Without instructor’s prior permission to a specific student and/or without official documents, there will be no make-up quizzes and examinations.**

Make-up quiz/exam will not be scheduled after the "classes end" date.

Late submissions are discouraged. Assignments submitted after the due date will be penalized by a deduction of one letter grade, and the deduction is accumulated by each class day. No work will be accepted more than a week after the due date.

You have one submission for each assignment. Only Word (docx.) and pdf files are accepted. All other forms of submission will not be considered.

Students who add this class later have a full responsibility to catch up with materials and announcements that they missed.

## Extra Credit

No extra credit assignments will be permitted.

## Assessment and Grading Procedures

| Assignment        | Percentage of Grade |
|-------------------|---------------------|
| Assignments 1 & 2 | 5% (each) = 10%     |
| Quizzes 1-10      | 6% (each) = 60%     |
| Final exam        | 30%                 |
| Total             | 100%                |

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

## Course Schedule

The success of online courses depends on your discipline. You need to follow this schedule your own: You have to follow the reading schedule, quiz, and assignment. If you have any question, contact me ahead. Do NOT wait until the last minute.

| Topic                                                           | Assignments                                                     | Open          | Close                                              |
|-----------------------------------------------------------------|-----------------------------------------------------------------|---------------|----------------------------------------------------|
| Getting started                                                 | Two truths and one lie introduction (financial aid requirement) | Aug. 21, 8am  | Sept. 1                                            |
| Module 1: Introduction                                          | Quiz 1                                                          | Aug. 30, 8am  | Aug. 31, 8am                                       |
| Module 2: States                                                | Quiz 2                                                          | Sept. 8, 8am  | Sept. 9, 8am                                       |
| Module 3: Nations and Society                                   | Quiz 3                                                          | Sept. 20, 8am | Sept. 21, 8am                                      |
| Assignment 1                                                    | Writing research proposal                                       | Sept. 9, 8am  | Due: Sept. 22, 11:59pm<br>Close: Sept. 29, 11:59pm |
| Module 4: Political Economy                                     | Quiz 4                                                          | Sept. 29, 8am | Sept. 30, 8am                                      |
| Module 5: Democratic Regime                                     | Quiz 5                                                          | Oct. 11, 8am  | Oct. 12, 8am                                       |
| Module 6: Nondemocratic Regime                                  | Quiz 6                                                          | Oct. 20, 8am  | Oct. 21, 8am                                       |
| Module 7: Political Violence                                    | Quiz 7                                                          | Nov. 1, 8am   | Nov. 2, 8am                                        |
| Assignment 2                                                    | Personal statement                                              | Oct. 21, 8am  | Due: Nov. 3, 11:59pm<br>Close: Nov. 10, 11:59pm    |
| Module 8: Communism and Postcommunism                           | Quiz 8                                                          | Nov. 9, 8am   | Nov. 10, 8am                                       |
| Module 9: Developing Countries                                  | Quiz 9                                                          | Nov. 20, 8am  | Nov. 21, 8am                                       |
| Module 10: Globalization and the Future of Comparative Politics | Quiz 10                                                         | Dec. 1, 8am   | Dec. 2, 8am                                        |
| Final exam                                                      | University schedule                                             | Dec. 5, 8am   | Dec.6, 8am                                         |

\* Each module will open the day your quiz from the previous module is scheduled.

## University Services and Resources

### Academic Services and Resources



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

## **Non-Academic Services and Resources**

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

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

## **Policy Statements**

### **Academic Integrity**

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

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

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

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

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

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

## **Course Accessibility Statement**

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

## **Campus Safety Statement**

### **Fully online course sections (W, V)**

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [<https://my.ucf.edu>](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](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**The instructor reserves the right to adjust the syllabus in the course of the semester/session.**

## **POS 6736.0M01 Conduct of Political Inquiry (83363)**

*Fall 2023*

Dr. Barbara Sgouraki Kinsey

**Class Location:** CB1 O107

Class meetings will take place FTF, on the Web, and via Zoom at regular scheduled class time

**Class Meeting:** Thursday 6:00-8:50 PM

**SPSIA Office:** Phillips Hall 302

**Phone:** (407) 823-2608

**Email:** [barbara.kinsey@ucf.edu](mailto:barbara.kinsey@ucf.edu)

**Office Hours (via Zoom/Phone/Email):** Wed 9:30-11:30 AM & Thursday 4:30-5:30 PM, or by appointment.

### **COURSE DESCRIPTION:**

This course places emphasis on the elements and logic of research design in political inquiry. Students are introduced to the

- characteristics of the scientific method
- formulation of elements of research (research question, literature review, theory, hypothesis, research design, inference)
- logic and principles of research design (experiments and quasi-experiments)
- components of quantitative and qualitative study designs

### **STUDENT LEARNING OUTCOMES:**

In this course students will understand and learn

- the elements of research and logic of study designs
- inference in scientific research
- how to conduct their own research in political science
- how to interpret and evaluate scholarly research in political science
- strengths and weaknesses of quantitative and qualitative study designs

### **REQUIRED TEXTS:**

Johnson, Janet Buttolph, H.T. Reynolds, and Jason D. Mycoff. 2020. *Political Science Research Methods*. (Johnson et al. in the Course Schedule.) Sage Publishing. 9th Edition.  
ISBN: 9781544331430

Powner, Leanne C. 2015. *Empirical Research and Writing. A Political Science Student's Practical Guide*. (Powner in the Course Schedule). Sage Publishing.  
ISBN: 9781483369631

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. (King et al. in the Course Schedule.) Princeton University Press.  
ISBN-13: 978-0691034713

## **COURSE REQUIREMENTS AND GRADING:**

### **Attendance and class participation in FTF & Zoom class meetings (10%):**

- (1) *FTF and Zoom classes*: you are expected to attend all class meetings and when we meet via zoom you should be visible during the class time. In addition, you are expected to complete all required readings each week prior to the class meetings, engage in and contribute to the seminar discussions, which will be based on the week's readings.

### **Short Papers. Review and critique of two journal articles assigned in weekly sessions (20%):**

Each student will write **two** short papers (each 500-600 words) during the semester. Each paper should be no more than 3 pages long, typed and double-spaced, in regular font, and will be on one of the research journal articles assigned for that week marked **[R]**. Each paper should be uploaded in Webcourses on the Thursday at 12:00 PM of the class session this article is assigned to. In your review & critique **using your own words**:

- a. Describe briefly the research question, theory and hypotheses, and main findings.
- b. Discuss briefly the methodology used and why it is appropriate.
- c. Discuss a limitation of the article and *one* way you would address it and improve this study (this limitation should not be one discussed by the researcher in the article).

### **Due Dates:**

First paper due by 9/28, 12:00 PM

Second paper due by 10/23, 12:00 PM

**Two Exams (15%):** There will be two exams, open book and open note, consisting of multiple choice and T/F questions. The first exam, Exam I, will be accessible to you on Friday, September 29, from 12:00 AM until 11:59 PM; the second exam, Exam II, will be accessible to you on Friday, October 27, from 12:00 AM until 11:59 PM. Exam II covers the material from the week of October 10 through the week of October 31. You will have one hour to take the exam. If you encounter problems while taking the exam, please contact UCF Webcourses support and forward to me their response.

**Research Proposal (40%):** (8-10 pages) Identify a research question that interests you and proceed to provide the following: theory, hypotheses, and study design. A design includes a discussion of the methodology that would enable you to control for alternative explanations and the kinds of data/information you would use to explore the research question. Also, consider what problems you may encounter in conducting your research and potential limitations.

Now, you will compose your research proposal throughout the semester and receive detailed feedback for revisions; **you will be evaluated on the quality of your revisions.**

**Due Dates:**

- Research question in context: 9/7, 12:00 PM
- Literature review: 9/21, 12:00 PM
- Theoretical framework/mechanism & Hypotheses: 10/5, 12:00 PM
- Study Design: Data; Sampling; Measurement of variables; Methodology: 10/19, 12:00 PM
- Research Proposal: 12/7, Midnight

**Class Presentations (15%):** Students are expected to give a 10-minute presentation of their research design to class to be scheduled either on 11/9 or 11/16 or 11/30 via zoom. **Class attendance at all these three class sessions is required.** You should also discuss potential problems encountered in the conduct of the research and the limitations of the research.

**Important:** For each of the research articles we read in this course you may focus on the following questions:

- a. What is the main research question?
- b. What is the motivation of the research question? Why is the researcher asking this question in relation to prior knowledge in this research area?
- c. What is the main hypothesis the researcher seeks to test?
- d. What is the theory/logic?
- e. What is the methodology used for data analysis?
- f. What are the main findings?
- g. What is the researcher's contribution in this area of research?
- h. Limitations of this study?

**GRADING SCALE**

|         |     |       |       |       |       |       |       |       |          |
|---------|-----|-------|-------|-------|-------|-------|-------|-------|----------|
| Numeric | 93+ | 90-92 | 87-89 | 80-86 | 77-79 | 70-76 | 67-69 | 60-66 | 59-below |
| Letter  | A   | A-    | B+    | B     | C+    | C     | D+    | D     | F        |

**FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 25. Failure to do so will result in a delay in the disbursement of your financial aid.**

## Zoom class meetings

This course will use Zoom for synchronous (“real time”) class meetings.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

## POLICY STATEMENTS

### COVID

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (<https://www.cdc.gov/coronavirus/2019-ncov/index.html>). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

## PROFESSIONALISM AND STUDENT CONDUCT

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. All mobile devices must be turned off and put out of view during class meetings. Repeated violations of professionalism will result in a reduction in course grade. **If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student’s responsibility to be informed of any announcements made in class meetings.

## ACADEMIC HONESTY

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

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of



record. The unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

## **RESPONSES TO ACADEMIC DISHONESTY, PLAGIARISM, OR CHEATING**

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

## **STUDENT ACCESSIBILITY**

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

## CAMPUS SAFETY STATEMENT

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### 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 <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## VIRUSES

It is important to use a reputable anti-virus program (good ones include McAfee or Norton).

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

## **E-MAIL PROTOCOLS**

Do not expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the “Subject” heading include the course ID, *POS 6746.0W60* and your *last name*.

## **COPYRIGHT**

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

## **DEPLOYED ACTIVE DUTY MILITARY STUDENTS**

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

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

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

## **RELIGIOUS OBSERVANCES**

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

## TENTATIVE COURSE SCHEDULE

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

| Week of                | Topics Covered:                                         | Assignments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 21<br>8/24 FTF  | <b>Introduction</b>                                     | Getting Started                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| August 28<br>8/31 FTF  | <b>Scientific Method</b><br><b>Elements of Research</b> | <p>Watch Naomi Oreskes, “Why we should trust scientists” TED talk, May 2014, at <a href="https://www.ted.com/talks/naomi_oreskes_why_we_should_trust_scientists?language=en">https://www.ted.com/talks/naomi_oreskes_why_we_should_trust_scientists?language=en</a></p> <p><b>King et al., Chapter 1, Sections 1.1 &amp; 1.2</b></p> <p><b>Johnson et al., Chapters 1 &amp; 2</b></p> <p>Biddle, Stephen and Stephen Long. 2004. “Democracy and Military Effectiveness: A Deeper Look.” <i>Journal of Conflict Resolution</i> 48 (4): 525-546.</p> <p>Hoerner, Julian M., Alexander Jaax and Toni Rodon. 2019. “The long-term impact of the location of concentration camps on radical-right voting in Germany.” <i>Research and Politics</i>. October-December 2019: 1-8</p> |
| September 4<br>9/7 FTF | <b>Crafting and Framing the Research Question</b>       | <p><b>Powner, Chapters 1 &amp; 3 (pp. 55-68)</b></p> <p><b>Johnson et al., Chapter 3 (pp. 49-62)</b></p> <p><b>[R]</b> Angrist, Michele. 2012. “War, Resisting the West, and Women's Labor: Toward an Understanding of Arab Exceptionalism.” <i>Politics &amp; Gender</i>, 8 (1): 51-82</p> <p><b>[R]</b> Lasse Rørbæk. 2019. "Religion, Political Power, and the ‘Sectarian Surge’: Middle Eastern Identity Politics in Comparative Perspective." <i>Studies in Ethnicity and Nationalism</i> 19(1): 23-40.</p> <p><b>Due:</b> 9/7, 12:00 PM Research Question in context/motivation (one page)</p>                                                                                                                                                                          |

|                                     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>September 11</p> <p>9/14 FTF</p> | <p><b>The Scholarly Debate</b><br/>Review of the Literature</p> | <p><b>Powner, Chapter 3 (pp. 68-80)</b></p> <p><b>Johnson et al., Chapter 3 (pp. 63-70)</b></p> <p>[R] Weldon, Steven A. 2006. "The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe." <i>American Journal of Political Science</i>, 50 (2): 331-349.</p> <p>[R] Solt, Frederick, Yue Hu, Kevan Hudson, Jungmin Song, and Dong "Erico" Yu. 2017. "Economic Inequality and Class Consciousness." <i>Journal of Politics</i>, 79 (3): 1079-1083.</p> <p>Dancygier, Rafaela and Davide D. Laitin. 2014. "Economic Discrimination, Violence, and Public Policy." <i>Annual Review of Political Science</i>, 17: 43-64</p> <p>Koubi, V. 2019. "Climate change and conflict." <i>Annual Review of Political Science</i>, 22: 343-360</p> |
| <p>September 18</p> <p>9/21 FTF</p> | <p><b>Theory and Hypothesis</b></p>                             | <p><b>Powner, Chapters 2 &amp; 4 (81-95)</b></p> <p><b>Johnson et al., Chapter 4</b></p> <p><b>King et al., Chapter 1, Section 1.3</b></p> <p>[R] Hellwig, Timothy and David Samuels. 2007. "Voting in Open Economies: The Electoral Consequences of Globalization." <i>Comparative Political Studies</i>, 40 (3): 283-306.</p> <p>[R] Solt, Frederick. 2010. "Does Economic Inequality Depress Electoral Participation? Testing the Schattschneider Hypothesis." <i>Political Behavior</i>, 32: 285-301</p> <p><b>Due: 9/21, 12:00 PM Literature Review (4-5 pages)</b></p>                                                                                                                                                                                                                     |

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|------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>September 25</p> <p>9/28 Class Meets via Zoom</p> | <p><b>Quantitative Research</b><br/>Establishing Causation<br/>Sampling &amp; Experiments</p> | <p><b>Johnson et al., Chapters 5, 6, &amp; 9</b></p> <p><b>King et al., Chapter 3</b></p> <p>Squire, Perevill “Why the 1936 Literary Digest Poll Failed.” <i>Public Opinion Quarterly</i>, 52 (1): 125-133.</p> <p>[R] Vicuña, Bianca V. &amp; Efrén O. Pérez. 2021. “New label, different identity? Three experiments on the uniqueness of Latinx.” <i>Politics Groups, and Identities</i>, DOI: 10.1080/21565503.2021.2010576</p> <p>[R] Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.” <i>American Political Science Review</i>, 102 (1): 33-48.</p> <p><b>Exam I:</b> Friday, September 29, 12am to 11:59 pm; one hour exam</p>                                                                                                                               |
| <p>October 2</p> <p>10/5 Web</p>                     | <p><b>Quantitative Data</b><br/>Collection, Management,<br/>Exploration, Analysis</p>         | <p><b>Powner, Chapters 7 &amp; 8</b></p> <p><b>Johnson et al., Chapters 10 &amp; 11</b></p> <p><b>King et al., Chapter 6</b></p> <p>[R] Karp Jeffrey A., Susan A. Banducci and Shaun Bowler. 2007. “Getting Out the Vote: Party Mobilization in a Comparative Perspective.” <i>British Journal of Political Science</i> 38: 91-112.</p> <p>[R] Wright, Kenicia and Ling Zhu. 2020. “When Social Capital Becomes Political Capital: Understanding the Social Contexts of Minority Candidates’ Electoral Success in the American States.” <i>The Journal of Race, Ethnicity, and Politics</i>, 6 (2): 373-401</p> <p>Delli Carpini, Michael X. and Scott Keeter. 1993. “Measuring Political Knowledge: Putting First Things First,” <i>American Journal of Political Science</i>, 37(4): 1179-1206.</p> <p><b>Due: 10/5, 12:00 PM</b> Theory and Hypotheses (1-2 pages)</p> |

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| October 9<br><br><i>10/12 Web</i>  | <b>Qualitative Research</b>                              | <p><b>Powner, Chapters 5 &amp; 4 (95-108)</b></p> <p><b>Johnson et al., Chapter 7</b></p> <p><b>King et al., Chapter 2</b></p> <p><b>[R]</b> Flores-Macias, Gustavo. 2018. "The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico." <i>Comparative Politics</i>, 51(1): 1-20.</p> <p><b>[R]</b> Bishara, Dina. 2020. "Legacy Trade Unions as Brokers of Democratization? Lessons from Tunisia." <i>Comparative Politics</i>, 52(2): 173-195</p> <p>Pepinsky, T.B. 2019. "The return of the single-country study." <i>Annual Review of Political Science</i>, 22: 187-203</p> |
| October 16<br><br><i>10/19 Web</i> | <b>Qualitative Data Collection, Management, Analysis</b> | <p><b>Powner, Chapter 6</b></p> <p><b>Johnson et al., Chapter 8</b></p> <p><b>King et al., Chapter 6</b></p> <p><b>[R]</b> Rabinowitz, Beth. 2020. "Ethnicity and Power in Sub-Saharan Africa." <i>Comparative Politics</i>, 52 (3): 405-431</p> <p><b>[R]</b> Hur, Aram. (2020). "Refugee Perceptions toward Democratic Citizenship." <i>Comparative Politics</i>. 52 (3): 473-491</p> <p><b>Due:</b> 10/19, 12:00 PM Study Design. Data, Sampling, Measurement, and Methodology (1-2 pages)</p>                                                                                                                                   |
| October 23<br><br><i>10/26 Web</i> | <b>What to Observe and What to Avoid</b>                 | <p><b>King et al., Chapters 4 &amp; 5</b></p> <p><b>Exam II:</b> Friday, October 27, 12am to 11:59 pm; one hour exam</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|-----------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------|
| October 30<br><br><i>11/2 Class Meets via Zoom</i>                          | <b>Discussion of Research</b>                                      | <b>Powner, Chapter 9</b><br><br><b>Johnson et al., Chapter 15</b> |
| November 6<br>November 13<br>November 27<br><br><i>Class meets via Zoom</i> | <b>Research Proposal Presentations</b>                             |                                                                   |
| December 7                                                                  | <b><i>Research Proposal Due Thursday, December 7, Midnight</i></b> | <b>Proposal Due</b>                                               |
|                                                                             |                                                                    |                                                                   |



# POT 4305 Democracy, Capitalism, and the Individual (85838)

## Fall 2023

### Instructor and GTA Contact

|              |                                                                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------------------|
| Instructor   | Dr. Barbara Sgouraki Kinsey                                                                                       |
| SPSIA Office | Phillips Hall 302                                                                                                 |
| Office Hours | Wednesday 9:30-11:30 AM & Thursday 4:30-5:30 PM, or by appointment; office hours may be held via email/phone/Zoom |
| Phone        | (407) 823-2608                                                                                                    |
| E-mail       | <a href="mailto:Barbara.kinsey@ucf.edu">Barbara.kinsey@ucf.edu</a>                                                |
| GTA          | Ms. Bailey Sellers                                                                                                |
| GTA Email    | Bailey.Sellers@ucf.edu                                                                                            |

### Course Information

|                     |                                           |
|---------------------|-------------------------------------------|
| Course Name         | Democracy, Capitalism, and the Individual |
| Course ID & Section | POT 4305 – 0W60                           |
| Credit Hours        | 3                                         |
| Semester/Year       | Fall 2023                                 |
| Location            | Web                                       |
| Prerequisites       | POS 2041                                  |

### Course Description

This course addresses the question of how people can develop political and economic institutions that best serve their interests. The focus of the course is an examination of the institutions of **capitalism** and **democracy** as the means of organizing, respectively, an economy and a polity. We will look at arguments in favor of these institutions, as well as arguments on their limitations. Primary emphasis is on works of the 19<sup>th</sup> and 20<sup>th</sup> centuries that have had a major impact on the way we think about the individual and society.

## Course Objectives and Student Learning Outcomes

The course objectives and learning outcomes of *Democracy, Capitalism, and the Individual* (POT 4305) aim at meeting criteria outlined by the Department of Political Science Academic Learning Compacts:

[https://oeas.ucf.edu/doc/cos/alc\\_cos\\_political\\_science\\_ba.pdf](https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf)

By the end of the course you will:

- Be familiar with contributions the authors we cover in this course make to democratic and economic theory
- Develop a better understanding of the relationship between democracy and capitalism
- Develop a better understanding of the *principles and mechanisms* of democracy and capitalism
- Develop a better understanding of the implications of the institutions of democracy and capitalism for the individual
- Develop a better understanding of the role of the individual in a democratic society and capitalist economy
- Analyze critically certain aspects of democratic and economic theory
- Analyze critically current social issues

## Required Texts & Additional Course Readings

- R.L. Heilbroner, *The Worldly Philosophers*, Touchstone (9780684862149)
- J.S. Mill, *On Liberty*, Hackett Publishing Company Inc. (9780915144433)
- Herbert Marcuse, *An Essay on Liberation*, Beacon Press (9780807005958)
- Ellie Wiesel, *Night*, Random House Publishing Group (9780553272536)
- M. Olson, *The Logic of Collective Action*, Harvard University Press (9780674537514)
- R. Axelrod, *The Evolution of Cooperation*, Basic Books (9780465005642)

The remaining readings will be found either on the web (see Links in Course Content) or/and in the Modules. Additional course materials pertaining to course assignments may be distributed to class via the modules.

**Weekly Assignments** The assignments are weekly and include quizzes, discussions, and writing assignments; they are designed to test your knowledge and understanding of the module material. The content of each module including description of assignments will be available on Friday of each week; you will have a week to submit your assignments (assignments are due by 11:00 PM on the following Friday). After a

discussion or writing assignment closes, (1) comments on your assignment, (2) an assignment grade and a total grade for the module, (3) a class announcement with general grading comments, will be released *by* Thursday, thirteen days following the assignment's due date. More details to follow in the weekly module overviews.

## Missed Assignments/Make-Ups/Extra Credit

**To submit late work the student will have to obtain the instructor's permission first; requests for late assignment submissions should be sent to the instructor via email prior to the assignment deadline, or within seventy-two hours following the assignment deadline.** Permission will be granted depending on the circumstances that resulted in late submission. The student will have **at most one week** from the assignment's deadline to submit the work. There will be a penalty of one letter grade for all late work (except for cases involving overriding and well documented circumstances).

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up; no penalty will be applied. Other overriding circumstances include own or family medical emergencies, religious holidays, severe weather conditions, military obligations, or legal obligations (i.e. jury duty). Pertinent, official documentation will be required if you plan on requesting to make up a quiz or assignment due to such circumstances.

There is **no extra credit** for this course.

## Evaluation and Grading

| Assignments                       | Percentage of Grade |
|-----------------------------------|---------------------|
| Module 1                          | 5%                  |
| Modules 2, 3, 4, 5, 6, 7, 8, & 10 | 70%                 |
| Modules 9, 11                     | 15%                 |
| Module 12                         | 10%                 |
| Total                             | 100%                |

The grading system is as follows:

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

## Attendance Policy

This course is web-based, fully online and considered a "W" course. Students are expected to fully participate in all online activities and to complete all assignments by the due dates.

## Federal Financial Aid Requirement: Recording Academic Activity Policy

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the assignments for Module One** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, August 26**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

## Zoom Virtual Office Hours

This course may use Zoom for meetings during office hours (or by appointment).

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>. You may choose to use Zoom on your mobile device (phone or tablet).

Please contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

## Professionalism and Student Conduct

Students are expected to conduct themselves in a civil and professional manner. Profanity, or any other offensive behavior will not be tolerated. Repeated violations of professionalism will result in a reduction in course grade.

**If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student's responsibility to be informed of any class announcements posted in class Announcements or distributed via webmail.

## Academic Honesty

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

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

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

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

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

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

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

## **Covid**

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the [official CDC webpage](https://www.cdc.gov/coronavirus/2019-ncov/index.html) (<https://www.cdc.gov/coronavirus/2019-ncov/index.html>). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

## **Student Accessibility**

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

## Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### 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 <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

## Viruses

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

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

## E-mail Protocols

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

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

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

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

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

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

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

Sign your e-mail messages.

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

## Copyright

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

## Technical Assistance

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

UCF Home Page will help find UCF resources.

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



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

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

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

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

## Third-Party Software and FERPA

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

## Deployed Active Duty Military Students

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

## Make-up Assignments For Authorized Events or Co-Curricular Activities

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

## Religious Observances

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

## POT 4305.0W60 Class Schedule Fall 2023

|                        | Topic & Reading                                                                                                                                                                                                                  | Assignments                                               | Due Dates           |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------|
| Week 1<br>August 21    | Module 1: Getting Started<br><br>Gabriel A. Almond, "Capitalism and Democracy"                                                                                                                                                   | <b>Module 1</b><br>Quiz & Writing assignment & Discussion | August 25, 11 PM    |
| Week 2<br>August 28    | Module 2: Adam Smith<br><br><i>The Wealth of Nations</i> , Book 1: chapters 1,2,4,8; Book 5: chapter 1, part 3, article II<br><br>R.L. Heilbroner, "The Wonderful World of Adam Smith"                                           | <b>Module 2</b><br>Quiz & Discussion                      | September 1, 11 PM  |
| Week 3<br>September 4  | Module 3: John Stuart Mill<br><i>On Liberty</i><br><br><i>R.L. Heilbroner, pp. 127-135</i>                                                                                                                                       | <b>Module 3</b><br>Quiz & Discussion                      | September 8, 11 PM  |
| Week 4<br>September 11 | Module 4: Alexis de Tocqueville<br><br><i>Democracy in America</i> , VOLUME 1: Part I, Chapter 5; Part II, Chapters 7 & 8. VOLUME 2, Part I: Chapters 2,5,10; Part 2: Chapters 2,5,7-11,20; Part 3: Chapter 1; Part 4: Chapter 6 | <b>Module 4</b><br>Quiz & One-page assignment             | September 15, 11 PM |
| Week 5<br>September 18 | Module 5: Karl Marx<br><br>"Estranged Labour" in Economic and Philosophical Manuscripts of 1844: Selections.<br><br>R.L Heilbroner, "The Inexorable System of Karl Marx"                                                         | <b>Module 5</b><br>Quiz & Discussion                      | September 22, 11 PM |

|                        |                                                                                                                                                                                                                                                                             |                                                        |                        |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------|
| Week 6<br>September 25 | Module 6: J.M. Keynes<br><br>“The End of Laissez-Faire” in <i>Essays in Persuasion</i> , volume 4, pp. 272-294.<br><br>“The General Theory of Employment” in <i>Collected Works</i> , volume 14, pp. 109-123.<br><br>R.L. Heilbroner, “The Heresies of John Maynard Keynes” | <b>Module 6</b><br>Quiz &<br>Two-page<br>assignment    | September 29,<br>11 PM |
| Week 7<br>October 2    | Module 7: Elie Wiesel<br><i>Night</i>                                                                                                                                                                                                                                       | <b>Module 7</b><br>Discussion                          | October 6,<br>11 PM    |
| Week 8<br>October 9    | Module 8: H. Marcuse<br><i>An Essay on Liberation</i> , Introduction,<br>chapters 1,3,4                                                                                                                                                                                     | <b>Module 8</b><br>Quiz &<br>Discussion                | October 13,<br>11 PM   |
| Week 9<br>October 16   | Module 9: Arrow’s Impossibility<br>Theorem                                                                                                                                                                                                                                  | <b>Module 9</b><br>Quiz                                | October 20,<br>11 PM   |
| Week 10<br>October 23  | Module 9 (cont.):<br>Arrow’s Impossibility Theorem                                                                                                                                                                                                                          | <b>Module 9<br/>(cont.)</b><br>Discussion              | October 27,<br>11 PM   |
| Week 11<br>October 30  | Module 10: M. Olson<br><i>The Logic of Collective Action</i> ,<br>Chapters 1-5                                                                                                                                                                                              | <b>Module 10</b><br>Quiz &<br>Discussion               | November 3,<br>11 PM   |
| Week 12<br>November 6  | Module 11: R. Axelrod<br><i>The Evolution of Cooperation</i>                                                                                                                                                                                                                | <b>Module 11</b><br>Quiz                               | November 11,<br>11 PM  |
| Week 13<br>November 13 | Module 11 (cont.): R. Axelrod<br><i>The Evolution of Cooperation</i>                                                                                                                                                                                                        | <b>Module 11<br/>(cont.)</b><br>One-page<br>assignment | November 17,<br>11 PM  |

|                         |                             |                                             |                      |
|-------------------------|-----------------------------|---------------------------------------------|----------------------|
| Week 14<br>November 20  | <i>Thanksgiving</i>         |                                             |                      |
| Week 15<br>November 27  | Module 12: Final Assignment | <b>Module 12</b><br>One-page<br>assignment/ | December 1,<br>11 PM |
| Exam Week<br>December 4 | Module 12 (cont.)           | <b>Module 12</b><br>Discussion              | December 8,<br>11 PM |

Note: Be informed and routinely check class announcements.



## 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!

## **About Me and How to Contact Me.**

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool**, my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans**.

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C.**

**Office:** Political Science department, Phillips Hall 302L

**Office hours.** Face-to-face, **Tuesday, 1.30pm-2.30pm; Thursday, 4pm-6pm.**

I am also happy to meet outside of these times if it conflicts with your schedule. If you want to use Zoom to meet, use the following Zoom link: **<https://ucf.zoom.us/j/6720872288>**

Use office hours to not only ask anything about the course material, but also any research ideas you might have or if you just want to talk about future educational or career plans.

**Email:** Use email in Canvas. If you write me Monday through Friday I should get back to you within 24 hours.

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

This course will introduce you to SPSS(Statistical Package for Social Scientists), 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** 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.

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.

### **Overall research process assignment**

Don't worry -- I'm not going to hit you with a long research paper at the end of the semester! Instead, the purpose of this assignment is to help you put back together the various stages of the research process that we have covered during the semester.

You will choose from a list of research topics I will provide and then go about the different stages of the research process, including testing your own hypotheses using SPSS to analyze data from an original data set. Actually I hope this assignment is fun to do! Potentially it might form the basis of an original research project you might want to further develop in an independent study or an [Honors Undergraduate Thesis \(HUT\)](#). In fact I have recently chaired several HUTs that started their life as this assignment.

You will have ample time in the last week of our course to work on it. I will be more than happy to provide input, assistance and suggestions, as you work on it.

### **Exam**

There will be a final exam at the end of the semester. It will be 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 during the final exam period from **Monday, December 4th to Friday, December 9th**. You can take the exam on any during during the final exam period. If taking it on Friday, December 9th, the submission should be made by midnight.

Details on the format of the exam can be found on the [Final Exam](#) page.

## 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. That is good. But 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): 35%
- SPSS data analysis assignments: 35%
- Overall research process assignment: 10%
- Final exam: 20%

A course grade cannot be earned on any basis other than those stated above.

***There is no extra credit for this course.***

Grade boundaries are as follows:

A, 92%+

A-, 90-91.9%

B+, 86-89.9%

B, 82-85.9%

B-, 80-81.9%

C+, 76-79.9%

C, 72-75.9%

C-, 70-71.9%

D, 62-69.9%

D- 60-61.9% (*Note: For the Political Science major a D- is the minimum passing grade*)

F, 59% and below.

You will be able to access your grades in Webcourses. Please make sure that grades entered here are correct. While every effort is made to ensure grades are correct, from time-to-time errors can occur (incorrectly add/subtract, miss points, and even fail to understand what a student wrote).

A time limit of **1 week** is imposed 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 submission of all assignments and making an effort to answer all questions on 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 as well as the course schedule below. All deadlines will be **midnight** (eastern time).

### *"After Hours" Submission Policy*

*Please note the following policy for late submission:*

- 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. New Modules will generally open on Friday of each week.

### **Module 1: The Scientific Method and the Study of Politics**

*Assignment: Putting the "Science" in Political Science (due 8/25). Note this assignment is due Friday as it is the assignment that demonstrates academic engagement for financial aid purposes.*

*Assignment: The Scientific Method and the Empirical Study of Politics (due 9/3)*

### **Module 2 - Conceptualizing and Measuring Political Phenomena**

*Assignment: Conceptualization, Operationalization & Measurement (due 9/10)*

*Assignment: Measuring Ideology with the Political Compass (due 9/13)*



### **Module 3: Approaches to Data Collection and Types of Data in Political Science Research**

*Assignment: Levels of Measurement (due 9/17)*

*Assignment: Units of Analysis & Approaches to Data Collection (due 9/20)*

### **Module 4 - Types of Variables, Explanation & Causality in Political Science Research**

*Assignment: Theoretical Explanations for Relationships (due 9/24)*

*Assignment: Variables, Explanation & Causality (due 9/27)*

### **Module 5: Testing Hypotheses in Political Science Research**

*Assignment: Hypotheses & Hypothesis Testing (due 10/1)*

### **Module 6: Introduction to SPSS**

*SPSS Assignment: Access to SPSS (due 10/8)*

*SPSS Assignment: An Introduction to SPSS (due 10/15)*

**Module 7: Descriptive Statistics**

*SPSS Assignment: Descriptive Statistics (due 10/22)*

**Module 8: Bivariate Analysis - Comparing Two Variables**

*SPSS Assignment: Bivariate Analysis (due 10/29)*

**Module 9: Statistical Significance & Measures of Association**

*SPSS Assignment: Statistical Significance & Measures of Association (due 11/5)*

**Module 10: Controlling for a Third Variable**

*SPSS Assignment: Controlling for a Third Variable (due 11/12)*

### **Module 11: Scatterplots, Correlation and Regression Analysis**

*SPSS Assignment: Scatterplots, Correlation & Regression Analysis (due 11/19)*

### **Module 12: Overall Research Process**

*Assignment: Overall Research Process assignment (due 12/3)*

### ***Final Exam***

*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 during the final exam period from **Monday, December 4th to Friday, December 9th.** If taking it on Friday, December 9th, the submission should be made by midnight.*

**POS 6207**  
**Seminar in Political Behavior**  
**Fall 2023**  
***Instructor: Jonathan Knuckey***

**Course Overview**

This graduate seminar provides a scholarly examination of mass political behavior with an emphasis on political participation, elections, and voting behavior. The goal is to survey what the best and most visible scholarship in the field has to say about why the electorate behaves as it does. The purpose is to provide a foundation for students to conduct original research on mass political behavior, such as an MA thesis, non-thesis MA capstone paper or Ph.D. dissertation. Additionally, those wishing to teach American politics in high school or college will also find the material useful. Obviously this material will also have great relevance given we have a presidential election looming next year!

The readings for the semester emphasize topics that are of interest to researchers today, so the material, drawn from both books and journal articles, tends to be contemporary, considered within the last 20-25 years rather than classic works (usually anything before the 1980s). Many of the articles will be of interest for updating or replicating their findings -- which might be the source of a research topic for many of you. While our focus will primarily be political behavior in the United States, we will also make comparisons to other nations from time to time. This allows us to place American political behavior in a comparative perspective -- to help us understand both commonalities and differences -- as well to explore how theories of political behavior, many of which were originally developed in the U.S., "travel well" to other countries.

I look forward to the seminar and hope you find it enjoyable and informative. I look forward to learning a lot from you!

**Class Location & Meeting Days & Time:**

**Room:** Phillips Hall, Room 305G -- this is the Political Science Conference Room

**Day/Time:** Thursday, 6.00pm-8.50pm

## About Me and How to Contact Me.

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the University of Liverpool, my MA in U.S. History and Politics from the University of New Orleans, and my Ph.D. in Political Science from the University of New Orleans.

My main areas of research and teaching is on American politics with a particular focus on southern politics, race and racial attitudes, voting behavior and public opinion. Outside of my day job I am a huge football (soccer!) fan and an avid supporter of Liverpool!

**Office:** Political Science department, Phillips Hall 302L

**Office hours.** Face-to-face, **Tuesday, 1.30pm-2.30pm; Thursday, 4pm-6pm.** *As the front office closes around 5.00pm, I will hold the 5-6pm part of Thursday office hours in our seminar room Phillips Hall 305G -- so feel free to drop by there prior to the seminar.*

I am also happy to meet outside of these times if it conflicts with your schedule. If you want to use Zoom to meet, use the following Zoom link: <https://ucf.zoom.us/j/6720872288> Links to an external site.

Use office hours to not only ask anything about the course material, but also any research ideas you might have or if you just want to talk about future educational or career plans.

**Email:** Use email in Canvas. If you write me Monday through Friday I should get back to you within 24 hours.

## Course Requirements, Expectations & Responsibilities

### Reading and Participation.

I expect that students will do all of the required reading for each week, which are posted below. In all the weeks -- except for when read a single book -- you will have some freedom to choose an additional journal article that interests you on the topic for the week (see below under course schedule for complete details). Careful reading and participation in class discussion are the keys to making the class productive for everyone involved. So you always need to come to our seminar thoroughly prepared to discuss the readings, to evaluate each reading's contribution to the literature, to identify themes across readings, to analyze how the readings differ from each other (and how this poses a challenge for building knowledge in the field), and to propose areas of future research.

You might not immediately understand everything in the readings. In particular, the methodologies and other technical material employed in the readings will be difficult to grasp if you have not yet taken courses in research design and advanced data analysis. That is fine. All I ask is that you give it a serious try and then bring your insights as well as your questions to class.

Your seminar participation is evaluated with respect to listening, preparation, quality of contributions, impact on the seminar, and the frequency concerning the **quality** of your seminar participation. Providing anecdotes, personal testimony, opinions that are not informed by the readings, or making off-topic comments **do not** constitute quality participation.

My role in the seminar is to facilitate your input into the seminar -- not to give a lecture. So if you fail to read and reflect upon the assigned material we will likely spend nearly three hours each week staring at each other with very little to say, suffice to say not our idea of fun for a Thursday evening over the next 15 weeks!

### Weekly Papers

Each week you will write a short-paper critical assessment of the five articles for the week, which includes the article you also selected, or the single book assigned. These papers will provide evidence that you have read and critically evaluated the readings.

You will write **10** of these papers during the semester. As we have 12 weeks of substantive topics that means you get two "bye" weeks where a paper is not required.

A few further points about this policy:

- No paper is required for our first seminar on August 24th.
- A paper is required for the book on *Cultural Backlash: Trump, Brexit and Authoritarian Populism*. This is so everyone can get early feedback on the weekly paper;
- You can choose the weeks you don't write a paper, however, only one of the the other two books can be used as a bye week -- in other words you cannot have a bye week used for both the second and third books.
- For the weeks you don't write a paper, please let me know ahead of time that you are not writing for that week.
- You will still be expected to actively participate in our seminar discussions in the weeks you don't write a paper.

These papers should be uploaded in Canvas by **midnight on Tuesday** of each week.

For these type of papers what I **do not** want you to do is to only summarize or describe the reading(s) in your papers, i.e., avoid telling me simply what you read! Rather, the papers should offer a thoughtful response to the readings and may highlight their underappreciated contributions, oversights, limitations, alternative interpretations,

linkage to readings in prior weeks, unanswered questions and potential to inspire further research.

Papers should touch on **all** of the week's readings on their terms but may identify one theme, shortcoming, or question to address as a way to connect them.

Detached discussions and papers that are mostly personal opinion and anecdotal are not as helpful as analyses that wrestle with the arguments and evidence in the readings. Each paper should be approximately **1,200 words and double-spaced**. You can write more if you wish, but don't crazy. Your aim is to have a paper written by Tuesday of each week, and my aim is to read and return these to you as soon as possible -- hence the suggested word count.

*Note:* Papers should always be **in your own words**. Avoid direct quotes unless it is absolutely necessary for conveying a point. Papers that simply string together a series of quotes for the articles or books are both uninteresting for you to write and for me to read.

### *Papers for weeks reading a single book.*

When we focus on a single book, your approach to writing your paper will be a bit different. Click **here** for some suggestions on how to go about writing a paper that focuses on a single book.

## **Grades**

Your overall grade will be weighted as follows:

**Seminar participation:** 50%

**Weekly papers:** 50%

Overall course grade boundaries are as follows:

A: 93%+

A-: 90-92.9%

B+: 86-89.9%

B: 82-85.9%

B-: 80-81.9%

C: 70-79%

D: 60-69.9%

F: Below 60%

Each paper you write will earn one of the letter grades noted above.

To give you sense of how I have evaluated your seminar participation a letter grade will be posted at the mid-point of the semester. The final participation grade will be posted at the end of the semester.

### *Incomplete Grades.*

Incompletes are discouraged in graduate school and are assigned only under extenuating circumstances. Since degrees will not be certified with an incomplete on the degree audit, "I" grades will be changed to "F" if not resolved by the stipulated deadlines. "I" grades are considered "unsatisfactory" grades until resolved for program of study purposes.

Note: Incomplete grades are not counted as completed courses or recognized as such by Financial Aid. Therefore, students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

### **Other Considerations.**

Your success in this class is important to me. All students are strongly encouraged to visit during office hours -- if only to introduce yourself and let me know how the course is working for you.

If you have a disability or circumstance that could affect your performance, please contact me early in the semester so that we can consider accommodations. Student Accessibility Services can provide official documentation of disabilities.

If you must miss class due to illness or another valid conflict, please contact me in advance.

Obviously, you should be ready for the start of the seminar at 6pm and should remain for the duration. Repeated tardiness and/or constantly coming and going during the seminar -- without explanation -- will potentially result in a reduction in the overall grade down to the next letter grade. Nearly 3 hours for our seminar is a long time -- so we will have a short break each week after about 1 hour.

Any student missing a written assignment or class because of observance of religious holidays shall be given an opportunity during that semester to make up missed work, provided that this does not create an undue burden on the university of instructor. The make-up will apply to the **religious holiday absence only**. It shall be the responsibility of the student to notify the instructor **no later than the end of the first week of**



**class** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

Academic dishonesty will not be tolerated. This includes using someone else's words or ideas without proper attribution. I will report any cases of academic dishonesty to the Office of Student Conduct for further sanctions.

This policy also extends to the use of **Artificial Intelligence (AI)**. Any work **written, developed, created, or inspired** by 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.

Please use laptops in class **only** for referencing course materials, taking notes, and occasionally tracking down online items that are necessary for our discussions. Everything else -- including cell phones -- should be quieted and stowed away for later use. If, however, you know you must take an important call or text message during our seminar that is fine, but please let me know prior to the start of the seminar, as then I will know why you will need access to your cell phone.

Please familiarize yourself with the **UCF Golden Rule handbook**, which outlines expectation concerning both academic and non-academic student conduct.

I reserve the right to modify the syllabus timeline or specific readings as needed.

## Course Schedule, Topics and Readings

All journal articles will have direct links to the articles.

The three books we read this semester can all be purchased from the UCF Bookstore. You almost certainly should be able to find the books at a cheaper price than the UCF Bookstore. Digital copies of books are fine. We will read the entire book in those weeks a book is assigned.

**A note on "articles of your choice."** You will notice that when we read journal articles in a week, there are four assigned articles. The **fifth article** you will read is one **chosen by you**. You can choose any article that hopefully addresses a research question related to the topic of the week that interests you. The following requirements apply to your chosen article:

- The article **must be on the topic of the week**, e.g., for the seminar on September 14th it must be on the topic of political participation & civic engagement.

- The article can be on either American political behavior, the political behavior of another country or a comparative study of multiple countries.
- The article must be from a **peer-reviewed, academic political science/social science journal**. Journals to consider include, but are not limited to: *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *American Politics Research*, *Political Research Quarterly*, *Political Behavior*, *Journal of Elections Public Opinion and Parties*, *Electoral Studies*, *Political Psychology*, *Social Science Quarterly*, *British Journal of Political Science*, *Canadian Journal of Political Science*, *Public Opinion Quarterly*. You can certainly use other peer-reviewed journals -- but they must be political science or social science. If in doubt about the suitability of a journal then ask me.
- The article should have been **published in the last 5 years** -- so anything from **2018 onwards**.
- The article should **not** be one that you have previously read in another seminar, e.g., one I assigned in my American Politics seminar.
- In your weekly paper, please provide the full citation for your chosen article along with a URL -- you can do that at the end of your paper. If it is a week where you are not writing a paper please let me know no later than Tuesday via an email message the article you have chosen along with the URL. I will still ask you about the article in our seminar even if you have not written a paper for that week.

Most of you should already know how to locate journal articles on topics that interest you, as you have no doubt compiled literature reviews in other seminars. However, here is a chapter I assign to students in my undergraduate research methods class on reviewing literature that might be useful: **Reviewing the Literature** (from Carolyn Forestiere, *Beginning Political Research*, 2nd Edition).

***Please be sure to always have access to all articles or the book for a specific week, as we will often make reference to them. It creates a poor impression -- which I will note -- when you have to look at your neighbor's articles or book!***

## **August 24th: Seminar Overview/Introduction**

*Required reading:*

- Mutz, Diane. 2010. "The Dog that Didn't Bark: The Role of Canines in the 2008 Campaign." *PS: Political Science & Politics*, 43(4), 707-712.

***Please make sure this article is read prior to our seminar meeting. We will be discussing it in our first seminar meeting!***

### August 31st: No Seminar -- UCF closing for a so-called "football" game

Our seminar is pre-empted because of the "football" game. However, make a start on the first book of the semester-- *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* -- that we discuss on September 7th (see below). It's a fairly lengthy book so dividing it up over 2 weeks is strongly advised!

### September 7th: Cultural Backlash & Populism

*Required Reading:*

- Pippa Norris and Ronald Inglehart, *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*.

### September 14th: Political Participation & Civic Engagement

*Required Reading:*

- Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102 (1): 33-48.
- Mayer, Alexander Mayer. 2011. "Does Education Increase Political Participation?" *Journal of Politics* 73 (3): 633-645
- Burden, Barry C., et al. 2017. "How Different Forms of Health Matter to Political Participation." *Journal of Politics* 79 (1): 166-178.
- Plutzer, Eric. 2002. "Becoming a Habitual Voter: Inertia, Resources, and Growth in Young Adulthood." *American Political Science Review* 96 (1): 41-56.
- *A recent article on political participation and civic engagement of your choice.*

### September 21st: Emotion

*Required Readings:*

- Healy, Andrew J. Neil Malhotra, and Cecilia Hyunjung Mo. 2010. "Irrelevant Events Affect Voters' Evaluations of Government Performance." *PNAS* 107 (29): 12804-12809

- Valentino, Nicholas A., et al. 2011. "Election Night's Alright for Fighting: The Role of Emotions in Political Participation." *Journal of Politics* 73: 156-70.
- Magni, Gabriele. 2017. "It's the Emotions, Stupid! Anger About the Economic Crisis, Low Political Efficacy, and Support for Populist Parties." *Electoral Studies* 50:91-102.
- Smith, Kevin B., et al. 2011. "Disgust Sensitivity and the Neurophysiology of Left-Right Political Orientations." *PLoS One* 6 (10).
- *A recent article on emotion and political participation of your choice.*

## September 28th: Partisans & Independents

### *Required Reading:*

- Russell J. Dalton, *The Apartisan American: Dealignment and Changing Electoral Politics*

## October 5th: Economic Voting

### *Required Readings:*

- Healy, Andrew, and Gabriel S. Lenz. 2014. "Substituting the End for the Whole: Why Voters Respond Primarily to the Election-Year Economy." *American Journal of Political Science*. 58 (1): 31-47.
- Rudolph, Thomas J. 2003. "Who's Responsible for the Economy? The Formation and Consequences of Responsibility Attributions." *American Journal of Political Science* 47 (4): 698-713.
- Norpoth, Helmut. 2001. "Divided Government and Economic Voting." *Journal of Politics* 63 (2): 414-435.
- Wright, John R. 2012. "Unemployment and the Democratic Electoral Advantage." *American Political Science Review* 106 (4): 685-702.
- *A recent article on economic voting of your choice.*

## October 12th: Political Information, Sophistication & Knowledge

### *Required Readings:*

- McDermott, Monika L. 2005. "Candidate Occupations and Voter Information Shortcuts." *Journal of Politics* 67 (1): 201-219
- Fowler, Anthony and Michele Margolis. 2014. "The Political Consequences of Uninformed Voters," *Electoral Studies* 34: 100-110.
- Boudreau, Cheryl. 2009. "Closing the Gap: When Do Cues Eliminate Differences between Sophisticated and Unsophisticated Citizens? *Journal of Politics* 71 (3): 964-976.
- Baum, Matthew. A., and Angela S. Jamison. 2006. "The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently." *Journal of Politics* 68 (4):946-959.
- *A recent article on political information, sophistication & knowledge of your choice.*

## October 19th: Social Networks

### *Required Readings:*

- Bond, Robert M., et al. 2012. "A 61-million-person Experiment in Social Influence and Political Mobilization." *Nature* 489: 295-298.
- Mutz, Diana C. 2002. "The Consequences of Cross-Cutting Networks for Political Participation." *American Journal of Political Science* 46 (4): 838-855.
- Pattie, C.J., Johnston, R.J. "Conversation, Disagreement and Political Participation." *Political Behavior* 31 (2): 261–285
- Nickerson, David. 2008. "Is Voting Contagious? Evidence from Two Field Experiments." *American Political Science Review* 102 (1): 49-57.
- Sokhey, Anand Edward, and Scott D. McClurg. 2012. "Social Networks and Correct Voting." *Journal of Politics* 74 (3): 751-764.
- *A recent article on social networks of your choice.*

Note: This is the only article week with six articles, but that is because the first one from *Nature* -- which is one of the most esteemed scientific journals around -- is only 3 pages!

## October 26th: Campaign Effects

### *Required readings*

- Neiheisel, Jacob R., and Rich Horner. 2019. "Voter Identification Requirements and Aggregate Turnout in the U.S.: How Campaigns Offset the Costs of Turning Out When Voting Is Made More Difficult." *Election Law Journal* 18 (3): 227-242.
- Huber, Gregory A, and Kevin Arceneaux. 2007. "Identifying the Persuasive Effects of Presidential Advertising." *American Journal of Political Science* 51 (4) : 957-77.
- Gimpel, James G., Karen Kaufmann, and Shanna Pearson-Merkowitz. 2007. "Battleground States versus Blackout States: The Behavior Implications of Modern Presidential Campaigns." *Journal of Politics* 69 (3): 786-97.
- Valenzuela, A. A., and M. R. Michelson. 2016. "Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals." *American Political Science Review* 110 (4): 615-30.
- *A recent article on campaign effects of your choice.*

## November 2nd: Political Socialization

### *Required readings*

- Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. "Politics across Generations: Family Transmission Reexamined." *Journal of Politics* 71 (3): 782-799.
- Sharrow, Elizabeth A, Jesse H. Rhodes, Tatishe M. Nteta, and Jill S Greenlee. 2018. "The First-Daughter Effect: The Impact of Fathering Daughters on Men's Preferences for Gender-Equality Policies." *Public Opinion Quarterly* 82 (3): 493–523.
- Frymer, Paul, and Jacob M. Grumbach. 2021. "Labor Unions and White Racial Politics." *American Journal of Political Science* 65 (1): 225-40.
- Stanojevic, Antonia, Agnes Akkerman, and Katerina Manevska. 2020. "Good Workers and Crooked Bosses: The Effect of Voice Suppression by Supervisors on Employees' Populist Attitudes and Voting." *Political Psychology* 41 (2): 363-81.
- *A recent article on political socialization of your choice. Note: The articles here deal with **family and workplace** socialization, but you may find an article that interests you on other aspects of political socialization.*

## November 9th: Media Influence

### *Required Readings:*

- Arceneaux, Kevin, Martin Johnson, and Chad Murphy. 2012. "Polarized Political Communication, Oppositional Media Hostility, and Selective Exposure." *Journal of Politics* 74 (1): 174-86.
- Hayes, Danny, and Jennifer L. Lawless. 2015. "As Local News Goes, So Goes Citizen Engagement: Media, Knowledge, and Participation in U.S. House Elections." *Journal of Politics* 77 (2): 447-462.
- Taylor, J. Benjamin. 2015. "The Educative Effects of Extreme Television Media." *American Politics Research* 45 (1): 3-32.
- Morris, Jonathan S. 2007. "Slanted Objectivity? Perceived Media Bias, Cable News Exposure, and Political Attitudes." *Social Science Quarterly* 88 (3): 707-728.
- *A recent article on media influence of your choice...and a big hint - notice that there's nothing here about the effects of **social media**, but surely a topic that interests many of you!*

## November 16th: Personality

### *Required Readings:*

- Gerber, Alan S., Gregory A. Huber, David Doherty, Conor M. Dowling, and Shang E. Ha. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." *American Political Science Review* 104 (1): 111-33.
- Fatke, Matthias. 2017. "Personality Traits and Political Ideology: A First Global Assessment." *Political Psychology* 38 (5) 881-899.
- Chen, Philip G. and Carl L. Palmer, 2018. "The Prejudiced Personality? Using the Big Five to Predict Susceptibility to Stereotyping Behavior." *American Politics Research* 46 (2): 276-307.
- Glas, Jeffrey M. and J. Benjamin Taylor. 2018. "The Silver Screen and Authoritarianism: How Popular Films Activate Latent Personality Dispositions and Affect American Political Attitudes." *American Politics Research* 46 (2): 246-275.
- *A recent article on personality of your choice.*

## November 23rd: Thanksgiving Holiday

## November 30th: Party Realignment

*Required Reading:*

- Angie Maxwell and Todd Shields. *The Long Southern Strategy: How Chasing White Voters in the South Changed American Politics.*



**UNIVERSITY OF CENTRAL FLORIDA**  
**Political Theory 3302**  
**Modern Political Ideologies**  
**FALL 2023**

Dr. Paul A. Labedz  
Telephone: (407) 582-2227  
Email: [Paul.Labedz@ucf.edu](mailto:Paul.Labedz@ucf.edu)  
Office hours: TBA

**COURSE DESCRIPTION**

A study of modern ideologies since the French Revolution including (but not limited to) liberalism, conservatism, nationalism, fascism and anarchism.

**READINGS**

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore.

Baradat, Leon P. *Political Ideologies: Their Origins and Impact* (Upper Saddle River, NJ: Pearson Prentice Hall, 2012) 11<sup>th</sup> edition. ISBN-10: 0205082386, ISBN-13: 978-0205082384

Festenstein, Matthew and Kenny, Michael, eds., *Political Ideologies: A Reader and Guide* (New York, NY: Oxford University Press, 2005) ISBN-10: 0199248370, ISBN-13: 978-0199248377

**COURSE ASSIGNMENTS**

- Two (2) exams (50 points each)
- 4-6-page Current Affairs Analysis (50 points)  
Due via Canvas: 30 NOV 2023
- Class participation (10 points)

**EXAMINATIONS**

Two (2) essay-style examinations will be given throughout the semester. The exams will contain comparative essay questions and/or textual analysis questions. The first exam will cover reading and lecture material from topics 1-2; the second exam will cover reading and lecture material from topics 3-7. Each exam is worth a maximum of 50 points.

## CURRENT AFFAIRS ANALYSIS

Students will select a contemporary issue of political salience and explain how two different ideological approaches would analyze and describe this issue. The instructor will provide a list of topics that students can use to complete the assignment. Students will be allowed to select an alternative topic not found on the list of topics, but this will be contingent upon permission being granted by the instructor. A student's response must be between 4-6 pages, double-spaced. This assignment is worth a maximum of 50 points and is due on the last day that our class meets for instruction.

## GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 160.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

**No extra credit opportunities will be available for this course.**

## CLASSROOM POLICIES

### ATTENDANCE:

Attendance is strongly recommended. Due to the uncertainty associated with the Covid-19 virus, there needs to be flexibility built within attendance policy. Keep in mind, though, that a significant amount the material used for assessments in this course comes directly from what is introduced during classroom instruction/discussions.

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

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to the **deadline of 25 AUG 2023**.

### MAKE-UP EXAMS:

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

## ACADEMIC HONESTY:

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on the paper or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns related to academic dishonesty, be sure to discuss the matter with the instructor. "Better safe than sorry" is good advice in matters involving academic integrity.

## EXPECTED STUDENT CONDUCT:

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

## COURSE OBJECTIVE & FORMAT:

The purpose of this course is to familiarize students with the variety of political ideologies that have arisen in the Western world since the late 17<sup>th</sup> century. The course will thus be organized around this diversity, which is meant to provide students with the tools necessary to understand the application of these ideologies, both historically and in the contemporary world.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.

## COURSE OUTLINE

Here is a week-by-week list of topics, examination dates, and associated readings.

**DISCLAIMER:** The schedule is subject to change if certain topics prove to require more or less time.

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### Topic 1: Introduction to Political Ideology: A framework for analysis.

Readings: Baradat (**Hereafter: Text**): Chapter 1-2; Festenstein & Kenny (**Hereafter: Reader**): pp. 1-13, 17-20, 27-32, 39-44

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## **Topic 2: Liberalism**

Readings: **Text**, Chapters 4-6; **Reader**: pp. 51-65, 72-90, 99-102.

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## **MID-TERM EXAM: 12 OCT 2023**

## **Topic 3: Conservatism**

Readings: **Text**, 96-99; **Reader**: pp. 119-131, 150-168, 172-175

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## **Topic 4: Socialism**

Readings: **Text**, Chapters: 8-9; **Reader**: pp. 175-218, 223-229, 233-246

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## **Topic 5: Nationalism & Fascism**

Readings: **Text**, Chapters 3 & 10; **Reader**: pp. 257-265, 271-274, 276-279, 381-390, 394-398

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## **Topic 6: Anarchism**

Readings: **Text**, Chapter 7; **Reader**: pp. 353-369, 375-381

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## **Topic 7: Feminism and Environmentalism**

Readings: **Text**, Chapter 12; **Reader**: Chapters 6-7

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## **FINAL EXAM: THURSDAY, 7 DEC 2023 from 1-350PM**

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I hope you enjoy the class and feel free to contact me if you have any questions.

### **SPECIAL RULES:**

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.

**Political Theory 4314**  
**Contemporary Democratic Theory**  
**FALL 2023**

Dr. Paul A. Labedz  
Telephone: (407) 582-2227  
Office Hours: TBA  
Email: Paul.Labedz@ucf.edu

**COURSE DESCRIPTION**

Study of democratic theories, emphasizing liberal democracy and its critics, elitist theories, participatory democracy, citizen participation, and relevance of empirical research to democratic theory.

**READINGS**

The following texts are assigned for this course and are available for purchase at the University of Central Florida bookstore:

Held, David. *Models of Democracy* (Stanford, CA: Stanford University Press, 2006) 3<sup>rd</sup> edition. ISBN: 0-8047-5472-1

Dahl, Robert, Shapiro, Ian, and José Antonio Cheibub. *The Democracy Sourcebook* (Cambridge, MA: The MIT Press, 2003) ISBN: 0-262-54147-5

**COURSE ASSIGNMENTS**

- Three (3) exams (50 points each)
- Class participation (10 points)

**EXAMINATIONS**

Three (3) essay-style examinations will be given throughout the semester. The first exam will cover reading and lecture material from part 1 of the course (see course outline below); the second exam will cover reading and lecture material from part 2; the third exam will cover reading and lecture materials from part 3. For an overview of the subjects contained within each of the segments/parts of the course, please consult the course outline below. Each exam is worth a maximum of 50 points. The dates for the exams will be announced in class and via email.

## GRADING

The overall grade for the course will be based on the student's performance on each of the above assignments. The maximum number of points a student can acquire is 160.

The grading scale is based on the following point distributions: 144-160=A, 128-143=B, 112-142=C, 96-111=D, 0-95= F.

Grades will not be based on a curve and will reflect the quality of the work submitted.

**No extra credit opportunities will be available for this course.**

## CLASSROOM POLICIES

### ATTENDANCE:

Attendance is strongly recommended. Due to the uncertainty associated with the Covid-19 virus, there needs to be flexibility built within attendance policy. Keep in mind, though, that a significant amount of the material used for assessments in this course comes directly from what is introduced during classroom instruction/discussions.

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

The assigned activity for this course requires students to access UCF webcourses and complete the assignment labeled "Student Data Sheet." The completed data sheet must be submitted to the instructor via UCF webcourses prior to **deadline on 25 AUG 2023**.

### MAKE-UP EXAMS:

All students will be expected to take each of the examinations on the scheduled dates. In the event that a student has an excused absence on the date of the exams, he/she will have to take a make-up examination on a date and at a location selected by the instructor. Failure to take the make-up exam on the rescheduled date will result in a score of 0 for the examination.

### ACADEMIC HONESTY:

All forms of academic dishonesty are prohibited at the University of Central Florida. Academic dishonesty in any portion of your coursework (such as plagiarism on a report or cheating on an examination) will result, at the very least, in your being assigned a failing grade for the course. If you're uncertain as to what constitutes cheating or plagiarism or if you have any other concerns

related to academic dishonesty, be sure to discuss the matter with the instructor. “Better safe than sorry” is good advice in matters involving academic integrity.

#### **EXPECTED STUDENT CONDUCT:**

The University of Central Florida (UCF) is dedicated not only to the advancement of knowledge and learning but is concerned with the development of responsible personal and social conduct. By enrolling at UCF, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any classroom or university rules may lead to disciplinary action up to and including expulsion from UCF. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions.

#### **COURSE OBJECTIVE & FORMAT:**

The purpose of this course is to familiarize students with some of the key concepts in the study of contemporary democratic theory. The course will be organized around three central themes: the varied meanings of democracy, the theoretical approaches to understanding democracy, and the institutions and practice of modern democracy.

In general, the class will be conducted as a mixture of lecture and discussion and will provide the student with a forum to raise any questions he/she may have concerning the material covered in lectures and in the assigned readings.

#### **COURSE OUTLINE**

Here is a week-by-week list of topics, examination dates, and associated readings.

**The schedule is subject to change if certain topics prove to require more or less time.**

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#### **PART 1: VARIANTS OF DEMOCRACY**

##### **A. Democracy as “process”**

Readings: Held, Chapters 1-3, pp.141-157; Dahl, et al., pp. 5-12, 29-39

#### **PART 2: DEMOCRACY AS “RIGHTS, VALUES, ECONOMICS & THE MODERN PRACTICE OF DEMOCRACY**

A. Democracy as “rights”

Readings: Dahl, et al., pp. 123-133;

B. Democracy as “values”

Readings: Dahl, et al., pp. 157-190

C. Democracy as “economics”

Readings: Held, Chapter 4, pp. 172-179; Dahl, et al., 436-453

D. The Institutions of Democracy

Readings: Dahl, et al., pp. 191-217, Chapter 5

E. The Electoral Systems of Democracy

Readings: Dahl, et al., Chapter 6

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### **PART 3: THE THEORETICAL PERSPECTIVES ON DEMOCRACY**

A. Pluralism

Readings: Held, pp. 158-169; Dahl, et al., pp. 118-122, 207-216, 364-371

B. Consociational Democracy

Readings: Held, pp.158-172; Dahl, et al., pp. 142-151

C. Rational Choice Theory

Readings: Dahl, et al., pp. 372-380; pp. 393-397

D. Participatory Democracy

Readings: Held, pp. 209-216; Dahl et al., pp. 40-47

E. Deliberative Democracy

Readings: Held, Chapter 9, Dahl, et al., pp. 18-28

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I hope you enjoy the class and feel free to contact me if you have any questions.

**SPECIAL RULES:**

In accordance with state and federal law, instructors at the University of Central Florida cannot release information relating to the academic performance of students to persons other than the staff without the student's written consent. In order for this information to be given out at request of a third party, the student must first sign a consent form to release their educational records.

THE AMERICAN PRESIDENCY  
POS 3413  
UNIVERSITY OF CENTRAL FLORIDA

**Fall 2023**

|                                                                             |                                                                                            |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Professor:</b> Dr. Drew N. Lanier                                        | <b>Office Hours:</b> Mon. and Wed., 010:30 to 1:00, <i>or by appt.</i> (phone, Zoom, etc.) |
| <b>Office:</b> Phillips Hall 302O                                           |                                                                                            |
| <b>Phone:</b> (407) 823-2608 [main office]                                  | <b>Credit Hours:</b> Three (3)                                                             |
| <b>E-mail:</b> <a href="mailto:drew.lanier@ucf.edu">drew.lanier@ucf.edu</a> |                                                                                            |

### Course Description

This course is a study of the United States Presidency as it has developed over time and as it exists today. Components of the course include: presidential relations with Congress, the media, public opinion, the bureaucracy, and the judiciary. We will also explore the conduct of presidential nominations, campaigns and elections, as well as recent conflicts over the role and powers of the president in current American politics. Students will be introduced to the various theories about the presidency and its relation to the other elements of the United States system of governance.

### Course Goals

The most fundamental goal of this course is to enhance and improve your critical thinking skills. The ability to critically analyze concepts or programs and then present your conclusions and criticisms well will be one of the most valuable skills you learn at the University. The subject matter on which you will practice these critical skills will be the American Presidency. In order to effectively develop your analytic abilities, you will find that you need a great deal of specific knowledge about the president's Constitutional duties and responsibilities, and his/her relation to other actors within his/her legal and political environment. This course will fill that gap.

### Requirements for a Web-Based Class

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

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

My general rule of thumb is that students devote **at least five hours of study per course credit hour per week**. As this is a three credit-hour class, wise students should plan on devoting exclusively **15 hours per week to this class at a minimum to this course alone**. If a student does not reasonably think that he or she can honestly devote this time to class, that student likely will struggle to make a passing grade, especially in this class. ***Past students have ignored this warning here to their own detriment. See the list of suggestions on Canvas from prior students as to how to do well in this course. Learn from their experiences.***

### Academic Demands: You Must Teach Yourself

Because this is a fully online course, you will **have to teach yourself a lot of the material** that would have been covered in the face-to-face lectures on campus. This is a cost of an online course, while not having to be at a specific time and place for lecture is a benefit. This means that you will have to read everything that is assigned, review the PowerPoint slides (available on the Canvas site), review the Module survey answers, investigate and research terms that are unfamiliar to you (yes, even those that are in the PowerPoint slides, but not covered in other materials). *Kennedy* is a book that we will read throughout the term. You should read that as the semester progresses: read about one-third by the first test, about two-thirds by the second test, and finish it by the Final as it encapsulates many of the ideas and concepts in the course. This course places, as a necessity because of its format, a heavy responsibility on you to be self-directed learners, just as you will find once you graduate and enter the professional world.

### Web Resources

#### *Canvas Site – Course Management Software*

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

### Required Books

There are two **required texts** for this course (*that is, you must read and digest their content or your grade will suffer*):

Cronin, Thomas E., Michael A. Genovese, and Meena Bose. 2023. *The Paradoxes of the American Presidency*. 6th ed. New York: Oxford University Press. ISBN 978-0-19-764131-6 (hereafter "C&G").

Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression. Part I*. New York: Oxford University Press. ISBN 0-19-516892-5 (hereafter, "K").

### Mandated Documentation of Course Attendance

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, August**

**25, 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).

## Technological Requirements

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

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

- **Ensure that anti-virus software has been installed and is regularly updated.** If I receive any document containing a virus, I will deduct 10% from the assignment's final grade. If I receive a virus-infected assignment from the same student for a second time any time during the term, I will reduce that student's final course grade by a full letter grade (e.g., from A- to B-). If I receive a third virus-infected assignment, the student will fail the course automatically.
- **Enable pop-ups from the course Canvas site.** This will allow you to have full functionality in the course. Do not disable the pop-up block entirely as you will need to be shielded from those intrusions while navigating in other sites.
- **Online Exams:** the exams in this course are administered entirely online. As you will have limited time to complete the exam, I **strongly encourage** you to plan to take the exam from an on-campus location, if at all possible, as this will decrease the wait time that you experience as you load and save your answers. Otherwise, your exam time will be consumed, to some extent, by the lag time needed for the questions and answers to load and save.
- **Technical Assistance:** with an entirely online course, there are inevitable technological problems that usually occur at the last minute (**hint: don't wait to the last minute**). If such problems occur, the professor is **not** your point of contact; he possesses very limited technical knowledge. Rather, students should contact Online@UCF Support at (407) 823-0407, [webcourses@ucf.edu](mailto:webcourses@ucf.edu), or submit a question via <https://online.ucf.edu/support/>. There are as well many self-help online course resources on [the Learn Online Website](#). You may also wish to post a question to the many HELP! Discussion Fora within the course Canvas site itself.

## Zoom Availability and Office Hours

I have a Zoom account and am able to meet with you via video during the above-referenced office hours or by appointment to discuss course-related questions.



## GRADING

*Exams* (300 points, each 20% of your final course grade)

Each of three exams during the course is worth 100 points. The tests will be composed entirely of *very challenging* multiple choice questions. **They are each noncomprehensive**, although (to some extent) the material builds throughout the course. These exams are not for the faint hearted. Each is worth 20 percent of the final course grade, for a total of 60 percent drawn from performance on exams. They will seek to test your understanding of both factual and conceptual ideas and your relative analytical and synthetic skills. They do not emphasize rote memorization of facts. Rather, they test students' ability to analytically address each question and conceptual understanding of course concepts and ideas. You should prepare for the exams as if you were called on to teach the class yourself.

As this is an online course, all exams will be administered through the Assessment function of the Canvas site associated with the course. There will be a **very narrow window** open during which students must complete the exam. Accordingly, students should anticipate any problems that they may foresee in completing the exam within that time frame. Once you open an exam, you will have a **maximum of 75 minutes to finish it**. If you begin it within 75 minutes of the posted closing time for the exam window, you will have less than that amount of time to complete the test. **I will re-open the exam window only under the most extreme (i.e., truly emergency, Act of God) circumstances**. Such circumstances do NOT include weddings, cruises, "road trips," and so forth. There are *absolutely NO excuses* for missing an exam and not contacting me in advance. Unexcused exams will receive a failing grade (0 points).

*Course Content Modules* (35% of final grade)

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

As there are no formal face-to-face classes, **it is incumbent on you to keep pace** with the readings, assignments and the pace of the course (see warning above about the high academic demands on students to be self-directed learners). Getting behind the current schedule of the course is dangerous to your final course grade. All of the modules are listed in the Canvas site for the course. Together, they will be averaged into 35% of your final course grade. Grades for each module will appear in the Grades section of the Canvas site. Students may discuss the graded module assignments with me during office hours (either by phone, in person or via Skype).

**Some modules have multiple due dates for subparts of the module. The syllabus lists the FINAL DUE DATE for the Module – not its first. Plan accordingly.**

**I WILL NOT accept late modules.** Computers and servers always seem to know when humans are working on a last-minute deadline and they take maniacal pleasure in crashing and not allowing you access to websites when the clock is approaching the deadline. The point (again): start the module assignments early in case there are problems. If you come to me with an exotic tale of woe, I will nod relatively sympathetically but point to this warning.

The following rules apply to the Content Modules:

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

#### *Surveys (5%)*

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

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

- Please be honest and forthcoming in your survey responses as they are designed to deepen your understanding of the course content and its significance.
- After the due date for the Surveys has passed, I will collate and collect the most pertinent and relevant questions and post answers to them, in the Discussion Area, for the entire class to read and consider. They are good ways to prepare for the exams, and not “busy work.” Use them for your benefit. Ignore them at your own peril.
- **Do NOT send blank responses through for the Survey.** Doing so will earn zero points for that portion of the Survey that was left blank. Past classes have, sadly, tested me on this requirement.
- Failing to complete even a small number of the Surveys will negatively impact your final course grade.

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

*Assignments do not count until they are RECEIVED, not sent. See above warning about anticipating technological problems.* Thus: **DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR ASSIGNMENT.** If you come to me with an exotic tale of woe about your not having turned in your assignment on time, I will nod relatively sympathetically and point to this warning. If you submit the assignment through the Assignment tab in Canvas AND you receive confirmation of its receipt safely there, you may then rest assured that it has been properly received. Furthermore, note the following rules regarding the Modules, some of which require a written product submitted to me:

- You may NOT use Wikipedia (or its variants) as *any* source in your internet assignments. Doing so will substantially reduce your grade, even to an “F.” One of the early modules to be completed in the course will introduce you to ways to evaluate websites properly.
- Double space between paragraphs, even in a document that is otherwise single-spaced.

- Provide in-text citations to the SPECIFIC SOURCE FROM WHICH YOU ARE TAKING THE INFORMATION. Otherwise, the reader does not know to what source you attribute your information. Failure to do so will result in a least a one letter grade reduction in the grade earned.
- Attaching printouts to a module's assignment does not magically satisfy the cite and reference requirements noted in Module submissions.
- Assignments containing more than five spelling errors will automatically earn a score of zero. Multiple misspellings of the same word will count the number of times that the word is not correctly spelled, rather than simply once. Note that prior students' failing to heed this requirement has caused them great misery. Spelling counts.
- **Insure that your name appears on each and every assignment. Even though you may upload the assignment to the Assignment link or to Canvas, PLEASE put your name on the *assignment itself* as I download the assignments and often grade them in hard copy. It is impossible to grade and assign a score for an assignment whose author is unknown. Those assignments not bearing the student author's name will be penalized by one letter grade.** Yes, college students regularly do not put their name on submitted assignments.

*Course Point Allocation*

| <i>Component</i>             | <i>Weight</i> |
|------------------------------|---------------|
| Exam I                       | 20%           |
| Exam II                      | 20%           |
| Exam III                     | 20%           |
| Course Content Modules       | 35%           |
| Surveys and Discussion Board | 5%            |
| <i>TOTAL</i>                 | 100%          |

*Grading Scale (as a Percentage of Total Points)*

| <b>GRADE</b> | <b>PERCENTAGE</b> |
|--------------|-------------------|
| A            | 100-90            |
| B+           | 89-87             |
| B            | 86-80             |
| C+           | 79-77             |
| C            | 76-70             |
| D+           | 69-67             |
| D            | 66-60             |
| F            | 59 or less        |

### Course Policies (aka My Pet Peeves)

There are several points you should note.

#### *No Excuses*

First, this class operates under a "No-Excuse" policy. It is incumbent upon you to be responsible for the notes given in the unlikely event you miss class. If you miss class, you NEED NOT inform me about it. Because this course is an upper division class, you will quickly learn that if you intend to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given.

#### *Accommodations for Physically Challenged Students*

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

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

Third, please consult the policy regarding plagiarism and cheating which is attached at the end of this document. Each of you must review the University policy on the penalties for plagiarism. The Golden Rule explains this in more detail: [http://regulations.ucf.edu/~regs/pdf/notices/5.015StuAcademicBehaviorStandards\\_newJul09\\_000.pdf](http://regulations.ucf.edu/~regs/pdf/notices/5.015StuAcademicBehaviorStandards_newJul09_000.pdf).

Almost every semester, one or more students, unfortunately, wrongfully appropriates the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out. I can assure you that it is not.

#### *Caveat Emptor*

Fourth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote at least fifteen (15) *hours per week* studying, reading, and meeting with other students to discuss and review the course material. **This is a difficult course. Again, review my warning above about the academic demands of this course.**

#### *Conceptual Understanding Key*

Fifth, class topics are best understood at the conceptual and/or abstract level. Read the course material AND THINK ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?." You are expected to read and prepare for course discussions. Prepare the material as if you were called upon to teach it to a class of otherwise unknowing students. I assume that the reading will be completed by the associated assignment's due date and time. LEARN TO PACE YOURSELF ACCORDINGLY! Begin to prioritize what is most important to you, now.



*Online Decorum: Course Protocols*

As this is a fully online course, there are certain rules and regulations that make the course and our asynchronous communication go more smoothly. Do not say or do anything that would otherwise do in a face-to-face context. In short, treat others as you would like to be treated, as you may have been taught previously.

Moreover, as many of you have aspirations of attending law school, now is the time to begin to adopt the canons and traditions of the learned profession of the law, one profoundly steeped in tradition and history: how would you act in a court of law? Act in a disruptive manner? Post rude and discourteous messages to a court-run blog? File documents or submit reports late?

*Word Processing Required*

Seventh, as this is a fully online course, all assignments must be word processed, including internet assignments. You should allocate enough time for printer cartridges to run dry and dogs to eat papers and computer disks! You laugh, but trust me: I have heard every excuse in the book! Again, **late assignments are NOT accepted**. "Late" means ANY time after the due date and time for the assignment—even if that is one minute past the deadline.

*Duplicates of Assignments*

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

*Technological Tools*

Ninth, I require that everyone learn how to use e-mail and the technological tools associated with the course. They can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions you may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on the course's associated web sites or via email.

If you already have an e-mail account (either through the University or a commercial server), please do not sign-up for an additional account. You should check your email on a regular basis as I post any changes about class assignments to your account and/or to the course-associated web site. Beginning with the Fall 2009 semester, all students are REQUIRED to obtain a Knights Email address and use it for course-related communications. I am required to send such information to that address alone.

**If your email address changes during the semester, you MUST NOTIFY ME of the new address, so that I may then direct any communications to that address. This is a course requirement. Otherwise, you will miss important course information, which could drastically impact your grade negatively.**

*Time-Sensitive Communications and Assignments*

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their undue reliance on fragile and potentially unreliable email programs and other technologies beyond their control (such as AOL).

Accordingly, for time-sensitive communications, send me a message through the Canvas Mail tool, contact me on the telephone, or, most unconventionally of all, see me in person during office hours.

*Syllabus NOT a Contract*

Finally, this syllabus is **not** deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a forty-eight hour (48 hr.) notice of such changes. Such changes are either announced on the Canvas site, or sent via Mail message, or both. Therefore, you are responsible for any changes that may occur during the course of the semester.

If you fail to log in to the course for several days, you should check with your fellow students to determine what you have missed. As such, your virtual absence is **not deemed** a sufficient excuse as to why work is incomplete.

In the event that the University administration closes school for any reason (e.g., hurricane), any assignments or examinations that were scheduled on the days during which the University is officially closed will be due by 9:00 am on the next business day whenever the University resumes operations.

*Best Allies*

The professor is **not your friend**. He cannot be your friend, as he is charged with the weighty responsibility of assessing your understanding of the course material and work in an objective manner. He may act in a courteous, kind and helpful manner, but do not mistake that for friendship. You will find that your colleagues will likely have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover in later life. They will help you understand the material better, and you will do the same for them. By teaching the material to fellow students, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching.



## COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

**C&G** = Cronin, Thomas E., Michael A. Genovese and Meena Bose. 2023. *The Paradoxes of the American Presidency*. 6th ed. New York: Oxford University Press. ISBN 978-0-19-764131-6 (hereafter "C&G").

**K** = Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression. Part I*. New York: Oxford University Press. ISBN 0-19-516892-5.

**Reserve** = Items designated as Reserve are available under the Canvas Discussion Topic "Reserve Readings." You will need the Adobe Reader (<http://www.adobe.com>) to view these readings.

| PROJECTED DATE/WEEK       | TOPIC                                                                          | READINGS                                                                        | ASSIGNMENT                                                                                                                                           |
|---------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1: Aug. 21-Aug. 27   | Course Requirements<br>Historical Background of the Presidency                 | Syllabus and attachments<br>C&G, Chapt. 1                                       | <b>Module 1:</b> Getting Started (due <b>Friday, Aug. 25 by 23:57</b> ).                                                                             |
| Week 2: Aug. 28-Sept. 3   | Evaluating Websites<br>Presidential Character                                  | C&G, Chapt. 2<br>Barber (Reserve)                                               | <b>Module 2:</b> Evaluating Websites (due by <b>Sunday, Sept. 3 by 23:57</b> ).                                                                      |
| Week 3: Sept. 4-Sept. 10  | Presidential Selection: Primaries                                              | C&G, Chapt. 4                                                                   | <b>Module 3:</b> Studying the American Presidency: Presidential History and Character (due by <b>Sunday, Sept. 10 by 23:57</b> )                     |
| Week 4: Sept. 11-Sept. 17 | Presidential Selection: General Election                                       |                                                                                 | <b>Module 4:</b> The Presidency Through Time: Ebb And Flow of Power (due by <b>Sunday, Sept. 17 by 23:57</b> )                                       |
| Week 5: Sept. 18-Sept. 24 | Sorting Out the Possibilities: Who Becomes "Government Personified"?           | C&G, Chapt. 3                                                                   | <b>Module 5:</b> Selecting the Nominees and Choosing the President (due by <b>Sunday, Sept. 24 by 23:57</b> )                                        |
| Week 6: Sept. 25-Oct. 1   | <b>STUDY/REVIEW FOR THE TEST</b>                                               | All previous readings and assignments, including about the one-third of Kennedy | <b>TEST I</b> (to be completed by <b>Sunday, Oct. 1 by 23:57</b> : window will open at noon (12 pm) on Saturday, Sept 30. <b>Plan accordingly</b> ). |
| Week 7: Oct. 2-Oct. 8     | Institutional Presidency<br><i>The Executive Office</i><br><i>The Congress</i> | C&G, Chapt. 6 and 7                                                             | <b>Module 6:</b> The Institutional Presidency: Part I (due by <b>Sunday, Oct. 8 by 23:57</b> ).                                                      |
| Week 8: Oct. 9-Oct. 15    | Institutional Presidency<br><i>The Supreme Court</i>                           | C&G, Chapt. 9                                                                   | <b>Module 7:</b> The Institutional Presidency: Part II (due by <b>Sunday, Oct. 15 by 23:57</b> ).                                                    |

|                          |                                                                                              |                                                                               |                                                                                                                                                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 9: Oct. 16-Oct. 22  | Institutional Presidency<br><i>The Bureaucracy</i><br><i>The Vice Presidency</i>             | C&G, Chapt. 2 (re-read), 7 (re-read), and 8                                   | <b>Module 8:</b> The Vice-President: Heir Apparent or Mere Placeholder? (due by <b>Sunday, Oct. 22 by 23:57</b> ).                                                                                                                                                     |
| Week 10: Oct. 23-Oct. 29 | The Public Presidency<br><i>Rhetoric and the Presidency</i>                                  | C&G, Chapt. 5 (pp. 126-132 only – re-read)<br>Kernell (Reserve)               | <b>Module 9:</b> The Bully Pulpit: The Rhetorical Presidency in Action (due by <b>Sunday, Oct. 29 by 23:57</b> ).                                                                                                                                                      |
| Week 11: Oct. 30-Nov. 5  | <b>STUDY/REVIEW FOR THE TEST</b>                                                             | All previous readings and assignments, including about two-thirds of Kennedy. | <b>TEST II</b> (to be completed by <b>Sunday, Nov. 5 by 23:57</b> ; window will open at noon (12 pm) on Saturday, Nov. 4. <b>Plan accordingly</b> ).                                                                                                                   |
| Week 12: Nov. 6-Nov. 12  | The Public Presidency (continued)                                                            | C&G, Chapt. 4 (re-read)                                                       | <b>Module 10:</b> The Bully Pulpit: The Ultimate Audience (due by <b>Sunday, Nov. 12 by 23:57</b> ).                                                                                                                                                                   |
| Week 13: Nov. 13-Nov. 19 | President as Policy Leader<br><i>Domestic</i><br><i>Economic</i>                             | C&G, Chapt. 5                                                                 | <b>Module 11:</b> The President as Architect of Policy: Domestic and Economic Policy Machinery (due by <b>Sunday, Nov. 19 by 23:57</b> ).                                                                                                                              |
| Week 14: Nov. 20-Nov. 26 | President as Policy Leader<br><i>Foreign</i>                                                 | C&G, Chapt. 5 (re-read)<br>K, All                                             | <b>Module 12:</b> The President as Commander-in-Chief: Military and Foreign Policy (due by <b>Sunday, Nov. 26 by 23:57</b> ).                                                                                                                                          |
| Week 15: Nov. 27-Dec. 3  | The Expanse of Presidential Power Through Time                                               | C&G, Chapt. 9                                                                 | <b>Module 13:</b> Assessing Presidential Power Across History (due by <b>Sunday, Dec. 3 by 23:57</b> ).                                                                                                                                                                |
| Week 16: Dec. 5-Dec. 9   | Online Course Evaluations (available through my.ucf.edu)<br><b>STUDY/REVIEW FOR THE TEST</b> | All previous readings and assignments, including all of Kennedy               | <b>TEST III</b> (to be completed by <b>Thursday, Dec. 7 by 23:57</b> ; window will open at noon (12 pm) on <b>Wednesday, Dec. 6</b> . <b>Plan accordingly</b> ). <b>NOTE: THIS IS A DIFFERENT SCHEDULE THAN THE PRIOR EXAMS THAT OCCURRED OVER A SAT.-SUN. PERIOD.</b> |

## General Policies of the University

**Source for these policies:** UCF Faculty Center for Teaching and Learning  
(<http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php>)

### Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<http://www.academicintegrity.org/ica/assess/FVProject.pdf>>.

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

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

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

*The Golden Rule: A Handbook for Students (University of Central Florida)* defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but

obtained through someone else's efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)".

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

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor assume the teaching responsibilities of the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course should this occur.

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### Deployed Active Duty Military Students

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

### Religious Observances

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

### Notice of Use of Turnitin.com

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

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POS 6746  
QUANTITATIVE METHODS IN POLITICAL RESEARCH

FALL 2023  
M, 18:00-20:50  
HPH 310

|                                                      |                                                                                    |
|------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Class Time and Place:</b> M, 18:00-20:50; HPH 310 | <b>Office Hours:</b> Mon. and Wed., 10:30 to 1:00, or by appt. (phone, Zoom, etc.) |
| <b>Professor:</b> Dr. Drew Lanier                    | <b>Email:</b> <a href="mailto:drew.lanier@ucf.edu">drew.lanier@ucf.edu</a>         |
| <b>Office:</b> Phillips Hall 302                     | <b>Credit Hours:</b> three (3)                                                     |
| <b>Phone:</b> (407) 823-2608 [main number]           |                                                                                    |

*Very often a solution on some means of quantifying phenomena or states that have hitherto been assessed in terms of "rather more," "rather less," or "a lot of" or—[that] sturdiest workhorse of scientific literature—"marked" ([e.g.] "The injection elicited a marked reaction"). Quantification as such has no merit except insofar as it helps to solve problems. To quantify is not to be a scientist, but goodness, it does help.*

— Sir Peter B. Medawar, *Advice to a Young Scientist* (1981)

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

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

## COURSE OBJECTIVES AND GOALS:

What variables predict if two states will go to war in a particular year? How likely is it that Justice Scalia will vote to grant cert. in an abortion rights case? Are there long-term, underlying deterministic trends to U.S. Supreme Court decision-making, or is it a totally random, stochastic process? How strong is the relationship between issue preferences and voter behavior? Do domestic political institutions systematically impact currency markets? The use of quantitative methods allows political scientists to answer these types of questions. This course examines these methods and their practical application in researching settings (Martin Syllabus 2006).

The main objective of this course is to the fundamental terms and basic tools that social scientists use in and quantitative designs. We will focus on being particularly critical of research designs. Since social scientists are interested in explaining *why* some phenomena vary or change, across people, time or geographical units, we will explore the kinds of variance and statistical distributions of commonly used political variables, followed by a discussion of inferring the manner and extent to which multiple variables co-vary (vary together).

We will examine how to use numerous indicators to represent a single concept and how to evaluate the reliability and validity of these concepts. Ordinary Least Squares (OLS) is the most commonly introduced method, and it is important in that it serves as the foundation for more complex statistical methods. We will focus on some variants of the OLS model and what to do when problems arise, as they inevitably do in quantitative political analytical studies. We will, therefore, spend some time learning this method in both bivariate (explaining how one variable varies with another) and multivariate (explaining one variable with at least two others) designs. We will also focus on the inferential logic of linear regression and its variants in hypothesis testing, which involves evaluating the error in one's estimation (Baird Syllabus 2006).

This class is particularly concerned with model specification, meaning that theories ought to be as exhaustive as possible. However, one's model of the world must not (and should not) match the world precisely—as social scientists, we are interested in balancing accuracy with parsimony. Although social scientists have statistical ways of aiding an analyst in the process of balancing parsimony with accuracy, developing sound political theory that has exhausted other studies for one's research question as its basis is of primary importance in this class. The question that we continue to ask as we develop theoretical models is whether there are alternative explanations for our variable of interest that are not included in the present analysis. If so, then the model (the theoretical though simplistic representation of empirical reality) is not well



specified. On the other hand, if explanatory variables do not contribute significantly to our understanding of the concept, then they ought to be excluded from one's analysis 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, how to measure political phenomena and how to implement various statistical procedures to accomplish some of those goals.

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 model specification and estimation 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 and statistical information**, which will help them better grasp the concepts of other graduate courses in the discipline in addition to helping them understand the scholarly world into which they have entered;
- Students who successfully complete the course will have a **strong understanding of the proper use of statistical computing programs**, such as SPSS, and **how to interpret validly the results** that are obtained to generalize such findings to other theoretical settings and contexts.

## NATURE OF THE COURSE

This course will be unlike many others that you 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, as scientific research is inherently a social undertaking (King, Keohane and Verba 1994).

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 one may fear the course should not be the 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 professional (and no doubt personal) 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 your reported findings. This is the way of the real world as it applies to political research. It is a daunting, but deeply satisfying endeavor.

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

- **read the assigned material prior to your coming to class** (I assume that students have done so when class begins and I personally question class members to determine their individual level of knowledge and understanding of the day's material). Most of the material, especially early in the course, is dense and difficult to understand. Allow enough time to read it, re-read it and then summarize the authors' arguments so that one can quickly refresh one's recollection as class time draws nigh;
- students should, also, **follow the professor's instructions precisely, do the homework exercises, and anticipate problems** in completing the course requirements;
- and, above all, **ask questions** when one does not understand a concept or idea. Asking questions is a mark of wisdom, as it shows that one is aware that he/she does not understand a concept or idea and is humble enough to make that transitory condition public. *This is especially the case in a graduate research methods course.*

## REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

### Required Books

American Political Science Association, Committee on Publications. 2018. *Style Manual for Political Science*. Rev. ed. Washington, DC: APSA (ISBN 978-1-878147-62-2). [Available on the Canvas Reserves Discussion Topic]. The Style Manual is also available digitally at [www.apsanet.org/stylemanual](http://www.apsanet.org/stylemanual).

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

Pollock, Philip H., III, and Barry C. Edwards. 2019. *An Stata Companion to Political Analysis*. 6th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-5063-7970-8. **BUY ONLY NEW COPIES OF THIS TITLE. DO NOT BUY USED COPIES AS THEY WILL LIKELY HAVE SOME OF THE PAGES MISSING.**

### Recommended Books

Agresti, Alan and Christine Franklin. 2007. *Statistics: The Art and Science of Learning from Data*. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN 0-13-008369-0.

Gujarati, Damodar N. 2009. *Basic Econometrics*. 5th ed. Boston: McGraw-Hill. ISBN 0-07-337577-9.

Gujarati, Damodar N. 2022. *Essentials of Econometrics*. 5<sup>th</sup> ed. Washington, DC: Sage. ISBN 978-1-0718-5039-8.

### Required Materials

Students will need a basic calculator that performs the following functions: addition, subtraction, multiplication, division, squaring of variables, and square root. Bring it, along with the other course materials, to class each evening as it will be used to work problems assigned in class.

Other course readings assigned will be on library reserve or available through the various databases accessible through the UCF Library's homepage. Many of the articles are downloadable directly from JSTOR as well (<http://www.jstor.org>).

## GENERAL REFERENCES

- Babbie, Earl. 2007. *The Practice of Social Research*. 11th ed. Belmont, CA: Thomson Wadsworth. ISBN 0-495-09325-4.
- McClave, James T., and Terry Sincich. 2006. *Statistics*. 10th ed. Upper Saddle River, NJ: Prentice Hall. ISBN 0-13-149755-3.
- Pindyck, Robert S., and Daniel L. Rubinfeld. 1998. *Econometric Models and Economic Forecasts*. 4th ed. Boston: Irwin/McGraw-Hill. ISBN 0-07-050208-0.
- Salvatore, Dominick, and Derrick Reagle. 2002. *Theory and Problems of Statistics and Econometrics*. 2d ed. Schaum's Outline Series. New York: McGraw-Hill. ISBN 0-07-134852-2.
- Studenmund, A.H. 2006. *Using Econometrics: A Practical Guide*. 5th ed. Boston: Addison Wesley. ISBN 0-321-31649-5.
- Trochim, William M.K. 2001. *The Research Methods Knowledge Base*. 2d ed. Cincinnati: Atomic Dog.

## WEB RESOURCES

### *Canvas Site*

The Course has a Webcourses site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take anonymous surveys, 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.

*Freakonomics Blog at New York Times* (<http://freakonomics.blogs.nytimes.com/>)

Follow the conversation of the authors of *Freakonomics* and those who have read it.

Also, note that Pollock and Edwards's *Companion* does not contain the Stata program itself. One must either find that in one of the general access computer labs, find it at <https://ucfapps.cloud.com/Citrix/StoreWeb/#/apps/all/static/All/> or purchase some student version of Stata. The *Companion* describes the steps to download the data that are then loaded into Stata separately to complete the required assignments.

## CODEBOOKS AND DATA BASES:

- Spaeth, Harold J. 1997. *Expanded United States Supreme Court Judicial Database, 1946-1968 Terms*. Second ICPSR version. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6557. These data are available from public data archives.
- Spaeth, Harold J. 1997. *United States Supreme Court Judicial Database, 1953-1995 Terms*. Seventh ICPSR version. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 9422. These data are available from public data archives.
- Songer, Donald R. 1997. *United States Courts of Appeal Database 1925-1996*. These data are available from public data archives.

Federal Judicial Center. 1996. *Federal Court Cases: Integrated Data Base, 1970-1994*. Fifth and Sixth ICPSR Editions. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 8429. These data are available from public data archives.

Gary Zuk, Deborah J. Barrow, and Gerard S. Gryski. 1997. *Multi-User Database on the Attributes of United States Appeals Court Judges, 1801-1994*. First ICPSR Edition. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6796. These data are available from public data archives.

Note also that many of these datasets may be obtained directly by navigating to the homepage for the S. Sidney Ulmer Project, Research and Data Archives, headquartered at the University of Kentucky (Dr. Kirk A. Randazzo, Director) (<http://www.as.uky.edu/polisci/ulmerproject/databases.htm>).

Another invaluable resource is the **Inter-university Consortium for Political and Social Research** (ICPSR) (<http://www.icpsr.org>) that archives literally hundreds of datasets (including several versions of the National Election Survey (NES) and the General Social Survey (GSS)) from the most important and ground-breaking studies in political science and other fields of inquiry.

## LISTSERVS AND OTHER ORGANIZATIONS OF NOTE

You may wish to join the APSA's Political Methodology section ([http://www.apsa.com/section\\_316.cfm](http://www.apsa.com/section_316.cfm)). The section's homepage may be found by navigating to <http://polmeth.wustl.edu/>. The section publishes *Political Methodologist* and *Political Analysis*.

Dr. Edwards co-administers a Facebook group "Political Science Data" that you may wish to request to join.

## 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 the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday, August 25, 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 your understanding of the course (and, therefore, your grade) is to READ THE ASSIGNED MATERIAL. Many students simply listen to the lectures and hope that such effort will be enough to see them through the assignments. Such will not suffice especially in this course as it is a HANDS-ON EXPERIENCE, where much of the learning is by doing. In order to comprehend more fully the class discussion, you should carefully read the daily assignment BEFORE COMING TO CLASS AND HAVE CONSIDERED ITS IMPLICATIONS. *This is especially the case in a graduate methods course*, where the course material is opaque much of the time.

### Class Participation

To help you better understand the course material, class topics will be discussed using a combination of lecture, student-led discussion and the Socratic Method, in which the instructor and the student engage in a question-and-answer sequence so as to explore the issue discussed thoroughly as well as to develop in the

student the ability to analyze issues. As this is a graduate seminar, students are expected to read and prepare for discussions as if they were responsible for leading the class discussion independently. Indeed, on some evenings, selected students will do just that. Be advised that the points associated with class participation are NOT points that I simply give to you as result of consistent class attendance, as you may have learned during your undergraduate career. **YOU MUST EARN THESE POINTS.** If you simply sit in class and do not inject yourself into the conversation, you will receive very few points for this component of the course. Not only must you answer the questions I put to you, you must actively participate to receive most of the points for participation. I value quantity and quality for this component of the course grade.

Moreover, class participation involves the completion of several in-class assignments, which are designed to emphasize the skills, concepts and ideas discussed extensively in lecture. **Forthright and honest completion of them will help you understand the topics more fully.** *This is especially the case in a graduate methods course like this one.* While their completion is considered as part of the Class Participation allocation, they also help you understand the concepts and ideas that will likely appear on the exams and help you complete the research paper due at the end of class. **Class participation is worth ten (10) percent** of your final grade.

### Stata Assignments

The third formal component of the course is the completion of several analytical or Stata assignments due throughout the term, the latter of which are available in Pollock and Edwards (2019). These exercises will enable you to get 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 you practical experience in working with difficult concepts. *This is especially the case in a graduate methods course.* A more thorough discussion of the assignments and the software needed to complete them will be offered in class.

Across the term, you are required to submit the mandatory analytical/Stata assignments, the earned scores for which will be averaged into 35 percent of your grade. The mandatory assignments are marked with an asterisk (\*). Some assignments are listed as practice only and are, therefore, optional. I would encourage you, however, to complete the practice assignments as they will assist you in developing the skills and practices necessary to do well in the course.

**I DO NOT ACCEPT LATE ASSIGNMENTS. PLAN YOUR PREPARATION AND ASSIGNMENT SUBMISSION ACCORDINGLY. "LATE" MEANS ANY TIME AFTER THE DUE DATE AND TIME FOR THE RESPECTIVE ASSIGNMENT. THIS MEANS IF YOUR ASSIGNMENT IS ONE MINUTE LATE IN BEING SUBMITTED, IT WILL BE REFUSED. ANTICIPATE PROBLEMS AS THEY WILL OCCUR JUST AS YOU ARE TRYING TO FINISH YOUR ASSIGNMENT, I ASSURE YOU.** If you come to me with an exotic tale of woe about your not submitting on time your assignments, I will nod relatively sympathetically and then point to this warning.

The following are rules regarding the Stata assignments that **MUST** be followed:

- For each of the assignments, attach the printout of analyses as well as the Command Syntax that accompanies those analyses. The Command Syntax file may be obtained through Stata's interface, called the Do-File Editor.
- Place your name on each assignment. Staple physical assignment submissions once in the upper left-hand corner.
- Work alone on each of the assignments. Do not work in groups. The work must represent YOUR effort, not that of others, just as you will encounter on the course exams and the comprehensive quantitative exam. Failing to abide by this rule constitutes plagiarism and will be dealt with

vigorously (see statement below regarding plagiarism).

### Webcourses/Canvas

You should become familiar with all of your colleagues, even those who do not speak during every class. Your usage of the Canvas tool will be assessed at the end of the term to distribute this portion of the course grade. Specific class announcements will be made on the course site. You, thus, must check the site regularly. It is made a component of the course so as to facilitate communication between you as members of the class. You will find that your colleagues have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover later in professional life, if you have not already had that experience.

Furthermore, you must submit **two substantive questions** to the Weekly Questions Discussion Topic each week about the reading that will form the basis of the beginning of the class discussion for that respective week. This portion of your grade includes twenty (20) percent for the completion of these questions, allocated based on the proportion of such questions that you submit throughout the term. Completing them is a good way to check your comprehension of the week's material, and it is an easy way to earn points for the final course grade. The questions must be submitted by 12:00 noon of the day immediately preceding the corresponding class day.

The following are regulations regarding the weekly questions that must be followed:

- Do NOT submit blank responses for the weekly questions. **Repeated violation of this rule** will result in the entire class's being required to send responses to me through my UCF email account.
- Failing to complete even a small number of the weekly questions will negatively affect your final course grade.

### Research Paper

The research paper, comprising **35 percent of your final grade**, must adhere to the following guidelines:

1. The paper should be no fewer than 15 pages. They should be word processed on white paper, double-spaced throughout (including notes and references), with one inch margins on all sides. They must be printed in a reasonably-sized, proportionally-spaced font. For references, bibliography, and footnote/endnote style, students will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet.
2. The research paper must adhere to the following general outline:
  - a. Justify the topic. Indicate why this is an important topic. Concentrate on its *theoretical* significance.
  - b. State the problem to be studied. Use specific hypotheses where appropriate.
  - c. Review the relevant literature. Describe what kinds of research have been done on your topic and indicate the problems or shortcomings of the existing literature.
  - d. Specify what approach, model, or theory you are testing or the ways in which a particular approach of model directs you to the problem you are investigating and how it shapes the questions that you are asking or the hypotheses that you are testing. It need not be a highly sophisticated quantitative approach, but it must be quantitative in nature.

- e. Set out hypotheses derived from your theory. State the empirically-derived research questions that guide your research: that is, what phenomenon are you testing? How will you determine if the hypothesis has been satisfied or not? A *minimum* of three exogenous variables are required in your analysis, and the corresponding hypotheses for them.
- f. Give specific *operational definitions* of the concepts you are using.
- g. Indicate what kind(s) of *data* you will need and how you will obtain them. Discuss the problems you faced in obtaining the data and putting them to appropriate use.
- h. Indicate the *research skills* you will use complete the project: languages, statistical and computer skills, library research, etc.
- i. Results and Discussion: describe and present the results of your study. Were your hypotheses satisfied or not? If not, why not? Describe the results in a clear and understandable manner to an educated reader.
- j. Conclusion: Discuss what the study has found and the implications of those findings. What has the reader learned? What additional questions do your results provoke? Are their limitations to your findings?

Research paper topics must be personally approved by the instructor. For this purpose, an *approved* one to two page final description and outline of the paper must be turned in no later than the beginning of class on **October 9**. Students who fail to turn in an appropriate term paper description and outline on time will be penalized one-half a letter grade on the final term paper, regardless of the quality of the final paper. Brief conferences with the instructor, well ahead of the due date for the paper, concerning proposed topics are strongly encouraged. Students are furthermore encouraged to discuss term paper topics with the instructor at any time, and to seek formal approval for their description/outlines as soon as they are ready, preferably well in advance of their due date.

It will be helpful to think of the research paper as the first stage in the preparation of a thesis. The instructor will try to suggest good research ideas as we go through the readings of the course. You are encouraged to suggest research ideas also, both in and out of class, as well as to discuss your ideas on such research possibilities with your classmates and the instructor. The research area may be any substantive area in political science.

## 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 final 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, especially in a graduate course like this one.

| COMPONENT                  | WEIGHT |
|----------------------------|--------|
| Class Participation        | 10%    |
| Stata/In-Class Assignments | 35%    |
| Weekly Questions           | 20%    |
| Research Paper             | 35%    |

## GRADING SCALE (as a Percentage of Total Points)

| GRADE | PERCENTAGE |
|-------|------------|
| A     | 90-100     |
| B+    | 89-87      |
| B     | 86-80      |
| C+    | 79-77      |
| C     | 76-70      |
| D+    | 69-67      |
| D     | 66-60      |
| F     | 59 or less |

## COURSE POLICIES (aka My Pet Peeves)

There are several points you should note.

### *No Excuses*

First, as this is a graduate class, it should be manifest that this class operates under a "No-Excuse" policy. It is incumbent upon you to be responsible for the notes given in the unlikely event that you miss class. If you miss class, you NEED NOT inform me about it. If you do inform me of your impending absence, you are NOT thereby immunized from the terms of the syllabus. Because this course is an upper division class, you will quickly learn that if you intend to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given. These suggestions are especially important in this course. *This is especially the case in a graduate research course.*

### *Seating Chart*

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the Socratic method. I will quickly learn your last names (which is the manner by which I address you, preceded by the appropriate title). Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly, as I use the visual display extensively.

### *Accommodations for Physically Challenged Students*

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

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

Fourth, please consult the policy regarding plagiarism and cheating which is attached. Each of you must review the University policy on the penalties for plagiarism. Almost every semester, one or more students appropriates the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. I can readily distinguish the work of a graduate student from a scholar or practitioner in the field. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out.



### *Caveat Emptor*

Fifth, this is a very challenging graduate research methods course with correspondent responsibilities for you. I expect that you will devote at least *20 hours per week outside* of class studying, reading, completing assignments, and meeting with other students to discuss and review the course material. **This is a challenging course.** Plan accordingly.

### *Socratic Method as a Pedagogical Modality*

Sixth, class topics are discussed using a combination of student-led discussion, lecture and the Socratic method. This means that you are expected to answer questions about the text and material that we have covered in class AND TO HAVE THOUGHT ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?." You are expected to read and prepare for discussions. This course is not a spectator sport. I assume that the reading for the day will be done for the week that it is assigned. **LEARN TO PACE YOURSELF ACCORDINGLY!** *This is especially the case in a graduate research methods course like this one.*

### *Respect for Colleagues and Their Comments*

Additionally, you are on notice that this course sometimes engages in difficult discussions about our political leaders. 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.

### *Attendance*

Seventh, I do not have a mandatory attendance policy. However, I send around attendance sheets at the beginning of each class so I know who has attended class, and so I can gauge your class participation even if you do not speak in class. Persons who are "borderline" in their grades *may* receive the "benefit of the doubt" in the final computation of grades if they have frequently attended class. It is YOUR responsibility to sign the attendance sheet. The sheet is sent around at the beginning of each class. If you are late, you must see me after class to sign it; otherwise, I will not give you the "benefit of the doubt." You are responsible for announcements made in class and changes to the course syllabus and expectations even if you are absent when such announcements are made. *This is especially the case in a graduate research methods course like this one.*

### *Laptops and Audiotaping Allowed*

Eighth, I do not mind if students use laptop computers or audiotapes during lecture. Please note, however, that because I allow you to use such devices, I may request that students who have missed class be allowed access to your notes. Students who miss class should see me before requesting your notes, and the student who has missed must make all reasonable accommodations to meet your scheduling limitations for conducting the exchange. The student providing the notes is not responsible for providing any materials and should not incur any expenses associated with the exchange. Students providing the notes are not required to provide notes for more than three (3) lecture periods that have been missed. If you feel that you are being coerced about providing your notes to someone who is not attending class, please see me immediately. I reserve the right to revoke the privilege of using the above devices.

### *Word Processing Required*

Ninth, all assignments (with the exception of the Stata exercises) must be 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*

Tenth, 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 retain 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*

Eleventh, 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**.

### *Classroom Decorum*

- (1) Because it is disruptive to everyone to have students arrive late and/or leave early, *you must be on time for every class and you are expected to remain in class until the period is completed*, unless there are extraordinary circumstances (e.g., you are about to become ill on the person in front of you) or you have informed me of your *urgent need* to leave before the period ends. "Urgent need" does not include job-related or familial responsibilities or issues. How would you act in the "real world"? Would you arrive late or leave early? Act in a disruptive manner?
- (2) Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material and I will ask you about it.
- (3) Do not listen to any electronic device, read a newspaper or other material not previously assigned for class. If you do so, you will be counted **ABSENT FOR THE DAY**. Repeated violation of this rule will result in a grade of WF or F.
- (4) **PLEASE SILENCE YOUR CELL PHONES AND/OR OTHER ELECTRONIC DEVICES**. Repeated violation of this rule constitutes "continuous unruly behavior." (See Classroom Decorum Policy No. 5 below).
- (5) Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your class grade.

### *Time-Sensitive Communications and Assignments*

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the WebCT email tool, contact me on the telephone, or see me in person during office hours (or make an appointment if you are not

reasonably available during those hours). *This is especially the case in a graduate research methods course like this one.*

### *Best Allies*

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, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching. *This is especially the case in a graduate research methods course like this one.*

### *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 48-hour notice of such changes. Such changes are announced in class, sent on e-mail and/or posted on the course Canvas 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 evening of the canceled class will be due at the next regularly scheduled class meeting.

## TENTATIVE COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

- PE** = Pollock and Edwards's *The Essentials of Political Analysis* (6th ed.)  
**Stata** = Pollock and Edwards's *A Stata Companion to Political Analysis* (4th ed.). Mandatory assignments are marked with an asterisk (\*)  
**G** = Gujarati's *Basic Econometrics* (4th ed.)  
**CR** = item can be located on the Course Reserve discussion topic on the Canvas site  
**JSTOR** = Use [jstor.org](https://www.jstor.org) to locate the reference.

### SECTION I. PHILOSOPHY OF SCIENCE, EMPIRICISM, AND THE SCHOLARLY STUDY OF POLITICS

**August 21, 2023**

#### TOPIC 1: Introduction to the Course and Scientific Analyses of Political Data

- Overview of the Course
- Brief Introduction to Stata and statistical computing
- Empiricism and the Elements of the Scientific Method
- The Meaning of Studying Politics Scientifically
- Political Behaviorialism

#### Read:

- Syllabus and other relevant documents
- Stata, pp. xv-xvi, Chapt. 1
- PE, pp. xxi-xxvi
- Achen, Christopher H. 2002. "Advice to Students Taking a First Political Science Graduate Course in Statistical Methods." *The Political Methodologist* 10:10-12. CR

#### Assignment:

- Self-Introduction Assignment (on Canvas) (due 08/25/23 by 11:59 pm)\*

**August 28, 2023**

#### TOPIC 2: The Research Process: Deduction, Induction, and Theory-Building

- Conceptual and Operational Definitions
- Measurement Validity and Reliability
- Validity and Reliability of Measures of Political Phenomena
- Measurement Error (Random and Systematic)

#### Read:

- PE, Chapt. 1

#### Assignment:

- Distinguishing Empirical from Normative Statements (due 08/28/2023 by 6:00 pm)\*
- Stata, Chapt. 1 Exercises

**September 4, 2023**

**\*\*\* LABOR DAY HOLIDAY – NO CLASS \*\*\***

**September 11, 2023**

**SECTION II: QUANTITATIVE ANALYSES OF POLITICAL DATA: FUNDAMENTAL CONCEPTS AND TECHNIQUES**

**TOPIC 3: Quantitative Data Fundamentals**

- Types of Data
- Levels of Measurement (NOIR)
- Types of Research Designs (experimental, quasi-experimental, etc.)
- Hypothesis Formation
- Hypothesis Testing
- Null and Alternative Hypotheses
- The Ecological and Individual Hypotheses

**Read:**

- PE, Chaps. 2 (pp. 34-38), 3 and 4
- Cook, Thomas D., and Donald T. Campbell. 1979. "Casual Inference and the Language of Experimentation." *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Chicago: Rand McNally (Chapt. 1, pp. 1-36). CR

**Assignment:**

- Levels of Measurement Exercises (due 09/18/2023 by 6:00 pm)
- Hypothesis Formation Exercises (IV, DV, Unit of Analysis) (due 09/18/2023 by 6:00 pm)\*

**September 18, 2023**

**TOPIC 4: Univariate Analyses**

- Measures of Central Tendency, Variation, and Dispersion
- Univariate Analyses: What Can *One* Variable Tell us?
- Standardized Scores (z-scores)
- The Standard Normal Distribution (SND)
- Graphical Analyses
- Recoding a Variable
- Associated Stata Commands

**Read:**

- PE, Chapt. 2, pp. 39-70
- Stata, Chapt. 2 (Descriptive Statistics) and Chapt. 3 (Transforming Variables)

**Assignment:**

- Stata, Chapt. 2 Exercises, 1-8 (due 09/25/2023 by 6:00 pm)\*
- Stata, Chapt. 3 Exercises, 1-4

**September 25, 2023**

**TOPIC 6: Hypothesis Testing I and Bivariate Analyses**

- Bivariate Analyses: What Can Two Variables Tell us?
- Cross-Tabulations and Controlled Comparisons
- Associated Stata Command Language

**Read:**

- PE, Chapt. 5
- Stata, Chapt. 4 (Making Comparisons) and Chapt. 5 (Making Controlled Comparisons)
- Hurwitz, Mark S., and Drew Noble Lanier. 2001. "Women and Minorities on State and Federal Appellate Benches, 1985 and 1999." *Judicature* 85(September-October):84-92. CR

**Problem Sets:**

- Stata, Chapt. 4, Exe. 1-5, and 7
- Stata, Chapt. 5, Exe. 1-4

**October 2, 2023**

**TOPIC 7: Hypothesis Testing II and Measures of Association**

- Measures of Association and their Use
- Random Sampling Error
- The Inferential Process and Hypothesis Testing: From Samples to Populations
- *t*-distribution
- Associated Stata Command Language

**Read:**

- PE, Chapt. 6
- Stata, Chapt. 6 (Making Inferences About Sample Means)
- Wood, Sandra L., Linda Camp Keith, Drew Noble Lanier and Ayo Ogundele. 1998. "'Acclimation Effects' for Supreme Court Justices: A Cross-Validation, 1888-1940." *American Journal of Political Science* 42(April): 690-97. CR

**Assignment:**

- Stata, Chapt. 6, Exe. 1-3 (due October 9, 2023 by 6:00 pm)\*

**October 9, 2023**

**Approved Research Topics Due by this Date**

**TOPIC 8: Hypothesis Testing III, More Measures of Association and Linear Regression I**

- Chi-Square
- Pearson's *r*
- The PRE approach
- Introduction to Linear Regression and Its Theory

- Associated Stata Command Language

**Read:**

- PE, Chapt. 7
- Stata, Chapt. 7 (Chi-square and Measures of Association), Chapt. 8 (Correlation and Linear Regression)
- Wood, Sandra L., Linda Camp Keith, Drew Noble Lanier and Ayo Ogundele. 2000. "Opinion Assignment and the Chief Justice: 1888-1940." *Social Science Quarterly* 81(3):798-809. CR

**Assignment:**

- Stata, Chapt. 7, Exe. 1-3

**For Reference:**

- G, Chaps. 1-3

**October 16, 2023**

**TOPIC 9: Bivariate and Multivariate Linear Regression II**

- Multivariate Regression and Its Interpretation
- The Least Squares Principle
- $R^2$  and GOF Measures
- Global Model Performance
- Associated Stata Command Language

**Read:**

- PE, Chapt. 8
- Tate, C. Neal, and Roger Handberg. 1991. "Time Binding and Theory Building in Personal Attribute Models of Supreme Court Voting Behavior, 1916-88." *American Journal of Political Science* 35(2): 460-80. JSTOR

**Assignment:**

- Stata, Chapt. 8, Exe. 1-6\* (due October 23, 2023 by 6:00 pm)

**For Reference:**

- G, Chaps. 4-7
- Lewis-Beck, Michael. 1980. "Bivariate Regression: Fitting a Straight Line." *Applied Regression: An Introduction*. Thousand Oaks, CA: Sage.

**SECTION III: QUANTITATIVE ANALYSES OF POLITICAL DATA: INTERMEDIATE CONCEPTS AND TECHNIQUES**

**October 23, 2023**

**TOPIC 10: Dummy Variables and Interaction Effects in OLS**

- Interaction Effects
- Dummy Variables

**Read:**

- Stata, Chapt. 9 (Dummy Variables and Interaction Effects)
- Friedrich, Robert J. 1982. "In Defense of Multiplicative Terms in Multiple Regression Equations." *American Journal of Political Science* 26:797-833 (available on JSTOR).
- Lanier, Drew Noble, and Sandra L. Wood. 2001. "Moving On Up: Institutional Position, Politics and the Chief Justice." *The American Review of Politics* 22(Spring):93-127. CR
- Suits, Daniel B. 1984. "Dummy Variables: Mechanics v. Interpretation." *The Review of Economics and Statistics* 66 (Feb.): 177-80 (available on JSTOR).

**Problem Sets:**

- Stata, Chapt. 9, Exe. 1-5

**October 30, 2023**

**TOPIC 11: OLS, Analyzing Residuals and Regression Diagnostics I**

- Violations of OLS Assumptions
- Multicollinearity
- Heteroscedasticity

**Read:**

- Lewis-Beck, Michael. 1980. "Bivariate Regression: Assumptions and Inferences." *Applied Regression: An Introduction*. Thousand Oaks, CA: Sage. CR.
- Lewis-Beck, Michael. 1980. "Multiple Regression." *Applied Regression: An Introduction*. Thousand Oaks, CA: Sage. CR.

**For Reference:**

- A&F, Chaps. 10-12
- G, Chaps. 7-9, 10-13

**November 6, 2023**

**TOPIC 12: OLS, Analyzing Residuals and Regression Diagnostics II**

- Serial Correlation
- Linear Regression Variants
- Cochrane-Orcutt Procedure
- Prais-Winsten Transformation



**Read:**

- Stimson, James A. 1985. "Regression in Time and Space: A Statistical Essay." *American Journal of Political Science* 29:914-47. (Available on JSTOR).

**Problem Sets:**

- Handout (due Nov. 13, 2023 by 6:00 pm)\*

**November 13, 2023**

**TOPIC 13: Regression Across Time and Space**

- Pooled Cross-Sectional Time Series
- Lagged Endogenous Variables
- Durbin's H
- Stationarity

**Read:**

- Lanier, Drew Noble. 2003. "Who Wins and Who Loses Across Time: Liberalism of United States Supreme Court, 1888-1997." In *Of Time and Judicial Behavior: United States Supreme Court Agenda-Setting and Decision-Making, 1888-1997*. Susquehanna, PA: Susquehanna University Press. CR
- Lanier, Drew Noble. 2003. "The Long-Run Relationship Between the Supreme Court's Decision-Making Environment and Its Liberalism." In *Of Time and Judicial Behavior: United States Supreme Court Agenda-Setting and Decision-Making, 1888-1997*. Susquehanna, PA: Susquehanna University Press. CR
- Stimson, James A. 1985. "Regression in Time and Space: A Statistical Essay." *American Journal of Political Science* 29:914-47. (available on JSTOR).

**Problem Sets:**

- Handout

**November 20, 2023**

**TOPIC 14: Logistic Regression**

- Limited or Binary Dependent Variables
- Interpretation as Compared to OLS estimates

**Read:**

- PE, Chapt. 9
- Stata, Chapt. 10

**Assignment:**

- Stata, Chapt. 10 exercises

**November 27, 2023**

**\*\*\* NO CLASS – USE TIME TO WORK ON RESEARCH PAPERS \*\*\***

**\*\*\* RESEARCH PAPERS DUE TO LANIER, IN .PDF FORM, ON CANVAS  
BY WED., NOVEMBER 29, 2023 BY 6:00 PM \*\*\***

**December 4, 2023**

**RESEARCH PAPER PRESENTATIONS**

## 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/assess/FVProject.pdf>>.

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

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

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

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

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

### **Course Accessibility Statement**

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

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

#### COVID-19 and Illness Notification

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

## Campus Safety Statement

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

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

## Deployed Active Duty Military Students

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

## Religious Observances

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

## Notice of Use of Turnitin.com

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

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

Political Science 4603  
American Constitutional Law I

Department of Political Science  
University of Central Florida

Fall 2023

|                                                                            |                                                                                                              |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Class Time and Place:</b> MW, 09:00-10:20; HS1-116                      | <b>Office Hours:</b> Mon. and Wed., 10:30 to 1:00, <i>or by appt.</i><br>(phone, Zoom, etc.)                 |
| <b>Professor:</b> Dr. Drew Lanier                                          |                                                                                                              |
| <b>Office:</b> Phillips Hall 302                                           | <b>Credit Hours:</b> three (3)                                                                               |
| <b>Phone:</b> (407) 823--2608 [main number]                                |                                                                                                              |
| <b>Email:</b> <a href="mailto:drew.lanier@ucf.edu">drew.lanier@ucf.edu</a> | <i>The true miracle was not the birth of the Constitution itself, but its life—Justice Thurgood Marshall</i> |

**REQUIRED TEXTS**

American Political Science Association, Committee on Publications. 2018. *Style Manual for Political Science*. Rev. ed. Washington, DC: APSA (ISBN 978-1-878147-62-2). [Available on the Canvas Reserves Discussion Topic]. The Style Manual is also available digitally at [www.apsanet.org/stylemanual](http://www.apsanet.org/stylemanual).

Epstein, Lee, Kevin T. McGuire, and Thomas G. Walker. 2023. *Constitutional Law for a Changing America: Institutional Powers and Constraints*. 11th ed. Washington: Sage/CQ Press (ISBN 978-1-07182-212-8).

McCloskey, Robert G., and Sanford Levinson. 2016. *The American Supreme Court*. 6th ed. Chicago: University of Chicago Press (ISBN 978-0-226-29689-0).

**OPTIONAL TEXTS**

Kirsznner, Laurie G., and Stephen R. Mandell. 2017. *The Brief Cengage Handbook*. 8th ed. Boston: Thomson/Wadsworth (ISBN 1-305-63869-3).

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. 4th ed. New York: Longman (ISBN 0-205-30902-X).

**REQUIRED MATERIALS**

In addition, students **must** purchase a pack of scantrons (Form No. 209161), which are strawberry in color and bear the UCF logo. These will be used during the three exams administered across the term. No other form is acceptable. If you nevertheless attempt to submit an exam with another form of scantron, your exam WILL BE REFUSED. This is a course requirement as the UCF Test Scoring Center will accept no other form.

**COURSE OBJECTIVES AND GOALS**

This course is designed to examine the text and substance of the U.S. Constitution and its development

across the past 230 years. Our framework for evaluating constitutional jurisprudence considers the context of the Framers' theory of law and order and the present policy questions facing our political system. The three sections of the course are devoted to understanding the history and development of the Constitution and the role of the courts. The goal of this course is to provide students with an in-depth evaluation of the institutions of government, the relationships and power struggles between the three branches, the role of the Supreme Court in resolving institutional conflicts, and the relationship between the federal government and states' rights.

The first section deals with judicial review and methods of judicial interpretation, focusing specifically on judicial activism and restraint. We examine issues of standing and jurisdiction to hear cases and the structure of federal and state court systems. We address the Supreme Court's gate-keeping function in resolving disputes. During this section of the course, you are acquainted with conducting legal research. This section then shifts focus to examine the other institutions of political power, the Executive Office of the President and the Congress. This section evaluates the role of the judiciary in influencing political institutions and participants. We devote a fair amount of time to the separation of powers and the role of the president in domestic and foreign policy. Next, we move into a discussion regarding the power struggles between the executive and the legislature. This section focuses primarily on the war-making powers allocated to Congress, and the degree of control that the executive has asserted in this area.

The second section addresses the domestic powers given to Congress. The issues evaluated include the spending powers, the commerce clause, and the power to levy taxes. A recurring theme throughout our Constitution's history has been the power struggle between the federal and state governments. In the third section, we analyze the role of states in our distinct system. Here, we examine federalism and states' rights, focusing specifically on voting rights. We address whether the limits and contours of federal government intervention have dominant themes throughout history. Tracing modern federalism dilemmas to the founding of the Constitution, we examine the different shifts in U.S. Supreme Court decision-making over time.

**Course Goals:** By the end of this course, you should be able to:

- discuss the past and current socio-political climate of the Supreme Court's decision-making process
- understand legal concepts utilized by the Supreme Court and important to Constitutional jurisprudence
- discuss recent trends in Constitutional decision-making
- understand the legal underpinnings and parameters of the Constitution
- understand and articulate current standards and legal tests utilized by the Supreme Court in deciding institutional conflicts
- brief court decisions
- conduct appellate court research
- present appellate court arguments



- argue principles involved in Constitutional cases
- articulate policy arguments for or against judicial interference with federal and state institutions
- understand and discuss legal cases involving: judicial review; standing; jurisdictional authority; separation of powers; executive privilege; national security; war-making powers; appointment and removal powers; legislative enactments; taxing and spending powers; federalism; states' rights; voting rights; and, Equal Protection.

## WEB RESOURCES

### *Canvas Site*

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

*Online Con Law Resource Center* (<https://edge.sagepub.com/conlaw>)

The Student Resource Center, organized by the publisher of the Epstein and Walker text, provides students access to supplemental cases not found in the printed text as well as several study aids.

## GRADING

## MANDATED DOCUMENTATION OF COURSE ATTENDANCE

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the self-introduction assignment, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday, August 25, 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).

**COURSE EVALUATION** Your grades will be determined by the following components and weighted accordingly:

| COMPONENT           | WEIGHT |
|---------------------|--------|
| First Exam          | 15%    |
| Second Exam         | 15%    |
| Final Exam          | 15%    |
| Class Participation | 10%    |
| Case Briefs         | 15%    |
| Daily Surveys       | 10%    |
| Moot Court          | 20%    |

**GRADING SCALE (AS A PERCENTAGE OF TOTAL POINTS)**

| GRADE | PERCENTAGE |
|-------|------------|
| A     | 100-90     |
| B+    | 89-87      |
| B     | 86-80      |
| C+    | 79-77      |

| GRADE | PERCENTAGE |
|-------|------------|
| C     | 76-70      |
| D+    | 69-67      |
| D     | 66-60      |
| F     | 59 or less |

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

**EXAMS**

There are three (3) in-class, closed book exams. All three exams are exclusively composed of very challenging multiple-choice items. The final exam **IS NOT** comprehensive. It will focus on topics presented in the third section of the class. No make-up exams will be allowed absent exigent (*i.e.*, truly emergency) circumstances. You **MUST** contact me *before the exam* if you know you will miss it. There is ***ABSOLUTELY NO EXCUSE FOR MISSING AN EXAM AND YOUR NOT ADVISING ME IN ADVANCE OF YOUR ABSENCE AND THE BONIFIDE, DOCUMENTED, COMPELLING REASON FOR YOUR NOT TAKING THE EXAM AS SCHEDULED.*** If you do not take the exam as scheduled, I will not look favorably upon your request to take a make-up exam regardless of the nature of your excuse. Unexcused exams will receive a failing grade (0 points).

**CLASS PARTICIPATION**

Since most of you would like to go to law school someday, class topics are discussed using the Socratic method typical of most law schools. ***You are expected to read and prepare for discussions, completing the assigned reading BEFORE THE CLASS DURING WHICH THEY WILL BE DISCUSSED.*** Be advised that the points associated with class participation are not points that I simply give to you as result of consistent class attendance. Rather, you must ***earn the component*** of the total points assigned to participation, rather than merely obtaining them as a sole result of attending class regularly. If you simply sit in class and do not actively inject yourself into the conversation, you will receive very few, if any, points for this component of the course. Moreover, the quality as well as the quantity of your participation will be assessed in distributing the points for this component

of your grade. Not only must you at least attempt to answer the questions I put to you, you must actively participate to receive most of the points for participation. Students who regularly miss class will find that their exam grades are adversely affected. Most of the material that appears on my exams will be discussed in class.

Readings should be completed PRIOR to the week for which they are assigned. Most of the reading is very dense and difficult. Give yourself enough time to get through all of the material AND ANTICIPATE PROBLEMS IN COMPLETING THE ASSIGNMENTS. THEY WILL OCCUR, I ASSURE YOU.

### **DAILY SURVEYS**

You should become familiar with all of your colleagues, even those who do not speak during every class. Your usage of the Canvas tool will be assessed at the end of the term to distribute this portion of the course grade. Specific assignments for you will be posted on the Canvas site. You, thus, must check the site regularly. I WILL remove assignments after they have been posted for a significant period, thereby preventing you from completing the assignment if you wait until the last minute. Once again, don't allow yourself to get into that bind! It is made a component of the course so as to facilitate communication between you as members of the class. Of the points available for this component of the course, all of them are earned based on the proportion of surveys that you complete across the term.

The following are regulations regarding the daily surveys that must be followed:

- If you do not attend class on a particular day FOR ANY REASON IMAGINABLE, you may NOT complete the survey for that day as you cannot logically answer the questions posed. If you nevertheless attempt to do so, I will mark it as if you did not.
- Failing to complete even a small number of the daily surveys will negatively affect your final course grade. Ignoring them is dangerous to your understanding of course material (and your final course grade).
- **Surveys are due by 8:00 AM on the following lecture day.** For example, if we have lecture on Monday, then the survey for that class is due by the following Wednesday at 8:00 am. If we have class on Wednesday, then the survey for that class is due by the following Monday at 8:00 am. Days on which we have tests scheduled or days on which there is a University holiday are not “lecture days.”
- Be honest and forthcoming in your responses as they are designed to deepen your understanding of the course content and its significance.
- After the due date for the Surveys has passed, I will collate and collect the most pertinent and relevant questions and read answers to them in class for the entire class to consider and from which to benefit. They are good ways to prepare for the exams, and not “busy work.” Use them for your benefit. Ignore them at your own peril.
- If you have already answered the Survey for the day, Canvas will not allow you to complete the Survey again.
- Do NOT send blank responses through for the Survey. Repeated violation of this rule will result in the

entire class's being required to send survey responses to me through my UCF email account. Past classes have, sadly, tested me on this requirement. Please do not make me implement this requirement.

## CASE BRIEFS

When we read cases from Epstein, McGuire, and Walker, you are expected to "brief" each indicated case and answer questions regarding the specific details and reasoning provided in the opinions. These "briefs" are collected and due at the **beginning of class** (*i.e.*, 09:00 am) on Monday (or the first class day) of the week for which they are assigned. **I interpret this due date/time very stringently.** If you are even one minute late, your brief is late and will be penalized one letter grade per day or part thereof. This is the way of the professional world.

All briefs must be word-processed. *Please staple each of your briefs individually once in the upper left-hand corner of the page.* **Do not paper clip, dog-ear or binder clip your case briefs.** Briefs that are not fastened as required will be penalized. You are also required to put your name on each of your assignments. Assignments without student names will also be penalized one letter grade.

Further, as you are preparing your case briefs, edit them very carefully for grammar, style and syntax. I have assigned the grammar book to assist you in this regard, if you need assistance. The clarity and accuracy of your writing is critical to your success in this class. *Sloppy and unclear writing indicates sloppy and unclear thinking.* I will grade them accordingly.

Any written assignment containing more than five spelling errors will automatically receive a score of zero (0), regardless of the score that the assignment would have otherwise earned. Multiple misspellings of a single word count the number of times the misspelled word appears in the assignment, not as a single misspelling.

*Assignments do not count until they are RECEIVED, not sent.* I customarily send a brief email message indicating its receipt if you submit it to me via email. **IF YOU DO NOT RECEIVE SUCH A MESSAGE, THE ASSIGNMENT HAS NOT BEEN RECEIVED AND YOU WILL NOT RECEIVE FULL CREDIT FOR THE ASSIGNMENT.** In that case, contact me by other means (such as the telephone) to determine if I have received the assignment. If not, resubmit it ASAP. Computers seem to know when humans are working on deadlines and will maniacally crash as the deadline approaches. Do not wait until the metaphorical midnight hour approaches to submit your work. If you come to me with an exotic tale of woe about your not having turned in your assignment on time, I will nod relatively sympathetically and point to this warning. If you submit it on Canvas and Canvas indicates that it has been successfully uploaded, then you can rest assured that it has been received accordingly.

The biweekly briefs and class participation are easy ways to increase your grades. For whatever reason, there are always students that think they can simply ignore the briefs. **You will not pass this course if you do not submit at least half of the weekly briefs assigned, regardless of your scores on other assignments.** Additionally, many of the questions that appear on the exam are taken from the case briefs, even if these cases only receive cursory attention or were only assigned as extra credit during class discussions. While students frequently complain about the number of briefs that you are required to submit, you will find that when you are studying for the exams, these briefs save you!

Do not lose your composure when you see how many briefs are assigned. I indicate in class which briefs are used for extra credit. Mandatory briefs are denoted with an asterisk following the case name. I modify the

number of briefs that are actually required; the remainder of the briefs that I do not assign are given to you as extra credit. **YOU MAY COMPLETE ONE EXTRA CREDIT BRIEF EVERY TWO WEEKS (FOR A MAXIMUM BIWEEKLY SUBMISSION OF TWO BRIEFS), provided that** you have first completed the required brief. I assign the briefs on a bi-weekly basis. If you miss class, you should consult the syllabus to determine what briefs have been assigned.

Furthermore, note the following rules regarding the writing assignments in this class:

- **You may NOT use Wikipedia** (or its variants) as *any* source in your assignments. It is a highly unreliable and invalid source for information. Doing so will substantially reduce your grade, even to an “F.”
- **You must follow APSA style** (see the APSA Style Guide) when composing your course assignments. Failure to do so will result in at least one letter grade reduction of the final grade earned.
- **Double space between paragraphs**, even in a document that is otherwise single-spaced.
- **Provide in-text citations** to the SPECIFIC SOURCE FROM WHICH YOU ARE TAKING THE INFORMATION. Otherwise, the reader does not know to what source you attribute your information. Failure to do so will result in at least a one letter grade reduction in the grade earned. See the APSA Style Manual for examples.
- **Case names must be italicized** as per the APSA Style Manual.
- **Attaching printouts to a writing assignment does not magically satisfy the citation and reference requirements of APSA style.**

## MOOT COURT ARGUMENT

The final portion of your grade is a simulation of a moot court argument. The assignment includes a written brief and oral argument that a team of student attorneys presents in front of a panel of student justices. The topic for the oral and written brief is drawn from a current controversy docketed for oral argument in the United States Supreme Court. It is assigned shortly after the semester begins. This assignment is discussed extensively in class.

**Those students who choose to act as attorneys** will be required to complete different, but equally demanding, work from that which the student justices will complete. Student attorneys will be required to write and deliver an oral argument. The argument should last approximately ten (10) minutes including the time allotted for answering questions from the panel. That means that you argue for 10 minutes on your half of the argument and your partner argues for 10 minutes on his/her half of the argument. You will be graded on the thoroughness of your presentation (10 percent), the ability with which you answer questions posed by the bench, and your general demeanor during the argument (10 percent). **YOUR JOB IN ORAL ARGUMENT IS NOT TO FINISH YOUR PREPARED REMARKS, BUT TO PERSUADE THE COURT THAT YOUR CLIENT'S POSITION IS THE CORRECT ONE!** More details will be given in class.

**Those students who choose to act as justices of the United States Supreme Court** will be required to

write a *seven-page, single-spaced minimum biography* of the real justice whom they are portraying (five percent). [DO NOT rely at all on the biographies presented in **Walker, McGuire, and Epstein**]. I can point you to several sources to which you can refer for background information on the justices. The biography is intended to be like any other research paper that you submit in any university course: it should contain in-text references to information that you have taken from others' works and citations gathered at the end of the paper and it should be formatted according to the required APSA Style Manual. These references must be PUBLISHED, SCHOLARLY WORKS. Such references do not include internet sources (especially Wikipedia) or informal consumer writing (such as *Reader's Digest*) or interviews that you yourself conduct. It should also include a reference section, in the concluding section of your work, listing the works that you used in researching your paper. **Failure to include these necessary elements will result in an "F" for the assignment. If you are unsure about this requirement, see me immediately. Failure to do so is dangerous to your grade.**

In addition, justices will be graded based upon the quality of the questions they put to counsel during the oral argument phase (10 percent). Third, justices will be graded on the quality of their deliberations with the other members of the Court as demonstrated in a written Opinion of the Court's ruling and any dissents and concurrences (five percent).

I will soon place material on the Canvas Reserve to assist you in tackling the Moot Court assignment. Legal research should not overwhelm you. This course should help you acquire the skills necessary to complete the assignment successfully.

## BEST ALLIES

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

## COURSE POLICIES

### *Classroom Decorum*

- Because it is disruptive to everyone to have students arrive late and/or leave early, *you must be on time for every class and you are expected to remain in class until the period is completed, unless there are extraordinary circumstances (e.g., you are about to become ill on the person in front of you) or you have informed me of your urgent need to leave before the period ends (urgent needs do not include job-related issues)*. Consider how you would act in a court of law: would you wander in late or leave early? Many of you may wish to enter the legal profession. Now is the time to begin to act in a manner consistent with the norms and traditions of that profession.
- Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material and I will ask you about it, as I will quickly learn each of your names.

- Do not listen to an iPhone or other electronic device or read a newspaper or other material not previously assigned for class. If you do so, you will be counted ABSENT FOR THE DAY. Repeated violation of this rule will result in a grade of WF or F.
- PLEASE SILENCE YOUR CELL PHONES AND OTHER ELECTRONIC DEVICES. Repeated violation of this rule constitutes “continuous unruly behavior.” (See Classroom Decorum Policy No. 5 below). This is critically important during exams.
- Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your course grade.

### *No Excuses*

First, this class operates under a "No-Excuse" policy. It is incumbent upon you to be responsible for the notes and any other occurrences during class given in the unlikely event you miss class. If you miss class, you NEED NOT inform me about it. Because this course is an upper division class, you will quickly learn that if you intend to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given. Even if you do inform me of your absence from class, you are still subject to the terms of the syllabus.

### *Seating Chart*

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the Socratic method (discussed below). Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly.

### *Accommodations for Physically Challenged Students*

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

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

Fourth, please consult the policy regarding plagiarism and cheating which is attached. Each of you must review the University policy on the penalties for plagiarism. Almost every semester, one or more students appropriates the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out. I assure you that it is not.

### *Caveat Emptor*

Fifth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote between at least **25 hours per week outside of class** studying, preparing briefs, reading, and meeting with other

students to prepare your oral argument. *Make no mistake: this is not an easy course by any shape or fashion.* If you are interested in the legal profession, this course is only a very small taste of what it is like.

### *Socratic Method as a Pedagogical Modality*

Sixth, class topics are discussed using the Socratic Method. This means that you are expected to answer questions about the text and material that we have covered in class AND TO HAVE THOUGHT ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, “what does that mean?.” You are expected to read and prepare for discussions. I assume that the reading for the day will be done for the day that it is assigned. LEARN TO PACE YOURSELF ACCORDINGLY!

### *Respect for Colleagues and Their Comments*

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

### *Attendance*

Seventh, I do not have a mandatory attendance policy. However, I send around attendance sheets at the beginning of each class so I know who has attended class, and so I can gauge your class participation even if you do not speak in class. Persons who are "borderline" in their grades *may* receive the "benefit of the doubt" in the final computation of grades if they have frequently attended class. It is YOUR responsibility to sign the attendance sheet. The sheet is sent around at the beginning of each class. If you are late, you must see me after class to sign it; otherwise I will not give you the "benefit of the doubt." You are responsible for announcements made in class and changes to the course syllabus and expectations even if you are absent when such announcements are made.

### *Laptops and Audiotaping*

I prohibit the use of laptops in this class. Laptops, while useful in some contexts, represent a physical barrier between professor and student and actually may make student understanding more difficult as students are transformed from learners into typists. Also, other students' use of laptops may represent a distraction from lecture and class discussion. If you have concerns about this policy, please see me. You may, however, audiotape the lecture.

### *Extra Credit*

Ninth, throughout the session there may be several opportunities for you to earn extra credit points. Prior assignments have included pop quizzes on current events, or looking up specific questions that other students or myself may ask about the subject material. This extra credit is announced in class on a sporadic basis. If you miss class, you should check with classmates about missed opportunities. I reserve the right to NOT provide you the extra credit option should you miss the class period that the extra credit was assigned. All extra credit assignments are due the next class period after they have been announced in class.



### *Word Processing Required*

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

### *Duplicates of Assignments*

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

### *Technological Tools*

Twelfth, I require that everyone learn how to use e-mail and the Canvas course site. Its use can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions that they may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on Canvas and/or via e-mail or via class announcements, whether you have attended that class or not. If you already have a Knights e-mail account, please do not sign-up for an additional account, but give me your address. You should check your mail at least on a daily basis as I post any changes about class assignments to your account. If your email address changes, you are *required to notify* me of such changes so that you may receive any announcements made to the class through such means.

### *Time-Sensitive Communications and Assignments*

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the Canvas email tool, contact me on the telephone, or see me in person during office hours.

### *Syllabus NOT a Contract*

Finally, this syllabus is not deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a 48-hour notice of such changes. Such changes are either announced in class, or sent on e-mail. Therefore, you are responsible for any changes that may occur during the course of the session. If you are late, you should check to be sure you did not miss any such announcements. As such, your absence in class is not deemed a sufficient excuse as to why work is incomplete. In the event that the University administration closes school for any reason (e.g., hurricane), any assignments or examinations that were scheduled on the day of the canceled class will be due at the next regularly scheduled class meeting.

## TENTATIVE COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

**EMW** = Epstein, McGuire, and Walker textbook (online case archive: <https://edge.sagepub.com/conlaw>).

**M** = McCloskey

### Weeks 1 and 2 [Aug. 21–Sept. 1]

#### Readings:

- Syllabus and Other Documentation
- U.S. Constitution and Amendments, EMW (pp. 659-670)
- EMW, “Introduction to the Constitution” and “Understanding the Supreme Court,” “Structuring the Federal System” (pp. 1-56)
- M, Chapt. 1, “The Genesis and Nature of Judicial Power”

#### Assignment:

- Self-Intro due on Canvas (Self-Intro Discussion Topic by Fri., Aug. 25 by 10:30 am)
- Find appellate case (198 U.S. 45) (due Fri., Sept. 1 at 10:30 am)
- How to Brief a Case (Canvas Reserve)

#### Lecture:

- ❖ Course requirements
- ❖ How to Brief a case
- ❖ *The Founding, Original Intent and the Structure of the Courts Today*

### Week 3 [Sept. 4–Sept. 8]

**\*\*\* NO Class Monday, Sept. 4 (Labor Day Holiday) \*\*\***

#### Reading:

- EMW, Chapt. 2, “The Judiciary” (pp. 57-114)
- M, Chapt. 2, “The Establishment of the Right to Decide, 1789-1810”
- Sample brief available on Canvas Reserves
- Legal Research Overview (Melone, on Canvas Reserves)

#### Assignment:

- brief *Marbury v. Madison*, p. 64\*
- brief *Martin v. Hunter's Lessee*, p. 72
- brief *Flast v. Cohen*, p. 107
- brief *Walter L. Nixon v. U.S.*, p. 100
- **Begin accepting digital or written and dated Moot Court partner, counsel, and justice**

**requests**

**Lecture:**

- ❖ *Judicial Review (a.k.a. poor old Marbury!)*
- ❖ Introduction to Legal Research

**Week 4 [Sept. 11–Sept. 15]**

**Readings:**

- Continue with Prior Reading Assignments
- M, Chapt. 3, “The Marshall Court and the Shaping of the Nation, 1810-1835”

**Assignment:**

- **all partner, counsel and justice requests due by Friday, Sept. 15 at 10:30 am**
- brief *Ex parte McCardle*, p.85
- brief *Baker v. Carr*, p.95
- brief *Patchak v. Zinke*, p. 88

**Lecture:**

- ❖ *Deciding to Decide: The Changing Role of the Supreme Court*

**Weeks 5 and 6 [Sept. 18–Sept. 29]**

**Readings:**

- EMW, Chapt. 4, “The Executive,” pp. 177-199, pp. 260-63, and Chapt. 5, “Interbranch Relations,” pp. 265-306
- M, Chapt. 4, “The Court Under Taney: The National History of Judicial Prestige”

**Assignment:**

- brief Moot Court Case
- brief *In re Neagle*, p. 195\*
- brief *Ex parte Milligan*, p. 271
- brief *Zivotofsky v. Kerry*, p. 290
- brief *Dames and Moore v. Regan*, p. 311
- brief *The Prize Cases*, p. 288
- brief *Korematsu v. U.S.*, p. 277
- brief *Hamdi v. Rumsfeld*, p. 299

**Lecture:**

- ❖ *Way Over There: The President and Foreign Policy*
- ❖ Partner, counsel, and justices assigned by Friday, Sept. 22 on Canvas Announcements
- ❖ Overview of legal issues in Moot Court case

**\*\*\* First Exam, Wednesday, Sept. 27 \*\*\***

**Week 7 [Oct. 2–Oct. 6]**

**Readings:**

- EMW, Chapt. 4, “The Executive,” pp. 200-62
- M, Chapt. 5, “Constitutional Evolution in the Gilded Age, 1865-1900”

**Assignment:**

- brief *Youngstown Sheet and Tube v. Sawyer*, p. 283\*
- brief *Trump v. Vance*, p. 221
- brief *Nixon v. Fitzgerald*, online case archive
- brief *Myers v. United States*, p. 213
- brief *Humphrey’s Executor v. United States*, p. 217

**Lecture:**

- ❖ *The Executive and Domestic Power: Separation of Powers or Separate Institutions Sharing Power?*

**Week 8 [Oct. 9–Oct. 13]**

**Readings:**

- EMW (finish reading for prior sections)

**Assignment:**

- brief *Bowsher v. Synar*, p. 262
- brief *Morrison v. Olson*, p. 207
- brief *Clinton v. City of New York*, 202
- brief *Clinton v. Jones*, p. 229
- brief *Immigration and Naturalization Services v. Chadha*, p. 257
- brief *Mistretta v. U.S.*, online case archive

**Lecture:**

- ❖ *The Executive and Domestic Power: Separation of Powers or Separate Institutions Sharing Power?*

**Week 9 [Oct. 16–Oct. 20]**

**Readings:**

- EMW, Chapt. 3, “The Legislature,” pp. 117-175
- M. Chapt. 6, “The Judiciary and the Regulatory State: 1900-1937”

**Assignment:**

- **Outlines of Moot Court oral argument due for student attorneys; justice biographies due for student justices (Monday, October 16 at 10:30 am) – both on Canvas**
- brief *Powell v. McCormack*, p. 123
- brief *U.S. Term Limits, Inc. v. Thornton*, p. 128
- brief *Gravel v. U.S.*, p. 132
- brief *South Carolina v. Katzenbach*, p. 166
- brief *Watkins v. U.S.*, p. 154
- brief *Trump v. Mazars*; *Trump v. Deutsche Bank AG*, p. 162\*

**Lecture:**

- ❖ *Membership Has Its Privileges and Its Responsibilities*

**Weeks 10 and 11 [Oct. 23–Nov. 3]**

**\*\*\* WITHDRAWAL DEADLINE, FRIDAY, OCT. 27 AT 11:59 PM \*\*\***

**Readings:**

- EMW, Chapt. 6, “The Power to Tax and Spend,” pp. 477-533 and Chapt. 7, “The Commerce Power,” pp. 375-473
- M. Chapt. 7, “The Modern Court and Postwar America, 1937-1959”
- Kens, “Not Like Grandma Used to Bake” (found in *Judicial Power and Reform Politics: The Anatomy of Lochner v. New York* (1990, University Press of Kansas)) (Canvas Reserve)

**Assignment:**

- brief *McCulloch v. Maryland*, p. 319
- brief *Gibbons v. Ogden*, p. 377
- brief *Hammer v. Dagenhart*, p. 393
- brief *NLRB v. Jones Laughlin Steel Corp.*, p. 412
- brief *Heart of Atlanta Motel v. U.S.*, p. 425
- brief *U.S. v. Lopez*, p. 431
- brief *Wickard v. Filburn*, p. 421
- brief *South Dakota v. Dole*, Canvas Reserve

- brief *U.S. v. Morrison*, p. 436
- brief *National Federation of Independent Business v. Sebellius*, p. 449\*

**Lecture:**

- ❖ *Congress and its Purse Strings*

**\*\*\* Second Exam, Wednesday, Nov. 1 \*\*\***

**Week 12 [Nov. 6-10]**

**Readings:**

- EMW, “Nation-State Relations,” pp. 309-16, Chapt. 6, “Federalism,” pp. 317-372
- M, Chapt. 8, “Civil Liberties, Civil Rights, and the Supreme Court”

**Assignment:**

- brief *Arizona v. U.S.*, p. 368
- brief *Missouri v. Holland*, p. 360
- brief *Printz v. U.S.*, p. 346
- brief *Garcia v. San Antonio Metropolitan Transit Authority*, p. 336
- brief *Murphy v. NCAA*, p. 351\*

**Lecture:**

- ❖ *Federalism at the Crossroads*

**Week 13 [Nov. 13–Nov. 17]**

**\*\*\* MOOT COURT WEEK \*\*\***

**Week 14 [Nov. 20–Nov. 24]**

**Readings:**

- EMW, Chapt. 10, “Economic Substantive Due Process,” pp. 573-619
- M, Chapt. 9, “Judicial Monitoring of the New American Welfare State”
- M, Chapt. 10, “The Court of Today and the Lessons of History”

**Assignment:**

- brief *The Slaughterhouse Cases*, p. 576
- brief *Lochner v. New York*, p. 590\*
- brief *Horne v. Dept. of Agriculture*, p. 667

- brief *Nebbia v. New York*, p. 604
- brief *Kelo v. City of New London*, p. 645

**Lecture:**

- ❖ *Economic Substantive Due Process (as opposed to Procedural Due Process)*

**\*\*\* Wednesday, Nov. 22 and Friday, November 24 are University Holidays  
for Thanksgiving. Give Thanks! \*\*\***

**Week 15 [Nov. 27–Dec. 1]**

- Summary and Catch-up

**Week 16 [Dec. 6–Dec. 10]**

**\*\*\* FINAL EXAM: WEDNESDAY, DEC. 6, 2023, 07:00-08:15 am \*\*\***

Finals scheduled in accordance with University policy

NO EXCEPTIONS TO THIS DATE AND TIME; DO NOT ASK AS I CANNOT GRANT THEM.

## TOPICS FOR MOOT COURT SIMULATION

The assignments for the Moot Court Simulation comprise twenty percent (20%) of your grade. Therefore, it is important that you spend a significant amount of time preparing both components. You will be given a citation to the case in question by the fourth week of class. You should begin preliminary research immediately on your issue (find your case in the library or online, find scholarly works and journal articles discussing the case, etc.).

You are expected to do **approximately 25 additional hours of research (over and above time devoted to preparing for regular class assignments)** in preparing for your portion of the simulation. You may use research from any published resource you may find. You are not expected to have access to a law library; however, you may use such facilities if you wish to do so. While the case itself will help you substantially in preparing, you **SHOULD NOT** rely solely on the copy of the case you are given for preparing either your participation in oral argument.

The objective of this exercise is to help you acquire skills in legal research and writing. Additionally, the exercise is designed to help you develop argumentation and debate abilities. One goal of this process is to assist you in becoming comfortable with doing legal research. We will have a presentation in class to assist you in conducting such research. This will be a class you **WILL NOT** want to miss.

### Professionalism

I expect that you will treat the students you work with as colleagues and cooperate as a team. Because of concerns that some people may be "slackers," you should feel free to consult with me about problems you are having. All discussions will be strictly confidential; however, should the problem become too onerous, I reserve the right to have a conference with each of you. The Moot Court experience is supposed to be fun, not an assignment from purgatory. I anticipate that this will be a valuable experience, and not one that you dread because the people you are working with decided to sleep through it.

### Topics

The topic for the Moot Court case represents a broad coverage of contemporary cases before the federal courts. It will be a decision where there are good arguments on both sides of the issue. You are not going to be judged based on whether or not the case won or lost, but rather, you will be judged on your ability to analyze the legal issues involved in the case. You should begin doing research as soon as you are assigned the case and certified questions. You will have the opportunity to have some input into the role you play and scheduling requirements. Counsel and justice appointments will be assigned on a first come, first serve basis after the announcement is made in class. While every attempt will be made to give you your choice, I am under no legal obligation to make you happy, or to satisfy your request.



## General Policies of the University

**Source for these policies:** UCF Faculty Center for Teaching and Learning  
(<http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php>)

### Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members

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

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

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

### **Course Accessibility Statement**

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

### **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>](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>](http://www.ehs.ucf.edu/workplacesafety.html) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [<my.ucf.edu>](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([<https://youtu.be/NIKYajEx4pk>](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].

**POS 4300.0001: Research Methods and Intelligence**  
**Fall 2023 (3 credits)**

Tuesday and Thursday, 9:00-10:20 am EST  
Location: HPH 310 (Lab)

Instructor: Dr. Kelsey Larsen

Office: HPH 302F

Email: [kelsey.larsen@ucf.edu](mailto:kelsey.larsen@ucf.edu)

Phone: 407-823-2608

Office Hours (either in person or via Zoom):

- Tuesday 1:30-2:30pm
- Wednesday 12:00-1:00pm
- Thursday 1:30-2:30pm
- By appointment

You can pre-reserve your Office Hours slots at

<https://calendly.com/kelseylarsen/officehours>

(see [Instructor Contact Information](#) below for more guidance)

**COURSE INFORMATION**

**Course Description:**

The purpose of this course is to provide students with elite training in advanced quantitative skills for intelligence analysis. It demystifies—and de-fangs—data science concepts to make them practically relevant for the next generation of policymakers and analysts. It begins with overviews of the stakeholders, agencies, and environments that classify intelligence research, and progresses to explore the common research cycle of intelligence organizations. The course continues with in-depth considerations of research question conceptualization and the intelligence mindsets that inform it; modalities of data collection and sample design; fundamental tools of descriptive and inferential quantitative analysis, particularly under conditions of uncertainty; as well as IC-specific best practices and guidelines for writing and briefing intelligence conclusions.

**Course Objectives:**

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

- Describe the network of actors, agencies, and environments that conduct intelligence research
- Locate and utilize existing and new sources of data relevant to intelligence analysts and organizations
- Apply basic software analysis skills for quantitative intelligence analyses
- Clearly and accurately summarize intelligence research for technical and non-technical audiences
- Produce original research and form conclusions/recommendations for intelligence use

**Course Prerequisite:**

As indicated by the Course Catalog, there is a prerequisite for this course (POS3703 Scope and Methods in Political Science, or an equivalent course in research methods for social sciences). If you are unsure if you have met this requirement, consult with your academic advisor as soon as possible to be sure you qualify to be enrolled in the course.

**Recommended Textbooks (hard copy or digital):**

Note that there is no required textbook for this course—key intelligence and statistical principles will be explained in-class rather than via an assigned text (meaning attendance is particularly important).

However, if you are planning on a career in intelligence analysis, it's highly recommended you consider purchasing/consulting the following text:

- Waltz, Edward (2017). Quantitative Intelligence Analysis. Lanham, MD: Rowman & Littlefield.
- Purchase/viewing options: digital copies are available for rental and purchase for roughly \$20-30 (see [VitalSource](#)) while new paperback copies are available for roughly \$30 (see [Amazon](#)). A course copy is also available on reserve at the UCF Main Library.

In addition, if you're feeling uncertain about your knowledge from the course's statistics prerequisite (POS3703 or equivalent course), you might find it helpful to review the past knowledge you accumulated by exploring *The Essentials of Political Analysis* textbook by Pollock/Edwards (on reserve at the Main Library), or *The Basic Practice of Statistics* by Moore (available at the Main Library).

**Course Technology Requirement:**

At various points, this course will draw upon software applications designed to enhance how we develop, execute, and communicate quantitative intelligence analyses. One specific application we will use is STATA, which is available in our classroom (the HPH 310 computer lab) and is free to access from anywhere for all course students (via [UCF Apps](#)). Note that accessing STATA in the UCFApps universe can require some time depending on your unique operating system and computer access (and that anytime you need help with that process, head directly to [UCF IT](#) for assistance). It also means that anytime the University's main network is down, you may experience connectivity issues. Therefore, it's highly recommend you do one of three things: first, always start your homework as early as is feasibly possible, to ensure that your connection is never an issue! Second, use the specific practice time allocated in the HPH310 computer lab to work on your assignments. Third, for those students who prefer downloading a personal copy of STATA directly to their computer, they can do so for approximately \$48 through the [STATA website](#).

### **Graded Assignments:**

- Participation (15%)
- Homework (20%)
- Midterm Exam (20%)
- Rapid Analysis Class Exercise (25%)
- Final Project (20%)

### ***Class Participation:***

Students are expected to attend every class session, to have read the assigned readings thoroughly, and to actively participate in class discussions with thoughtful and informed engagement. While it is possible to occasionally miss a course meeting, it is very difficult to be successful in the course if you do not plan to attend at least 90% of the course meetings. Intelligence issues, even in research, especially require the active interaction of different viewpoints—and this can only happen if everyone comes to class ready and willing to make their viewpoints heard and, in turn, hear the viewpoints of others. Students will have multiple opportunities to participate in group work as part of this course, with specific instructions to be provided by the instructor.

### ***Homework:***

In order to practice the research analytic skills of the course, students will complete a total of five problem sets. These problem sets may, at times, require students to make use of software for statistical/other analyses. The instructor will provide detailed information about the instructions and expectations in advance of each homework assignment.

### ***Midterm exam:***

There will be a midterm exam, designed to assess students' understandings of the readings, lectures, and homework exercises. More information on the exam format and material will be provided by the instructor in-class.

### ***Rapid Analysis Class Exercise (RACE):***

Students will participate in a 12-day group exercise known as the RACE (Rapid Analysis Class Exercise). In this exercise, students will be pre-assigned to teams and will be provided relevant info regarding an intelligence analysis task requiring a research briefing. Over the course of the following week student teams will be responsible for a comprehensive analysis of the intelligence issue at hand, culminating in in-class briefings presented for critique. Students will be evaluated according to both their individual contributions and their group products.

### ***Final Project:***

Throughout the course, students will apply the knowledge gained from the lectures, readings, and practical exercises to develop and execute their own unique quantitative intelligence analysis report. They will formulate hypotheses about the relationship between explanatory factors and outcomes of interest, survey related context and literature, locate original intelligence data sources, use analytical course tools to evaluate the nature of the relationship

of interest, and ultimately form conclusions/recommendations/predictions based on the findings. More information about the Final Project will be released throughout the semester.

### ***Grading Scale***

| Letter Grade | Percentage | Total points |
|--------------|------------|--------------|
| A            | 93%-100%   | 925- 1000    |
| A-           | 90-93%     | 895 - 924    |
| B+           | 87-89%     | 865 - 894    |
| B            | 84-86%     | 835 - 864    |
| B-           | 80-83%     | 795 - 834    |
| C+           | 77-79%     | 765 - 794    |
| C            | 74-76%     | 735 - 764    |
| C-           | 70-73%     | 695 - 734    |
| D+           | 67-69%     | 665 - 694    |
| D            | 64-66%     | 635 - 664    |
| D-           | 60-63%     | 595 - 634    |
| F            | 0-59%      | 0-594        |

### ***Policy on Late Homework***

Students are expected to submit all homework assignments the assigned due dates. But, we all know that sometimes work/life/otherwise gets in the way—our work schedules get moved, or our car breaks down, or we catch a cold, and just can't quite meet the deadline set. In those cases, **late homework assignments are accepted with a half-grade deduction** (e.g., A to A-) for every 24 hour period the assignment is late. Be smart, and use that policy to your strategic benefit—noting that you can still often earn Bs on assignments that are 2-3 days late, but also that anything more than 10 days late is a failing assignment. However, keep in mind that this policy applies only to homework assignments, and not other categories of assessments like the final project.

### ***Policy on Absences***

As noted in the Class Participation grade section, it is expected that any student enrolling in the course is committed to attending every class session, completing course tasks, and engaging in course discussions. Excused absences apply to when a student experiences an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit)—any students in this category should contact the instructor as soon as possible to talk about opportunities to catch up on material. However, if a student chooses to miss class for a work obligation, a previously scheduled appointment, non-University affiliated travel, other reasons, that absence is not considered excused, and it is recommended the students book Office Hours appointments or borrow notes from classmates to ensure they do not fall behind.



***Important Registrar Dates and Deadlines:***

- Drop/Swap deadline: Friday August 25, 2023 by 11:59pm EST
- Withdrawal deadline: Friday October 27, 2023 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): Saturday December 2, 2023 at 11:59pm EST

**Instructor Contact Information**

Office Hours will be held in-person and via Zoom, unless otherwise noted in class. Office Hours appointments can be pre-reserved—indeed, it's highly recommended you reserve your own dedicated slot to avoid having to wait endlessly in the waiting room! Reservations are easy: First, visit <https://calendly.com/kelseylarsen/officehours>. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation (with your personal Zoom link, if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations on any given date, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you as soon as possible. This typically means between 24-36 hours during the week, and 36-48 hours during the weekend. Pro tip from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour... so if you submit before then, you're more likely to get a response that same day 🕒 If you send a message and ever don't receive a response within those weekday/weekend time limits, feel comfortable sending it again-- Dr. Larsen never intentionally ignores any message, so it may have just gone to the wrong folder!

If you have requests for things like recommendation letters, note that earlier is always better—please make those requests with at least 10 days before the deadline, so Dr. Larsen has ample time to write and submit letters on your behalf.

**UCF CARES**

Finally, as of Fall 2023, UCF's expectations of you as a student have returned to pre-pandemic levels. This latest shift can at times feel overwhelming, so if at any point you're feeling swamped by academic, financial, or other obligations, UCF has made a multitude of resources available to all students. Please head straight to [UCFCares.com](https://ucfcares.com) to find resources and support for yourself or others-- free services and information are included for a variety of concerns you

might have, including but not limited to access to food, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto: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.

### **Hurricane/Inclement Weather Statement**

Fall 2022 taught us that even the most inland parts of Florida need to be prepared for whatever hurricane season might throw our way. If any inclement weather impacts our course's regularly scheduled programming, we will always follow official UCF guidance regarding campus closures. In addition, the instructor will make any adaptations to the course schedule that are necessary for the lessons of the course to still be effectively learned, and will communicate those adaptations to the course via Webcourses.

### **UNIVERSITY POLICIES: GENERAL**

#### **Academic Integrity**

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

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

### ***Statement on Using AI Tools***

This class may make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in class; any attempt to represent AI output inappropriately as your own work that does not comply with those rules will be treated as plagiarism.

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- **Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.**

- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.
- Representing AI output inappropriately as your own work, in a way that does not follow course guidance, is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

### **Course Accessibility:**

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

### **Campus Safety:**

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

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

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Duty Military:**

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

### **Authorized University Events/Co-curricular Activities:**

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

### **Religious Observances:**

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

### **Copyright:**

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

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private

conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**General Technology Requirements:**

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

**Academic Engagement Requirement:**

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Webcourses@UCF quiz in the course site by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

*This syllabus is exceptionally long, but all these policies are designed to inform (and protect!) you. Have any questions about these policies? Reach out to Dr. Larsen—otherwise, the core course schedule is on the next page 😎*

## COURSE SCHEDULE

*The following course schedule is subject to amendment by the instructor before the course begins and/or with advance notice.*

| Date         | Topic                                      | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Important Notes                                         |
|--------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 22 August    | Course introduction                        | - None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                         |
| 24 August    | Intelligence: Actors, Institutions, Ethics | <ul style="list-style-type: none"><li>- Read:<ul style="list-style-type: none"><li>- Central Intelligence Agency (2016). <i>Telling Data Stories: an Interview with CIA's Dr. Calvin Andrus</i>. &lt;<a href="https://www.cia.gov/stories/story/telling-data-stories-an-interview-with-cias-dr-calvin-andrus/">https://www.cia.gov/stories/story/telling-data-stories-an-interview-with-cias-dr-calvin-andrus/</a>&gt;.</li></ul></li><li>- Browse:<ul style="list-style-type: none"><li>- U.S. Intelligence Community (2022). <i>How Intelligence Works</i>. &lt;<a href="https://www.intelligencecareers.gov/icintelligence.html">https://www.intelligencecareers.gov/icintelligence.html</a>&gt;.</li><li>- Office of the Director of National Intelligence (2022). <i>Members of the IC</i>. &lt;<a href="https://www.dni.gov/index.php/what-we-do/members-of-the-ic">https://www.dni.gov/index.php/what-we-do/members-of-the-ic</a>&gt;.</li><li>- Office of the Director of National Intelligence (2022). <i>Principles of Professional Ethics for the Intelligence Community</i>. &lt;<a href="https://www.dni.gov/index.php/how-we-work/ethics">https://www.dni.gov/index.php/how-we-work/ethics</a>&gt;.</li></ul></li></ul> | Academic Engagement Activity due by 8/25 at 11:59pm EST |
| 29 August    | Models in intelligence: Mental             | <ul style="list-style-type: none"><li>- Danzig, R. (2011). <i>Driving in the Dark: Ten Propositions About Prediction and National Security</i>. Washington, DC: Center for a New American Security.</li><li>- (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i>. Lanham, MD: Rowman &amp; Littlefield. Pp. 39-51.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                         |
| 05 September | Models in intelligence: Conceptual         | <ul style="list-style-type: none"><li>- Rittel, H. and Webber, M. (1973). "Dilemmas in a General Theory of Planning." <i>Policy Sciences</i>, Vol. 4 No. 2, pp. 155-169.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                         |

|                     |                                            |                                                                                                                                                                                                                                                                                |                               |
|---------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|                     |                                            | - (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 11-27.                                                                                                                                                        |                               |
| <b>07 September</b> | Collecting indicators                      | Office of the Director of National Intelligence (2022). <i>What is Intelligence?</i> < <a href="https://www.dni.gov/index.php/what-we-do/what-is-intelligence">https://www.dni.gov/index.php/what-we-do/what-is-intelligence</a> >.                                            |                               |
| <b>12 September</b> | Validating/ authenticating indicators      | - West, D. (2017). <i>How to combat fake news and misinformation</i> . Brookings Institution. < <a href="https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/">https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/</a> >. |                               |
| <b>14 September</b> | Validating/ authenticating indicators      | - Saylor, K. (2022) <i>Deep Fakes and National Security</i> . Congressional Research Service. < <a href="https://crsreports.congress.gov/product/pdf/IF/IF11333">https://crsreports.congress.gov/product/pdf/IF/IF11333</a> >                                                  | HW #1 due 9/14 by 11:59pm EST |
| <b>19 September</b> | Intelligence indicator resources           | - Central Intelligence Agency (2022). <i>CIA World Factbook</i> . < <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a> >.                                                                                                           |                               |
| <b>21 September</b> | Operationalizing and organizing indicators | - Matthews, W. (2002). "FBI struggles with data management," <i>Federal Computer Week</i> . URL: < <a href="https://fcw.com/articles/2002/12/01/fbi-struggles-with-data-management.aspx">https://fcw.com/articles/2002/12/01/fbi-struggles-with-data-management.aspx</a> >.    |                               |
| <b>26 September</b> | Operationalizing and organizing indicators | - Al-Attrash, F. (2017) "What Government needs to know about data management." <i>GovLoop</i> . < <a href="https://www.govloop.com/government-needs-know-data-management/">https://www.govloop.com/government-needs-know-data-management/</a> >.                               |                               |
| <b>28 September</b> | Descriptive findings – methods and tools   | - (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 152-157.                                                                                                                                                      | HW #2 due 9/28 by 11:59pm EST |
| <b>03 October</b>   | Descriptive findings – methods and tools   | - Central Intelligence Agency (1962). <i>Special National Intelligence Estimate: Communist China's Nuclear Weapons Program</i> . Washington, DC.                                                                                                                               |                               |



|                    |                                                                                               |                                                                                                                                                                                                                                                                                                                      |                                     |
|--------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>05 October</b>  | Correlative findings – methods and tools                                                      | - (Optional) Waltz, E. (2014). <i>Quantitative Intelligence Analysis</i> . Lanham, MD: Rowman & Littlefield. Pp. 28-31.                                                                                                                                                                                              |                                     |
| <b>10 October</b>  | Correlative findings – methods and tools                                                      | - Central Intelligence Agency (1987). <i>National Intelligence Estimate: Insurgency and Counterinsurgency in Peru, Colombia, and Ecuador</i> . Washington, DC.                                                                                                                                                       |                                     |
| <b>12 October</b>  | Predictive findings– methods and tools                                                        | - Central Intelligence Agency (1984). <i>National Intelligence Estimate: Warning of War in Europe</i> . Washington, DC.<br>-                                                                                                                                                                                         | HW #3 due 10/12 by 11:59pm EST      |
| <b>17 October</b>  | Predictive findings– methods and tools                                                        | - Central Intelligence Agency (1971). <i>National Intelligence Estimate: The Soviet Role in Latin America</i> . Washington, DC.                                                                                                                                                                                      |                                     |
| <b>19 October</b>  | Midterm Review                                                                                | - Review course materials                                                                                                                                                                                                                                                                                            |                                     |
| <b>24 October</b>  | Midterm Exam (IN CLASS)                                                                       | - N/A                                                                                                                                                                                                                                                                                                                |                                     |
| <b>26 October</b>  | Additional predictive tools                                                                   | - TBA<br>-                                                                                                                                                                                                                                                                                                           |                                     |
| <b>31 October</b>  | Integrating descriptive, correlative, predictive, and probabilistic findings for intelligence | - Major, J. (2014). <i>Communicating with Intelligence</i> . Lanham, MD: Rowman & Littlefield. Pp. 239-249.<br>- Office of Training and Education (n.d.). <i>Analytic Thinking and Presentation for Intelligence Producers: Analysis Training Handbook</i> . Washington, DC: Central Intelligence Agency, pp. 71-79. |                                     |
| <b>02 November</b> | RACE Introduction + work day                                                                  | Webcourses documents released in-class                                                                                                                                                                                                                                                                               | Homework #4 due 11/2 by 11:59pm EST |

|                    |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |
|--------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>07 November</b> | RACE work day                                              | Webcourses documents                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |
| <b>14 November</b> | RACE work day                                              | Webcourses documents                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |
| <b>16 November</b> | RACE Briefings (IN CLASS)                                  | None                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |
| <b>21 November</b> | Final Project Workshop                                     | -                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                      |
| <b>23 November</b> | NO CLASS                                                   | - Thanksgiving Holiday!                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |
| <b>28 November</b> | Estimating probability                                     | <ul style="list-style-type: none"> <li>- Nye, J. (1994) "Peering into the future." <i>Foreign Affairs</i>, pp. 82-93.</li> <li>- Schrage, M. (2005).</li> <li>- "What Percent Is 'Slam Dunk'? Give Us Odds on Those Estimates." <i>The Washington Post</i>. &lt; <a href="https://www.washingtonpost.com/wp-dyn/articles/A37115-2005Feb19.html">https://www.washingtonpost.com/wp-dyn/articles/A37115-2005Feb19.html</a>&gt;</li> </ul> |                                      |
| <b>30 November</b> | Probability cont'd                                         | <ul style="list-style-type: none"> <li>- Davis, B. (2022). "A Forecasting Model Used by the CIA Predicts a Surprising Turn in U.S.-China Relations." <i>Politico</i>. &lt; <a href="https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104">https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104</a>&gt;.</li> </ul>                | Homework #5 due 11/30 by 11:59pm EST |
| <b>05 December</b> | NO CLASS - Finals Week                                     | - Be working on your final paper!                                                                                                                                                                                                                                                                                                                                                                                                       |                                      |
| <b>07 December</b> | <b>FINAL PROJECT DUE VIA WEBCOURSES@UCF AT 5:00 PM EST</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |

**POS4206.0001: POLITICAL PSYCHOLOGY**  
**Fall 2023 (3 credits)**

Tuesday and Thursday, 12:00-1:20 EST  
Location: ENG1 0327

Instructor: Dr. Kelsey Larsen  
Office: HPH 302F  
Email: [kelsey.larsen@ucf.edu](mailto:kelsey.larsen@ucf.edu)  
Phone: 407-823-2608  
Office Hours:

- Tuesday 1:30-2:30pm
- Wednesday 12:00-1:00pm
- Thursday 1:30-2:30pm
- By appointment

You can pre-reserve your Office Hours slots at  
<https://calendly.com/kelseylarsen/officehours>  
(see [Instructor Contact Information](#) below for more guidance)

**COURSE INFORMATION**

**Course Description:** The purpose of this course is to train learners to identify and evaluate the multiple psychological inputs that inform political decision-making. It uses psychology, behavioral economics, and neuroscience to explore the sometimes complimentary, sometimes at-odds nature of cognitive and affective inputs to choices, and explores how those inputs can differ among various political stakeholders and environments. The course material begins with a consideration of traditional and emerging theories of psychological behavior, considering how things like heuristic biases, utility calculations, and stress might impact political decision-making processes. It then has students consider the lessons of those theories in a variety of contemporary political issues, including foreign and domestic policies. Finally, the course concludes by considering the influence of morality on political decision-making—helping students learn not just how actors make decisions and what decisions they make, but also what decisions they *should* make. By the end of this course, learners will be able to more appropriately identify and interact with the many decision-making inputs of others and themselves, and in doing so, better evaluate and implement political decisions.

**Course learning objectives:**

When you successfully complete this course, you will be able to:

1. Identify and explain the major theories of psychological decision-making in political science.
2. Apply lessons of psychological decision-making theories to historical and contemporary policy cases, as well as your own personal experiences.
3. Clearly communicate the inputs to political choices for diverse audiences.

### **Required Readings:**

- Note that there is **no required textbook** for this course; instead, we will make use of a variety of articles, book chapters, and other open-source materials as a means of learning the topic. This means that at times, readings will be easier than a traditional textbook—and at times, they'll be harder. We'll cover the basics of how to best consume this information in class.

### **Graded Assignments:**

Class Participation (15%)

Reflections (20%)

Exam 1 (25%)

Exam 2 (25%)

Final Paper (15%)

#### ***Class Participation (150 points):***

Students are expected to attend every class session, to have read the assigned readings for a class session before attending that class, and to actively listen to and participate in class discussions. Class participation will be evaluated based on items like your active engagement with in-class discussions, your completion of assigned readings, and your timely submittal of assignments.

#### ***Reflections (200 points):***

Students will complete a series of ten short Reflections throughout the semester, in which they offer responses to instructor-provided prompts relevant to the most recent class Modules.

#### ***Exams 1 and 2 (500 points total):***

Students will take two in-class exams surveying the material from the preceding weeks of instruction. The instructor will provide information on the specific format and topics surveyed in the weeks prior to the Exams.

#### ***Final paper (150 points):***

Students will craft a 10-12 page paper in APA format, to be submitted via the Webcourses@UCF course site. The paper prompt, as well as specific information and guidelines, will be provided by the instructor in the weeks preceding the final paper.

### ***Grading Scale***

| <b>Letter Grade</b> | <b>Percentage</b> | <b>Total points</b> |
|---------------------|-------------------|---------------------|
| A                   | 93%-100%          | 925- 1000           |
| A-                  | 90-93%            | 895 - 924           |
| B+                  | 87-89%            | 865 - 894           |
| B                   | 84-86%            | 835 - 864           |
| B-                  | 80-83%            | 795 - 834           |
| C+                  | 77-79%            | 765 - 794           |
| C                   | 74-76%            | 735 - 764           |
| C-                  | 70-73%            | 695 - 734           |
| D+                  | 67-69%            | 665 - 694           |
| D                   | 64-66%            | 635 - 664           |
| D-                  | 60-63%            | 595 - 634           |
| F                   | 0-59%             | 0-594               |

### ***Policy on Late Reflections***

Students are expected to submit all Reflections by the assigned due dates. But, we all know that sometimes work/life/otherwise gets in the way—our work schedules get moved, or our car breaks down, or we catch a cold, and just can't quite meet the deadline set. In those cases, **late reflections are accepted with a half-grade deduction** (e.g., A to A-) for every 24 hour period the response is late. Be smart, and use that policy to your strategic benefit—noting that you can still often earn Bs on assignments that are 2-3 days late, but also that anything more than 10 days late is a failing assignment. However, keep in mind that this policy applies only to reflections, and not to other categories of assessments.

### ***Policy on Absences***

As noted in the Class Participation grade section, it is expected that any student enrolling in the course is committed to attending every class session, completing course tasks, and engaging in course discussions. Excused absences apply to when a student experiences an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit)—any students in this category should contact the instructor as soon as possible to talk about opportunities to catch up on material. However, if a student chooses to miss class for a work obligation, a previously scheduled appointment, non-University affiliated travel, or other reasons, that absence is not considered excused, and the student should borrow notes from classmates or book an Office Hours appointment to ensure they do not fall behind.

### ***Important Registrar Dates and Deadlines:***

- Drop/Swap deadline: Friday August 25, 2023 by 11:59pm EST
- Withdrawal deadline: Friday October 27, 2023 by 11:59pm EST
- Grade Forgiveness Deadline ([see here](#) for rules and regulations): Saturday December 2, 2023 at 11:59pm EST

### **Instructor Contact Information**

Office Hours will be held in-person and via Zoom, unless otherwise noted in class. Office Hours appointments can be pre-reserved—indeed, it's highly recommended you reserve your own dedicated slot to avoid having to wait endlessly in the waiting room! Reservations are easy: First, visit <https://calendly.com/kelseylarsen/officehours>. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation (with your personal Zoom link, if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations on any given date, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with written questions/concerns anytime—she pledges to respond to you as soon as possible. This typically means between 24-36 hours during the week, and 36-48 hours during the weekend. Pro tip from Dr. Larsen to you: Emails often get responded to around the 5pm-ish hour... so if you submit before then, you're more likely to get a response that same day 😊 If you send a message and ever don't receive a response within those weekday/weekend time limits, feel comfortable sending it again-- Dr. Larsen never intentionally ignores any message, so it may have just gone to the wrong folder!

If you have requests for things like recommendation letters, note that earlier is always better—please make those requests with at least 10 days before the deadline, so Dr. Larsen has ample time to write and submit letters on your behalf.

### **UCF CARES**

Finally, as of Fall 2023, UCF's expectations of you as a student have returned to pre-pandemic levels. This latest shift can at times feel overwhelming, so if at any point you're feeling swamped by academic, financial, or other obligations, UCF has made a multitude of resources available to all students. Please head straight to [UCFCares.com](https://ucfcares.com) to find resources and support for yourself or others-- free services and information are included for a variety of concerns you might have, including but not limited to access to food, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto: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.

## **Hurricane/Inclement Weather Statement**

Fall 2022 taught us that even the most inland parts of Florida need to be prepared for whatever hurricane season might throw our way. If any inclement weather impacts our course's regularly scheduled programming, we will always follow official UCF guidance regarding campus closures. In addition, the instructor will make any adaptations to the course schedule that are necessary for the lessons of the course to still be effectively learned, and will communicate those adaptations to the course via Webcourses.

## **UNIVERSITY POLICIES: GENERAL**

### **Academic Integrity**

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

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

### ***Statement on Using AI Tools***

This class may make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in class; any attempt to represent AI output inappropriately as your own work that does not comply with those rules will be treated as plagiarism.

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- **Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.**
- **The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.**
- **Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.**
- **Representing AI output inappropriately as your own work, in a way that does not follow course guidance, is considered academic misconduct.**



If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

### **Course Accessibility:**

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

### **Campus Safety:**

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

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

**Deployed Active Duty Military:**

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

**Authorized University Events/Co-curricular Activities:**

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

**Religious Observances:**

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

**Copyright:**

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

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

**General Technology Requirements:**

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

**Academic Engagement Requirement:**

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Webcourses@UCF quiz in the course site by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

This syllabus is exceptionally long, but all these policies are designed to inform (and protect!) you. Have any questions about these policies? Reach out to Dr. Larsen—otherwise, the core course schedule is on the next page 😎

## COURSE SCHEDULE

**The following course schedule is subject to amendment by the instructor with advance notice. All readings will be made available on the [Webcourses@UCF](mailto:Webcourses@UCF) course site.**

| Date                | Topic                             | Readings                                                                                                                                                                                                                                                                                                                                                                         | Important Notes   |
|---------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>22 August</b>    | Course introduction               | - None                                                                                                                                                                                                                                                                                                                                                                           |                   |
| <b>24 August</b>    | Who are we talking about? Pt. 1   | <ul style="list-style-type: none"><li>- Shon, Phillip C. 2015 "The Challenges of Reading," in <i>How to Read Journal Articles in the Social Sciences</i> (p. 13-26). Thousand Oaks, CA: Sage.</li><li>- Hermann, M.G. &amp; Hermann, C.F. 1989. "Who Makes Foreign Policy Decisions and How: An Empirical Inquiry." <i>International Studies Quarterly</i> 33: 361-388</li></ul> |                   |
| <b>29 August</b>    | Who are we talking about? Pt. 2   | <ul style="list-style-type: none"><li>- Byman, D. L., &amp; Pollack, K. M. (2001). Let us now praise great men: Bringing the statesman back in. <i>International security</i>, 25(4), 107-146.</li></ul>                                                                                                                                                                         | Reflection #1 due |
| <b>05 September</b> | Cognition in Political Choice     | <ul style="list-style-type: none"><li>- Aldrich, J. (2018) "Rational choice theory and the study of American politics." In <i>The Dynamics of American Politics</i> (pp. 208-233). Routledge.</li><li>- Mercer, J. 2005. "Rationality and Psychology in International Politics," <i>International Organization</i>, 59(1), 77-106.</li></ul>                                     |                   |
| <b>07 September</b> | What does it mean to be rational? | <ul style="list-style-type: none"><li>- Levy, J.S. (1992) "Prospect Theory and International Relations: Theoretical Applications and Analytical Problems," <i>Political Psychology</i>, 13: 283-310.</li><li>- Farnham, B. (1997). "Roosevelt and the Munich Crisis: Insights from Prospect Theory," <i>Political Psychology</i>, 13(2): 205 - 235.</li></ul>                    | Reflection #2 due |
| <b>12 September</b> | Comparing Heuristics and Biases   | <ul style="list-style-type: none"><li>- Miler, K. C. (2009). The limitations of heuristics for political elites. <i>Political psychology</i>, 30(6), 863-894.</li><li>- Rapport, A.. (2013). "The Long and Short of It: Cognitive Constraints on Leaders' Assessments of "Postwar" Iraq." <i>International Security</i> 37 (3): 133-171.</li></ul>                               |                   |

|                     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |
|---------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>14 September</b> | Personality and Political Beliefs | <ul style="list-style-type: none"> <li>- Gallagher, M. E., &amp; Allen, S. H. (2014). Presidential personality: Not just a nuisance. <i>Foreign Policy Analysis</i>, 10(1), 1-21.</li> <li>- Dyson, S. B. (2006). Personality and foreign policy: Tony Blair's Iraq decisions. <i>Foreign Policy Analysis</i>, 2(3), 289-306.</li> </ul>                                                                                                                                                                                                                                                                                 | Reflection #3 due |
| <b>19 September</b> | Operational Codes                 | <ul style="list-style-type: none"> <li>- Dyson, Stephen Benedict, and Matthew J. Parent. "The operational code approach to profiling political leaders: understanding Vladimir Putin." <i>Intelligence and National Security</i> 33, no. 1 (2018): 84-100.</li> <li>- Malici, A., &amp; Malici, J. (2005). The operational codes of Fidel Castro and Kim Il Sung: the last cold warriors?. <i>Political Psychology</i>, 26(3), 387-412.</li> <li>- Renshon, J. (2008). Stability and change in belief systems: The operational code of George W. Bush. <i>Journal of Conflict Resolution</i>, 52(6), 820-849.</li> </ul> |                   |
| <b>21 September</b> | All the Feels, pt. 1              | <ul style="list-style-type: none"> <li>- Scherer, K. R. (1999). Appraisal theory. <i>Handbook of cognition and emotion</i>, 637-663.</li> <li>- Halperin, E. (2008). Group-based hatred in intractable conflict in Israel. <i>Journal of Conflict Resolution</i>, 52(5), 713-736</li> </ul>                                                                                                                                                                                                                                                                                                                              | Reflection #4 due |
| <b>26 September</b> | All the Feels, pt. 2              | <ul style="list-style-type: none"> <li>- MacKuen, M., Marcus, G. E., Neuman, W. R., &amp; Keele, L. (2008). The Third Way: The Theory of Affective Intelligence and American Democracy. In <i>The Affect Effect</i> (pp. 124-151). Chicago, IL: University of Chicago Press.</li> <li>- Marcus, G. E., Valentino, N. A., Vasilopoulos, P., &amp; Foucault, M. (2019). Applying the theory of affective intelligence to support for authoritarian policies and parties. <i>Political Psychology</i>, 40, 109-139.</li> </ul>                                                                                              |                   |
| <b>28 September</b> | Stress and Trauma                 | <ul style="list-style-type: none"> <li>- Stanley, E. A., &amp; Larsen, K. L. (2021). "Stressed Out: The Missing Influence of Stress Arousal in Emotion's Role in Political Decision-Making." <i>Political Psychology</i> (online pre-print).</li> <li>- Bar-Joseph, U., &amp; McDermott, R. (2008). Personal functioning under stress: accountability and social support of Israeli leaders in the Yom Kippur War. <i>Journal of Conflict Resolution</i>, 52(1), 144-170.</li> </ul>                                                                                                                                     | Reflection #5 due |

|                   |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |
|-------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>03 October</b> | Genetics and Politics           | <ul style="list-style-type: none"> <li>- Hatemi, P. K., &amp; McDermott, R. (2012). A neurobiological approach to foreign policy analysis: Identifying individual differences in political violence. <i>Foreign Policy Analysis</i>, 8(2), 111-129.</li> <li>- Hatemi, P. K., Funk, C. L., Medland, S. E., Maes, H. M., Silberg, J. L., Martin, N. G., &amp; Eaves, L. J. (2009). Genetic and environmental transmission of political attitudes over a life time. <i>The Journal of Politics</i>, 71(3), 1141-1156.</li> </ul>                                                                     |                    |
| <b>05 October</b> | Social/Group identities         | <ul style="list-style-type: none"> <li>- Brewer, M. B. (2001). "The many faces of social identity: Implications for political psychology." <i>Political psychology</i>, 22(1), 115-125.</li> <li>- Getmansky, A. and Zeitzoff, T. (2014). "Terrorism and voting: The effect of rocket threat on voting in Israeli elections." <i>American Political Science Review</i> 108, no. 3: 588-604.</li> <li>- Hall, J., Kovras, I., Stefanovic, D., &amp; Loizides, N. (2018). "Exposure to violence and attitudes towards transitional justice." <i>Political Psychology</i>, 39(2), 345-363.</li> </ul> |                    |
| <b>10 October</b> | Exam 1 Review                   | - None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |
| <b>12 October</b> | EXAM 1 (IN CLASS)               | - None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EXAM #1 (IN CLASS) |
| <b>17 October</b> | Decisions about War             | <ul style="list-style-type: none"> <li>- Hetherington, M., &amp; Suhay, E. (2011). Authoritarianism, threat, and Americans' support for the war on terror. <i>American Journal of Political Science</i>, 55(3), 546-560.</li> <li>- Hermann, M. G., &amp; Kegley Jr, C. W. (1995). Rethinking democracy and international peace: Perspectives from political psychology. <i>International Studies Quarterly</i>, 39(4), 511-533.</li> <li>- Liberman, P. (2006). An eye for an eye: Public support for war against evildoers. <i>International Organization</i>, 60(3), 687-722.</li> </ul>        |                    |
| <b>19 October</b> | Decisions about the Environment | - Muldoon, O. T., Liu, J. H., & McHugh, C. (2021). The Political Psychology of COVID-19. <i>Political Psychology</i> , 42(5), 715-728.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                    |

|                    |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
|--------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|                    |                                      | <ul style="list-style-type: none"> <li>- Larsen, K. L., &amp; Stanley, E. A. (2021). Leaders' Windows of Tolerance for Affect Arousal—and Their Effects on Political Decision-making During COVID-19. <i>Frontiers in psychology</i>, 4717.</li> <li>- Nai, A., Schemel, Y., &amp; Marie, J. L. (2017). Anxiety, sophistication, and resistance to persuasion: Evidence from a quasi-experimental survey on global climate change. <i>Political Psychology</i>, 38(1), 137-156.</li> <li>-</li> </ul> |                   |
| <b>24 October</b>  | Decisions about Voting               | <ul style="list-style-type: none"> <li>- Schoen, H., &amp; Schumann, S. (2007). Personality traits, partisan attitudes, and voting behavior. Evidence from Germany. <i>Political psychology</i>, 28(4), 471-498</li> <li>- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., &amp; Hutchings, V. L. (2011). Election night's alright for fighting: The role of emotions in political participation. <i>The Journal of Politics</i>, 73(1), 156-170.</li> </ul>                        |                   |
| <b>26 October</b>  | Decisions about Immigration          | <ul style="list-style-type: none"> <li>- Schoen, H., &amp; Schumann, S. (2007). Personality traits, partisan attitudes, and voting behavior. Evidence from Germany. <i>Political psychology</i>, 28(4), 471-498</li> <li>- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., &amp; Hutchings, V. L. (2011). Election night's alright for fighting: The role of emotions in political participation. <i>The Journal of Politics</i>, 73(1), 156-170.</li> </ul>                        | Reflection #6 due |
| <b>31 October</b>  | Decisions about Social Issues, pt. 1 | <ul style="list-style-type: none"> <li>- Bauer, N. M. (2015). Emotional, sensitive, and unfit for office? Gender stereotype activation and support female candidates. <i>Political Psychology</i>, 36(6), 691-708.</li> <li>- Feldman, S., &amp; Huddy, L. (2005). Racial resentment and white opposition to race-conscious programs: Principles or prejudice?. <i>American Journal of Political Science</i>, 49(1), 168-183.</li> </ul>                                                              |                   |
| <b>02 November</b> | Decisions about Social Issues, pt. 2 | <ul style="list-style-type: none"> <li>- Burnett, C. M., and Kogan, V. (2016). "The Politics of Potholes: Service Quality and Retrospective Voting in Local Elections." <i>The Journal of Politics</i> 79: 302-14.</li> </ul>                                                                                                                                                                                                                                                                         | Reflection #7 due |

|                    |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |
|--------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                    |                                      | <ul style="list-style-type: none"> <li>- Boudreau, C., &amp; MacKenzie, S. A. (2018). Wanting what is fair: How party cues and information about income inequality affect public support for taxes. <i>The Journal of Politics</i>, 80(2), 367-381.</li> </ul>                                                                                                                                                                                                     |                     |
| <b>07 November</b> | Decisions about Social Issues, pt. 3 | <ul style="list-style-type: none"> <li>- Hobolt, S. B., Spoon, J. J., &amp; Tilley, J. (2009). A vote against Europe? Explaining defection at the 1999 and 2004 European Parliament elections. <i>British Journal of Political Science</i>, 39(1), 93-115.</li> <li>- Dugan, L., &amp; Fisher, D. (2023). Far-right and Jihadi terrorism within the United States: From September 11th to January 6th. <i>Annual Review of Criminology</i>, 6, 131-153.</li> </ul> |                     |
| <b>14 November</b> | Decisions about Social Issues, pt. 4 | <ul style="list-style-type: none"> <li>- Bernardi, L., Mattila, M., Papageorgiou, A., &amp; Rapeli, L. (2023). Down but not yet out: Depression, political efficacy, and voting. <i>Political Psychology</i>, 44(2), 217-233.</li> <li>- Blackington, C. (2023). Angry and afraid: emotional drivers of protest for abortion rights in Poland. <i>East European Politics</i>, 1-20 (online preprint).</li> </ul>                                                   | - Reflection #8 due |
| <b>16 November</b> | EXAM 2 (IN CLASS)                    | <ul style="list-style-type: none"> <li>- None</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | EXAM #2             |
| <b>21 November</b> | Final Paper Workshop                 | <ul style="list-style-type: none"> <li>- TBA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            | Reflection #9 due   |
| <b>23 November</b> | NO CLASS                             | <ul style="list-style-type: none"> <li>- THANKSGIVING BREAK</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |                     |
| <b>28 November</b> | Moral Decisions, pt. 1               | <ul style="list-style-type: none"> <li>- Kennan, G. (1986), "Morality and Foreign Policy," <i>Foreign Affairs</i>, 205-218</li> <li>- Kertzer, J. D., Powers, K. E., Rathbun, B. C., &amp; Iyer, R. (2014). Moral support: How moral values shape foreign policy attitudes. <i>The Journal of Politics</i>, 76(3), 825-840.</li> </ul>                                                                                                                             |                     |
| <b>30 November</b> | Moral Decisions, pt. 2               | <ul style="list-style-type: none"> <li>- Slaughter, A. M., &amp; Feinstein, L. (2004). A duty to prevent. <i>Foreign Affairs</i>, 83(1), 136-150.</li> <li>- Thomas, W. (2000). Norms and security: The case of international assassination. <i>International Security</i>, 25(1), 105-133.</li> </ul>                                                                                                                                                             | Reflection #10 due  |



|                    |                                                          |                                                                                                                                    |  |
|--------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--|
|                    |                                                          | - Bellamy, A. J. (2006). No pain, no gain? Torture and ethics in the war on terror. <i>International Affairs</i> , 82(1), 121-148. |  |
| <b>05 December</b> | NO CLASS – FINALS PERIOD                                 | - Be working on your Final Paper!                                                                                                  |  |
| <b>07 December</b> | <b>FINAL PAPER DUE VIA WEBCOURSES@UCF AT 5:00 PM EST</b> |                                                                                                                                    |  |



## INR 4075 HUMAN RIGHTS POLICY

*School of Politics, Security, and International Affairs*

UCF

Fall 2023

Credit hours: 3

### Course Syllabus

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|                  |                                          |                     |                 |
|------------------|------------------------------------------|---------------------|-----------------|
| Instructor:      | Maren J. Mainx                           | Term:               | Fall 2023       |
| Office Location: | 315 Howard Phillips Hall                 | Class Meeting Days: | MWF             |
| Office Hours:    | MW 12:00 pm – 1:30 pm or by appointment* | Class Meeting Time: | 2:30PM - 3:20PM |
| Phone:           | (407) 823-2608                           | Class Location:     | CB1 O318        |
| Email:           | maren.mainx@ucf.edu                      | Course Modality:    | P (in-person)   |

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\*Please note that all meetings during office hours must be previously scheduled using the following link: <https://calendly.com/mainx>.

If you wish to meet outside my office hours, please send me an email to schedule an appointment.

### UCF Catalogue Description

Human Rights Policy: PR: ENC 1102 or POS 2041 or C.I. Meaning of human rights, political and international implications of human rights policies, relationship to global peace, racism, gender inequality, economic development, and democratization.

### Course Goals

- Familiarize students with fundamentals of human rights, the evolution of human rights policies, and contemporary human rights issues.
- Improve critical and analytical thinking regarding human rights topics.
- Expose students to historical and contemporary research on human rights.
- Improve students' writing, communication, and research skills.
- Improve students' collaborative work and presentation skills (course format will include discussions, active learning, and flipped classroom sessions).

### Course Description

This course is designed to provide students with a look into the development and evolution of human rights. Part I of the course introduces students to the history of human rights and human rights policy while tackling questions pertaining to the progress of human rights in international relations. Part II of the course introduces students to contemporary human rights issues such as ethnic conflict and genocide, women and children's rights, and humanitarian intervention.

### Student Learning Outcomes

Develop an accurate and in-depth understanding of issues and debates on human rights. By the end of this course, students will be able to think and write analytically and knowledgeably about political, economic, and social issues regarding human rights.

### Important Dates

|                                                          |                                                              |
|----------------------------------------------------------|--------------------------------------------------------------|
| Drop/Swap and Add Deadline on myUCF                      | Friday, August 25, 2023, 11:59 PM                            |
| Labor Day (no classes)                                   | Monday, September 4, 2023                                    |
| <b>Select Topic for Final Paper</b>                      | <b>Friday, September 15, 2023, 11:59 PM</b>                  |
| <b>Paper Research Proposal</b>                           | <b>Friday, September 29, 2023, 11:59 PM</b>                  |
| Withdrawal Deadline                                      | Friday, October 27, 2023, 11:59 PM                           |
| Veterans Day (observed) (no classes)                     | Friday, November 10, 2023                                    |
| <b>Final Paper</b>                                       | <b>Monday, November 20, 2023, 11:59 PM</b>                   |
| Thanksgiving Wednesday (no classes - offices still open) | Wednesday, November 22, 2023                                 |
| Thanksgiving (no classes)                                | Thursday, November 23, 2023 –<br>Saturday, November 25, 2023 |
| Classes End                                              | Saturday, December 2, 2023                                   |
| <b>Final Exam</b>                                        | <b>Wednesday, December 6, 2023,<br/>1:00 PM – 3:50 PM</b>    |

### Assignment Submission

All assignments will be submitted via Webcourses. If students encounter issues submitting an assignment via Webcourses, they can email their assignment to the course instructor.

### Final Exam

The final exam of this course will take place on Wednesday, December 6, 2023 from 1:00 PM – 3:50 PM.

### Assessment and Grading Procedures

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

### Assignments

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

**10% - Attendance.**

**10% - Group discussions (2 online discussions).**

**10% - Video Assignments (2 online assignments).**

**40% - Exams (2 exams – midterm/final – 20% each).** Concepts, vocabulary, multiple choice questions on readings and lectures, closed book, open note. No electronic devices allowed during the exams. Print out your electronic notes if you wish to use them during the exams.

**25% - Human Rights Issue Paper.** Due November 20<sup>th</sup>. Papers should be submitted online through Webcourses. A detailed overview of the paper requirements will be provided the second week of classes.

**5% - Human Rights Issue Paper Proposal.** Due September 29<sup>th</sup>. Proposals should be submitted online through Webcourses. A detailed overview of the proposal's requirements will be provided the second week of classes.

**Paper Lateness Policy.** Assignments are to be turned in by the day/time they are due. They should be submitted through Webcourses. For every 24 hours that pass thereafter, 5% of credit is lost.

**Letter/Grade Equivalencies:**

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

**Curve Policy**

No curve.

**Method of Grade Reporting**

Webcourses@UCF.

**Make-up Exam Policy**

Per university policy, make-ups for exams will be given for documented circumstances of illness, official college activities, religious observances, and legal obligations (such as jury duty). Under such circumstances students are required to notify the instructor within 24 hours after missing the exam. In these instances, students are also excused from class without penalty. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays".

**Extra Credit**

No extra credit.

**Course Materials and Resources**

**Required Text:** Jack Donnelly (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press

Most additional readings are recent news or journal articles. Students should use library resources to locate published journal articles. Selections from books, etc. that are not otherwise available will be posted in the files section on Webcourses.

### **Core Syllabus Statements**

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

### **Academic Integrity**

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

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

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

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

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

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **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 <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

### **Deployed Active Duty Military Students**

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

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

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

### **Religious Observances**

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

### **Title IX Policy**

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

### **Additional Syllabus Statements**

#### **Culture of Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to be respectful in classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

#### **University Writing Center**

Trevor Colbourn Hall 109

Satellite Locations: Main Library, Rosen Library, Online

407-823-2197

<http://uwc.cah.ucf.edu/>

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

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Campus Resources**

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

### **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>.

### **Academic Activity and Financial Aid**

All instructors/faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the academic activity on Webcourses by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## **Class Schedule**

### **Part I – The History and Evolution of Human Rights**

#### **Week 1**

#### **Introduction to the Course**

August 21

Class Intro and Syllabus Overview

August 23

Class discussion/activity – Defining Human Rights

August 25

Read: <https://www.ohchr.org/en/statements/2018/06/global-backlash-against-human-rights>

### **Important: First Assignment**

Students must document academic activity in the Webcourses in the first week of classes. Complete the assignment created in the Webcourses by **Friday, August 25<sup>th</sup>**.



**Week 2**  
**What are Human Rights and Do They Matter?**

August 28

Jack Donnelly, chapter 1

August 30

Jack Donnelly, chapter 2

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

September 1

Video Assignment #1 – online

**Week 3**  
**History of Human Rights**

September 4 – Labor Day (no classes)

September 6

Jack Donnelly, chapter 5

September 8

Discussion #1 – online

**Week 4**  
**Human Rights and Cultural Relativism**

September 11

Jack Donnelly, chapter 6

September 13

Jack Donnelly, chapter 7

September 15

**Select country and human rights topic by 11:59PM**

Discussion #2 – online

**Week 5**  
**Internationalization of Human Rights and the United Nations**

September 18

Jack Donnelly, chapter 8

September 20

Jack Donnelly, chapter 11.1 – 11.3

September 22

Jack Donnelly, chapter 11.4 – 11.6

**Week 6**  
**Human Rights, Foreign Policy, and Non-State Actors**

September 25  
Jack Donnelly, chapter 12

September 27  
Jack Donnelly, chapter 9

September 29  
**Submit paper proposals by 11:59PM**  
Video assignment #2 – online

**Week 7**  
**Midterm Exam**

October 2  
Study Day – no class

October 4  
Review Day

October 6  
**Midterm Exam from 2:30-3:20 PM**

**Part II – Contemporary Issues in Human Rights**

**Week 8**  
**Ethnic Conflict, Genocide, Pluralism, and Human Rights**

October 9  
Jack Donnelly, chapter 15

October 11  
Jack Donnelly, chapter 16

October 13  
<https://www.thenation.com/article/archive/new-humanitarian-order/>

**Week 9**  
**Human Rights, Democratization, and Development**

October 16  
Jack Donnelly, chapter 13

October 18  
Jack Donnelly, chapter 14

October 20

<https://www.un.org/en/global-issues/democracy>

Short introduction: how to read academic article.

### **Week 10**

#### **Humanitarian Intervention**

October 23

Western, J. & Goldstein, J. S. (2011). Humanitarian Intervention Comes of Age: Lessons From Somalia to Libya. In *Foreign Affairs* (Vol. 90, Issue 6, pp. 48–59). Council on Foreign Relations.

October 25

<https://georgetownsecuritystudiesreview.org/2023/05/03/climate-change-and-boots-on-the-ground-a-new-frontier-for-humanitarian-intervention/>

October 27

- (1) <https://politicalviolenceataglance.org/2023/02/28/would-an-armed-humanitarian-intervention-in-haiti-be-legal-and-could-it-succeed/>
- (2) <https://www.geopoliticalmonitor.com/the-case-for-international-humanitarian-intervention-in-ukraine/>

### **Week 11**

#### **Women's Rights**

October 30

[www.un.org/en/preventgenocide/rwanda/assets/pdf/Backgrounder%20Sexual%20Violence%202014.pdf](http://www.un.org/en/preventgenocide/rwanda/assets/pdf/Backgrounder%20Sexual%20Violence%202014.pdf)

Cohen, D. K. (2013). Explaining rape during civil war: Cross-national evidence (1980–2009). *American Political Science Review*, 107(03), 461-477.

November 1

Altunjan, T. (2021). The International Criminal Court and Sexual Violence: Between Aspirations and Reality. *German Law Journal*, 22(5), 878-893. doi:10.1017/glj.2021.45

November 3

<https://womensmediacenter.com/women-under-siege/when-rape-became-a-war-crime-hint-its-not-when-you-think1>

### **Week 12**

#### **Human Rights and Militarization**

November 6

<https://international-review.icrc.org/articles/militarization-and-privatization-of-security-923>

November 8

- (1) <https://www.hrw.org/news/2022/11/17/us-reject-texas-border-militarization>

- (2) <https://www.amnesty.org/en/latest/news/2022/09/mexico-militarizing-public-security-human-rights-violations-impunity/>

November 10 – Veterans Day (no classes)

**Week 13**  
**Refugees and Internally Displaced Populations**

November 13

<https://www.icrc.org/en/document/internally-displaced-people>

November 15

Human Mobility and Human Rights in the COVID-19 Pandemic: Principles of Protection for Migrants, Refugees, and Other Displaced Persons. (2020). *International Journal of Refugee Law*, 32(3), 549–558. <https://doi.org/10.1093/ijrl/eeaa028>

November 17

<https://www.unhcr.org/us/about-unhcr/who-we-protect/internally-displaced-people>

**Week 14**  
**Human Rights Issue Paper Due**

November 20

**Human Rights Issue Paper Due by 11:59 PM**

November 22 – Thanksgiving Wednesday (no classes – offices still open)

November 24 – Thanksgiving (no classes)

**Week 15**  
**Torture, Censorship, and Human Rights**

November 27

- (1) <https://www.hrw.org/topic/torture>  
(2) <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-against-torture-and-other-cruel-inhuman-or-degrading>

November 29

Exam Review

December 1

Study Day (Last day of Classes)

**FINAL EXAM**  
Wednesday, December 6, 2023, 1:00 PM – 3:50 PM

**Note:** This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.

**Professor Nikola Mirilovic**

**Scope and Methods of Political Science (POS3703.0005)**

**Credit: 3 Units**

**University of Central Florida, Fall 2023**

**MWF 9:30 AM – 10:20 AM**

**Location: Howard Phillips Hall (HPH) 310**

**Office and Office Hours**

Phillips Hall 311 D, Mondays and Wednesdays 10:30 AM - noon (or by appointment).

**Email**

Via the course page on Webcourses

**Required Books**

Philip H. Pollock III & Barry C. Edwards, *The Essentials of Political Analysis*, 6<sup>th</sup> Edition. ISBN: 9781506379616.

Philip H. Pollock III & Barry C. Edwards, *A Stata Companion to Political Analysis*, 4<sup>th</sup> Edition. ISBN: 9781506379708.

You can opt into the First Day program to purchase the required books in digital format at discounted prices. If you choose to do so you must opt into the program by 8/27, 11:59 PM, at the class Webcourses page under “course materials”. Please note that unless you opt in and purchase the books by the deadline you will after the first week of class no longer have access to the textbooks through the First Day program on Webcourses.

Physical copies of the books will be available at the UCF Bookstore starting August 28.

**Graduate Teaching Assistant (GTA)**

TBA. Email: via Webcourses mail. Office hours: TBA.

**Course Description**

This course covers the foundations of political science analysis and of statistical testing. The topics and concepts it examines include variables, hypotheses, research design, controlled comparisons and regression analysis. The students are introduced to and learn to use the data analysis software Stata.

**Course Description from the UCF Undergraduate Catalog**

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

## **Course Goals**

Learning the foundations of research design and of statistical analysis provides a number of benefits to students. These skills can be a foundation of future independent research. They can help students assess more thoroughly debates and materials covered in their other social science classes. Finally, these skills can help students become even more informed citizens – politicians often use statistics to try to persuade voters.

## **Course Design**

This course combines an examination of fundamental concepts and techniques of political science research with hands-on practical work applying those concepts and techniques. It is therefore essential for students to regularly attend the class and to read and carefully consider the required materials before coming to class.

## **Requirements**

The final grade will be based on a midterm exam (25% of the grade), a final exam (40% of the grade), and lab assignments (35% of the grade). The midterm and final exams will take place in class. The final exam will be cumulative and include a writing component. Lab assignments will be given out regularly throughout the course. When calculating the overall lab assignment grade, I will drop the lowest of your individual lab assignment grades.

## **Participation and Extra Credit**

You may receive an additional bonus towards your final grade, up to 5%, for class participation. The extent of extra credit received (from 0 to 5%) depends on the extent to which students participate in class discussions consistently throughout the class in particular by answering professor's questions regarding class materials.

## **Attendance Policy**

While attendance is not mandatory, regular attendance and work on the class materials is strongly encouraged. The class covers material that is cumulative and later chapters in the required books often build on earlier ones. Doing work regularly and avoiding falling behind is essential in this class. Furthermore, in class we will be working with and using Stata in a computer lab (our classroom). Regularly working on class materials and with Stata is key to developing a strong grasp of the class materials. The best way to do well in the course and develop a strong grasp of the material it covers is to attend the course regularly, read and carefully consider the required materials beforehand, and be prepared to analyze and discuss those materials in class.

## **Course Correspondence**

All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

### **Make-up Exam Policy**

Make up exams will be granted only in the case of an emergency, a university documented absence and/or a documented medical issue.

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at [UCF Policy 4-401.2](#)

### **Lab Assignment Lateness Policy**

The penalty for submitting a lab assignment late is 10 points (one letter grade) for each calendar day of lateness (i.e., an A lab assignment submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.). Assignments submitted after a graded assignment has been returned to the other students will not be accepted. Assignments will be submitted by being uploaded on Webcourses.

### **Lab Assignments and Writing**

Lab assignments are individual rather than group assignments. Students can work together on assignments with classmates. However, each student must choose and write answers individually and in their own words.

### **Stata and Computer Lab**

Use of Stata is required in this class. Stata is available in the HPH 310 computer lab (our classroom) and in HPH 312. The information about the hours when HPH 310 is available to students outside of class will be posted on Webcourses. HPH 312 is open M-F 8-5 with six stations available for undergraduates. Students should either plan to regularly visit one of the computer labs, or access Stata on their computer. After UCF Apps processes the request to grant our class access to Stata (the professor will inform students when this takes place) you can get access to Stata (for free) from UCF Apps (<http://apps.ucf.edu>). Alternatively, you can rent (for \$48) Stata/BE for mid-sized datasets for six months at: [Purchase Stata access](#)

### **Datasets**

At the beginning of the class students should download the datasets we will use regularly in this class at: [Stata Companion 4th edition datasets download](#)

### **Academic Activity and Financial Aid**

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: on the course page on Webcourses, post a brief description (up to a paragraph) of why you are interested in

taking this course. Failure to do so may result in a delay in the disbursement of your financial aid (but this academic activity is not graded and has no impact on your final grade).

### **Course Prerequisites/Corequisites**

Prerequisite(s): POS 2041 or C.I. Corequisite(s): None.

### **UCF Academic Integrity Statement**

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

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

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

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

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



Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Unauthorized Use of Technology for Graded Work**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.

Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.

Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

### **Unauthorized Use of 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.

### **Artificial Intelligence**

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.

### **UCF Class Recording Statement**

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

### **Course Accessibility Statement**

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

### **Campus safety statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[Emergency Management website](#)>.

- 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 <[AED locations](#)>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[myUCF website](#)> 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 (<[YouTube video](#)>).

### **Deployed Active Duty Military Students**

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

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <[UCF Policy 5.020](#)>.

### **Title IX Policy**

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 [UCF Let's Be Clear](#) and [UCF Cares](#).

### **University Writing Center**

Address and contact info: Colbourn Hall 105; Satellite Locations: Main Library, Rosen Library, Online; 407-823-2197 [UWC website](#)

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

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### Grading Scale

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

## Course Schedule

### August 21: Introductory Session (1 class)

No readings

### 1) August 23-28: Defining Concepts and Introducing Stata (3 classes)

*Essentials:* Introduction and Chapter 1

*Stata Companion:* Getting Started, Chapter 1

### 2) August 30- September 15: Variables (6 classes)

*Essentials:* Chapter 2

*Stata Companion:* Chapter 2

*Stata Companion:* Chapter 3

**NOTE:** September 1: TBA: Professor Attending a conference

**NOTE:** September 4: Labor Day - No class

### 3) September 18 – October 2: Explanations, Hypotheses, and Comparisons (7 classes)

*Essentials*: Chapter 3

*Stata Companion*: Chapter 4

October 4: Midterm review

October 6: Midterm exam

**4) October 9-25: Research Design and Controlled Comparisons (8 classes)**

*Essentials*: Chapter 4

*Essentials*: Chapter 5

*Stata Companion*: Chapter 5

**5) October 27 - November 1: Foundations of Inference (3 classes)**

*Essentials*: Chapter 6

**6) November 3-November 8: Statistical Significance and Inferences about Sample Means (3 classes)**

*Essentials*: Chapter 7

*Stata Companion*: Chapter 6

**NOTE**: November 10: Veterans Day – no class

**7) November 13 - November 29: Regression Analysis (6 classes)**

*Essentials*: Chapter 8

*Stata Companion*: Chapter 8

**NOTE**: November 22-24: Thanksgiving - no class

**December 1: Final Review**

**Final Exam**: Friday, December 8, 7:00 AM – 9:50 AM. Location: HPH 310 (our classroom).

**Professor Nikola Mirilovic**

**The Scientific Study of Security (INR7332-0001)**

**Credit: 3 Units**

**University of Central Florida, Fall 2023**

**Time: Mon 1:00PM - 3:50PM**

**Location: HPH O305G**

**Office and Office Hours**

Phillips Hall 311 D, Mon and Wed 10:30 AM - noon (or by appointment).

**Email**

Via the course page on Webcourses

**Course description**

This class centers on students developing and completing a security studies empirical research paper ready for submission to a high quality peer reviewed journal. The process involves completing three drafts of the paper and presenting the paper in class three times. Students will work on improving their research design and data analysis skills, their presentation skills, and their knowledge of the relevant literature. Class discussion and participation centers on students formally presenting their work and discussing their colleagues' work, and also includes addressing several articles from the extant literature.

**Course description from the UCF Graduate Catalog**

Principles of research design and evaluation of studies on domestic and international security; preparation of an empirical research paper.

**Course goals**

1) Students will improve their writing, presentation, analytical and research skills. 2) Students will complete a security studies research paper ready for submission to a high quality peer reviewed journal.

**Requirements**

The final grade will be based on class participation, three drafts of the research paper, and a dataset summary. Research paper: the first draft will count for 5% of the final grade; the second draft will count for 25% of the final grade; the final draft will count for 35% of the final grade. The dataset summary will count for 5% of the final grade. Participation will count for 30% of the final grade.

Students will complete an original empirical research paper (9,000 word maximum) on a security issue. The research paper should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and a discussion of key findings and of the research method and the data used in testing the hypotheses. The research paper will be an original work that the student produced for this class.

The first draft of the research paper should include a completed research design, including key hypotheses and causal logic, alternative arguments, literature review, and a discussion of how the

argument will be tested (i.e., which dataset will be used and/or which cases will be examined in detail). The grade for the first draft will be based on whether the draft was submitted on time and presented. The second draft will be a completed research paper which includes an improved version of the research design above as well as the completed testing and discussion of empirical results. The third draft of the research paper will include an improved version of the above: a paper that is overall ready for submission to a quality peer reviewed journal.

Participation is an important component of a seminar and it is particularly important in this class as it involves a number of presentations where students formally present their research to their colleagues. Students should regularly participate in class discussions: active participation is expected in every class. Quality of participation is also important: quality questions and comments are stated clearly, informed by the class readings (student papers and articles), and offer insightful and original arguments. Students should carefully read the work of their colleagues and the other assigned readings. They should be prepared to identify, explain and critique arguments from the readings and offer constructive feedback to their colleagues.

The students will upload each draft of the paper to Webcourses twice: under Discussions (so that their colleagues can download and read it) and under Assignments.

The dataset summary (800 word maximum): choose a publicly available dataset relevant to security studies. Select a dataset with multiple substantive variables (i.e., avoid choosing a dataset that is a list addressing one phenomenon). The summary should include: the title of the dataset and information on where it can be found, information about the unit of analysis and the time period covered, and a description of the variables included. Furthermore, choose three relevant variables and discuss in detail how they were coded (e.g.: the coding criteria, variable values, a description of how the coding criteria were applied to a particular observation). Identify the key strengths and weaknesses of the dataset.

### **Turnitin.com**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit assignments through the Canvas Assignment Tool as pdf or docx files. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [Turnitin website](#).

### **Course Correspondence**

All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

### **Paper Lateness Policy**

The penalty for submitting a paper (or the dataset summary) late is 10 points (one letter grade) for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

### **Required Readings**

Required readings include articles listed under “course schedule” below. Students should use their online UCF Library access to download all of those readings at the beginning of the class. Furthermore, the student presenting a paper will upload that paper about a week before the presentation (please see specific deadlines below) for their classmates to read.

### **Academic Activity and Financial Aid**

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: on the course page on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

### **Course Prerequisites/Corequisites**

Admission to Political Science Ph.D. or C.I. Corequisite(s): None.

### **UCF Academic Integrity Statement**

Students should familiarize themselves with UCF’s Rules of Conduct at <[UCF SCAI website](#)>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <[UCF Golden Rule website](#)>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation



from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Unauthorized Use of Websites and Internet Resources**

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

### **Artificial Intelligence**

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.

### **In-Class Recording Statement**

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

### **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) <[SAS website](#)> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors,

which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Campus safety statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [<Emergency Management website>](#).
- 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 [<AED locations>](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [<myUCF website>](#) 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 ([<YouTube video>](#)).

### **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 [UCF Policy 4-401.2](#)

### **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 [<UCF Policy 5.020>](#).

### **Title IX Policy**

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 [UCF Let's Be Clear](#) and [UCF Cares](#).

### **University Writing Center (UWC)**

Address and contact info: Colbourn Hall 105; Satellite Locations: Main Library, Rosen Library, Online; 407-823-2197 [UWC website](#)

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

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Grading Scale**

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

## **Class Schedule**

### **August 21: Introductory Session**

No readings.

## **August 28**

Ross, Michael L. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." *International Organization* 58(1): 35-67.

Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* (106)2: 326-347.

## **September 4: no class or office hours (Labor Day)**

**September 5** 11:59 PM: paper 1<sup>st</sup> draft due – students A and B

## **September 11**

Presentation A1

Presentation B1

Paper 1<sup>st</sup> draft due (9/11, 11:59 PM): students C and D

## **September 18**

Presentation C1

Presentation D1

Paper 1<sup>st</sup> draft due (9/18, 11:59 PM): students E & F

## **September 25**

Presentation E1

Presentation F1

Paper 1<sup>st</sup> draft due (9/25, 11:59 PM): students G & H

## **October 2**

Presentation G1

Presentation H1

Paper 2<sup>nd</sup> draft due (10/2, 11:59 PM): students A & B

**October 9**

Presentation A2

Presentation B2

Paper 2<sup>nd</sup> draft due (10/9, 11:59 PM): students C & D

**October 16**

Presentation C2

Presentation D2

Paper 2<sup>nd</sup> draft due (10/16, 11:59 PM): students E & F

**October 23**

Presentation E2

Presentation F2

Paper 2<sup>nd</sup> draft due (10/23, 11:59 PM): students G & H

**October 30**

Presentation G2

Presentation H2

Paper 3<sup>rd</sup> draft due (10/30, 11:59 PM): students A & B

**November 6**

Presentation A3

Presentation B3

Paper 3<sup>rd</sup> draft due (11/6, 11:59 PM): students C and D

**November 13**

Presentation C3

Presentation D3

Paper 3<sup>rd</sup> draft due (11/13, 11:59 PM): students E and F

**November 20**

Presentation E3

Presentation F3

Paper 3<sup>rd</sup> draft due (11/20, 11:59 PM): student G & H

**November 27**

Presentation G3

Presentation H3

**December 4, 11:59 PM:** Research dataset summary due (upload on Webcourses).

**Note:** This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.

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

### INR 4102: American Foreign Policy

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

Number of Credit Hours: 3

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### Table of Contents

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

### Instructor Information

- Instructor: Professor Michael Mousseau
  - Let me introduce myself - [I am a traveler of time and space!](#)
- Office Location: Howard Phillips 302 M
- Office Hours: Tuesdays & Thursdays 12:00 to 1:00 pm, and by appointment online. Email questions anytime.
- Phone: 407-823-2608
- Digital Contact: [Michael.Mousseau@UCF.edu](mailto:Michael.Mousseau@UCF.edu) / I normally respond within 24 hours. You must use your UCF email address.

### Teaching Assistants

- Graduate Teaching Assistant: Sarah Holland
- Email: [Sarah.Holland3@ucf.edu](mailto:Sarah.Holland3@ucf.edu)

### Course Information

- Term: Fall 2023

- Course Number & Section: INR 4102
- Course Name: American Foreign Policy
- Credit Hours: 3
- Class Meeting Days: Tuesdays & Thursdays
- Class Meeting Time: 10:30 to 11:50 pm
- Class Location: ENG2 0302
- Course Modality: Face to Face (P)

## Enrollment Requirements

Course Prerequisites: ENC 1102 or POS 2041.

## Course Description

Development of American foreign policy, with emphasis on the role and policies of the United States in the contemporary world.

## Course Purpose

To understand American foreign policy, its behaviors in world politics and the motivations of these behaviors.

## Course Materials and Resources

### Required Materials/Resources

Course text (selected chapters): George C. Herring, *From Colony to Superpower : U.S. Foreign Relations Since 1776*. Oxford University Press.

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://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/2bc1sk/alma990206315370306596](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/2bc1sk/alma990206315370306596).

### **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>.

## **Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Understand the goals and behaviors of U.S. foreign policy.
2. Apply your understanding of U.S. foreign policy 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 attend lectures, take five in-class short-answer quizzes on the lectures, and submit ten reflection essays on the assigned reading material.

### **Activity Submissions**

Submit all reflection essays online as instructed in the reflection essay course page. Short-answer quizzes are held in class.

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

No make-up exams are allowed without medical documentation or as described below. No exceptions.

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.

## Late Policy

One-half percent drop in grade in the assignment for every hour late. If for some technical reason you find that you cannot submit your essay or paper through the Canvas system, attach it to an email and send directly to me. This way I can know you made the deadline.

## Assessment and Grading Procedures

| The table shows the weight distribution for each assignment. |                     |
|--------------------------------------------------------------|---------------------|
| Activities                                                   | Percentage of Grade |
| 5 <a href="#">in-class short-answer quizzes</a> on lectures  | 40% (8% each)       |
| 10 <a href="#">reflective essays</a> on readings             | 40% (4% each)       |
| Attendance                                                   | 10%                 |
| <a href="#">Final multiple choice quiz</a> on lectures       | 10%                 |
| Total                                                        | 100%                |

| The table shows the range for each letter grade and uses a plus/minus system. |                 |
|-------------------------------------------------------------------------------|-----------------|
| Letter Grade                                                                  | Points          |
| A                                                                             | 94 – 100 points |
| A-                                                                            | 90 – 94 points  |
| B+                                                                            | 87 – 90 points  |
| B                                                                             | 84 – 87 points  |
| B-                                                                            | 80 – 84 points  |
| C+                                                                            | 77 – 80 points  |
| C                                                                             | 74 – 77 points  |
| C-                                                                            | 70 – 74 points  |
| D+                                                                            | 67 – 70 points  |

|    |                |
|----|----------------|
| D  | 64 – 67 points |
| D- | 61 – 64 points |
| F  | 61 and below   |

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

## Course Schedule

| Start Date | Week   | Assignment                  | Study Materials             | Due Date          |
|------------|--------|-----------------------------|-----------------------------|-------------------|
| 8/21       | 1      | Reflective Essay 1          | Herring, Intro. & Chapter 1 | Sunday, Aug 27    |
| 8/28       | 2      | Reflective Essay 2          | Herring, Chapter 2          | Sunday, Sept 3    |
| 9/4        | 3      | In-class quiz               | In-class lectures           | Thursday, Sept 7  |
| 9/11       | 4      | Reflective Essay 3          | Herring, Chapter 8          | Sunday, Sept 17   |
| 9/18       | 5      | Reflective Essay 4          | Herring, Chapter 9          | Sunday, Sept 24   |
| 9/25       | 6      | In-class quiz               | In-class lectures           | Thursday, Sept 28 |
| 10/2       | 7      | Reflective Essay 5          | Herring, Chapter 10         | Sunday, Oct 8     |
| 10/9       | 8      | Reflective Essay 6          | Herring, Chapter 11         | Sunday, Oct 15    |
| 10/16      | 9      | In-class quiz               | In-class lectures           | Thursday, Oct 19  |
| 10/23      | 10     | Reflective Essay 7          | Herring, Chapter 12         | Sunday, Oct 29    |
| 10/30      | 11     | Reflective Essay 8          | Herring, Chapter 14         | Sunday, Nov 5     |
| 11/6       | 12     | In-class quiz               | In-class lectures           | Thursday, Nov 9   |
| 11/13      | 13     | Reflective Essay 9          | Herring, Chapter 19         | Sunday, Nov 19    |
| 11/20      | 14     | No assignment               |                             |                   |
| 11/27      | 15     | In-class quiz               | In-class lectures           | Thursday, Nov 30  |
|            |        | Reflective Essay 10         | Herring, Chapter 20         | Sunday, Dec 3     |
| 12/4       | Finals | Multiple-choice exam        | Starts online at 10 am      | Tuesday, Dec 5    |
|            |        | Optional re-do of one essay |                             | Tuesday, Dec 5    |

## University Services and Resources

### Academic Services and Resources

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

## Non-Academic Services and Resources

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

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

## Policy Statements

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

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

### **Academic Integrity**

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

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

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

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

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

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

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

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](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> 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](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see the [AED Locations Page](#).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter](#)

### **Deployed Active Duty Military Students**

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

### **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.

# POS4284 -23Fall 0W60

## Judicial Process and Politics

[Roger Handberg](#)

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### Instructor Contact:

|                     |                                                                    |
|---------------------|--------------------------------------------------------------------|
| <b>Instructor</b>   | Roger Handberg                                                     |
| <b>Office</b>       | Phillips Hall 302                                                  |
| <b>Office Hours</b> | 10:00-11:30 MTW email for information                              |
|                     | <a href="mailto:roger.handberg@ucf.edu">roger.handberg@ucf.edu</a> |

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### Course Overview:

Official Catalog Course Description: "Study of the formal and informal judicial process. Legal culture, bureaucratic model, judicial recruitment and outputs, comparative judicial behavior."

Within this course, students are introduced to the various groups, subcultures, organizations and processes found within the legal system along with its associated governmental and social structures. The analytic focus is upon the judge, the judicial process itself, and the factors that impinge upon both. Several theories and models of that decisional process will be presented along with some analysis of the extent to which court decisions are obeyed by those supposedly bound to obey the court's decisions. The traditional view is that courts need not concern themselves with such questions as to whether actual compliance with court decisions occurs or not. Reality however is more complex where court decisions are often ignored or subverted into something very different from the court's original decision.

Law is seen here as one of the several competing pressures upon participants before the court and the judges themselves. Participants are defined to include both legal practitioners, individuals as plaintiffs, defendants, witnesses and jury members along with court staff including the judge. Judges work within work



groups whose membership consists of the judge, court staff, attorneys in various roles plus outside participants such as parole and probation officers and the police.

In fact, in some circumstances, the law may not be the major influence upon the process especially in the criminal justice area where informal processes often operate in ways that exclude the public in order to further institutional goals such as caseload management and public relations. Legal policy is contested both when the laws are written and later enforced. The results often are much different than the original intent of the law's creators. The discrepancy can be most obvious in criminal cases where the defendant receives little or no punishment across a variety of cases.

Court systems are politically created, their primary task is social control which means the question of what courts do and who becomes the judges remain controversial questions. Deciding what the best court system is has been a much debated question over the years. The question becomes one of balancing off the demands for public involvement in the courts and the need to preserve judicial independence. The difficulties of legal reform are explored using Florida as one example of that process. This state has been a major player in national judicial reform issues - a fact that caused some difficulty when the public abruptly rejected those efforts. For example, in November 2000, a proposed change in how Florida's state trial court judges are selected was rejected overwhelmingly by the Florida electorate. Later in 2001, the Republican led Florida legislature changed the process of judicial selection due to their anger concerning the Florida Supreme Court's role in the 2000 presidential election. Their changes gave greater power to the then governor, Jeb Bush, whose brother's election to the presidency in 2000 had been put in doubt by the Florida Supreme Court. Those participants left office but the enhanced power of the governor to influence which judges are selected remains unaffected. Reforms made to the legal system often have long life spans in terms of their impact. Judicial appointments can last long after the original accession to office. You see that in Governor DeSantis's appointments are completely reshaping the Florida Supreme Court. The new conservative justices are reversing precedents and expanding others in directions opposite that of the previous court.

The United States Supreme Court (USSC) will be examined in order to identify the exercise of justice discretion in making decisions and the possibilities for court leadership by the Chief Justice and other justices. In addition, much energy is expended on the important question of who should become a federal judge. Confirmation hearings have in some instances turned into public ordeals as interested parties clashed over the question of candidate qualifications and fitness

to serve. The reason for all this commotion is simple, Americans do believe it matters who becomes a federal judge. The USSC will be one vehicle through which social science and legal perspectives are used to explain why and on what basis justices (judges generally) make decisions. Finally, we will look at the law and the courts as mechanisms through which social and political change occurs. Courts do impact the development of the law and the trends inside the society but their influence is normally indirect and long term. The USSC showed the exception in 2022 when it reversed a major precedents *Roe V. Wade* (1973), the abortion decision. <https://www.nytimes.com/2021/12/16/opinion/supreme-court-trump.html>.

[Links to an external site.](#) The ramifications of that decision can be seen in continual state battles over abortion policy. The Court essentially made its decision and threw back to the states what that will mean in each state - strict effective bans on abortion to reaffirmations of the right to abortion.

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## Required Text:

- Robert A. Carp, Kenneth L. Manning, and Lisa M. Holmes - *Judicial Process in America* (12th ed). References as "text" in the modules when assigning readings from the text.

Assigned readings from the textbook are indicated in the Modules. Additional materials are linked to the class website for student review and study. Students are responsible for making sure they read all such assigned materials since all of those will be tested during the two examinations or three assignments. Be aware when modules open, so you need to read them even if no written assignment or discussion appears for that module. All materials can appear on the exams.

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## Course Grade Structure:

- Examinations:
  - 1<sup>st</sup> examination - 20%
  - 2<sup>nd</sup> examination - 20%
- Module Assignments:
  - Assignment 1 - 20%
  - Assignment 2 - 20%

- Assignment 3 - 20%
- 

## **Financial Aid Assignment:**

There is a Financial Aid Assignment that all students receiving financial aid must complete in a timely manner in order to verify their attendance in the course, go to the Assignments tab to locate that requirement. Failure to complete this assignment could lead to you being required to immediately repay loans or not receive your financial aid. This is a federal requirement being enforced at UCF through Financial Aid.

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## **Examinations:**

**No makeup examinations** are given except for the last examination. All students must take the last examination, no exceptions. Examinations may be a combination of short answer and essay. but are usually essay format. The exact mix may vary from examination to examination. Specific materials to be covered on a specific examination will be announced by the instructor through a class email prior to the examination date. Students are responsible for all materials including readings posted on the web site. Essay exams require writing in terms of sentences and paragraphs, not mere lists of concepts unexplained. Simply copying and posting materials from the course modules or other locations does not constitute an essay answer. Proper grammar and spelling is expected. You should consider such exams as practices for law school where essay exams are common and in addition in court often what a lawyer writes is what the judge considers. Many cases on appeal are effectively decided by the written briefs rather than a lawyer's eloquence or personality.

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## **Assignments:**

The assignments referenced above refer to assignments posted on the course website. These assignments involve reading materials and then answering in the form of short essays specific questions regarding courts and law. Assignment answers are uploaded as Word documents to the Assignment function of the

course. Late assignments are graded down a letter grade a day if late. Missed assignments will not be made up. This means the Assignment function will not be reopened to allow completing late assignments barring very unusual and verifiable circumstances. Assignments must be in MS Word, minimum of 1200 words, page numbers expected, and at least 5 references. Note well: no abstracts of your essay are allowed since that is simply padding your word count. Submission of assignments in other than Word is not allowed, the second time; you will receive a zero for the assignment. NOTE: Wikipedia is not an acceptable reference, if used, it will result in a failing grade (zero) for that assignment. Note all quotes must have a reference identifying where it came from, failure to do so can result in points reduction. Proper grammar and spelling is expected. The essays are to be your personal work, not the product of assistance by devices or other means.

Proper citation is important especially since I reserve the right to check on your cite as to its relevance and accuracy. In other words, do not list references you have not read. Be aware, I read all assignments and exams, not a graduate teaching assistant, this takes time so be patient while I am grading.

## **Formatting for Assignments, proposals and papers:**

Papers should be 10 or 12 point font, double space or 1.5 space between sentences. **Must provide page numbers in assignments.** Use APA format as described in UCF Library resources, **do not provide an abstract:** <https://guides.ucf.edu/apa>

All web references must include the website's URL and the date you accessed the website. Proper citation is important especially since I reserve the right to check on your cite as to relevance and accuracy. Do not list references you have not read.

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## **Course grading:**

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

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## **Participation in Class Discussion Topics:**

Several Class Discussion Topics are posted for students to discuss issues related to the course. Constructive participation in such discussions can count as part of the student's participation portion of the course but not explicit points assigned. Such participation can make the difference between what grade the student receives. Constructive refers to comments adding the discussion not tirades on some issue that the individual is emotional concerning and wishes to vent on others in the class.

***Golden Rule:*** Students are expected to be aware of the *University Golden Rule* especially those provisions related to plagiarism. If not, go to: *UCF-5.015 Student Academic Behavior Standards* for the appropriate passages, the entire document is accessible through the UCF website. Furthermore, the instructor reserves the right to submit assignments to Turnitin.com in cases of suspected plagiarism or other cheating.

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

## **Other applicable University Policies are listed below:**

### **Academic Integrity**

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

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

to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

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

[Links to an external site.](#)

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

[Links to an external site.](#)"

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

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

## **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and

accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement informational purposes**

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

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this [video](#)



[Links to an external site.](#)

### **Campus Safety Statement for Students in Online-Only Courses**

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

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

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

### **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](#).

### **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](#).

### **Deployed Active Duty Military Students**



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

### **Turnitin.com may used if excessive cheating is suspected**

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

[Links to an external site.](#)

- 
- [Modules](#)
  - [Support Resources](#)
  - [Syllabus](#)
  - [Webcourses@UCF Student Orientation](#)

**POS 4284 -23Fall 0W60**

**Judicial Process & Politics**

**Fall 2023**

**Schedule/Syllabus**

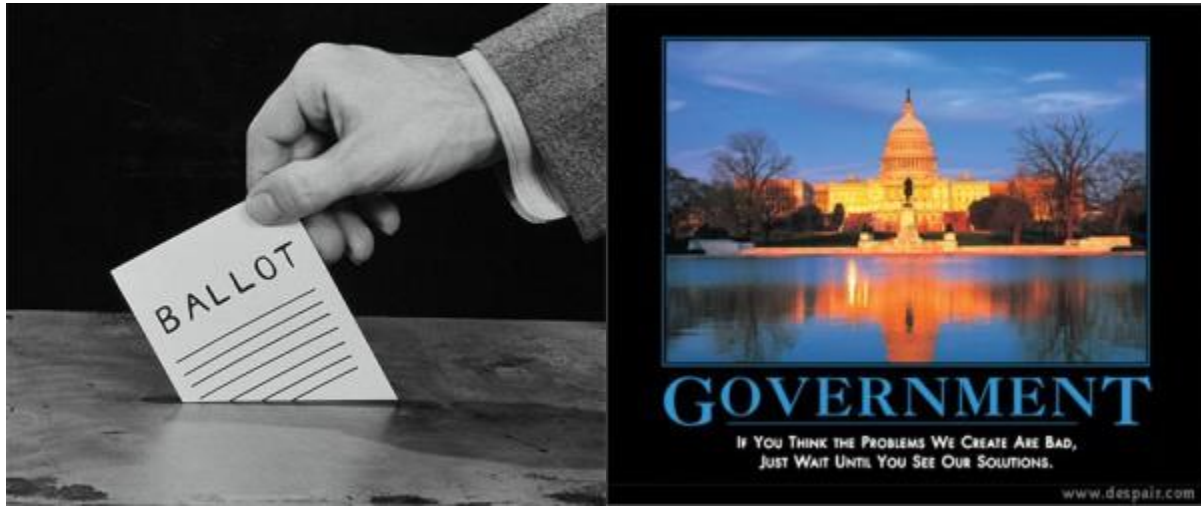
| <b>Module number</b> | <b>Module Name</b>     | <b>Date Open</b>   | <b>Date Close</b>           | <b>Assignment</b>                                                                                          |
|----------------------|------------------------|--------------------|-----------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Module 0</b>      | <b>Getting Started</b> | <b>August 21st</b> | <b>August 31st by 11 pm</b> | <b>Complete items in Module 0 including posting web annotation and completing Introductory Assignment;</b> |

|                                   |                                            |                      |                                |                                                                                                                                            |
|-----------------------------------|--------------------------------------------|----------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Financial Aid Verification</b> | <b>Financial Aid Verification</b>          | <b>August 21st</b>   | <b>August 26th at 11pm</b>     | <b>complete Financial Aid Verification by August 26th, do not ignore may lead to financial aid issues. Complete even if past due date.</b> |
| <b>Module 1</b>                   | <b>Introduction</b>                        | <b>August 21st</b>   | <b>September 6th at 11pm</b>   | <b>Read assigned materials</b>                                                                                                             |
| <b>Module 2</b>                   | <b>Repeat Players vs. One Shot Players</b> | <b>September 7th</b> | <b>September 14th at 11pm</b>  | <b>Read assigned materials and respond to discussion group: Do Repeat Players Truly Dominate?</b>                                          |
| <b>Assignment 1</b>               | <b>Assignment 1</b>                        | <b>August 21st</b>   | <b>September 16th by 11 pm</b> | <b>Turn Assignment 1 in through Assignments page</b>                                                                                       |

|                     |                                  |                       |                                |                                                   |
|---------------------|----------------------------------|-----------------------|--------------------------------|---------------------------------------------------|
| <b>Module 3</b>     | <b>Federal Courts</b>            | <b>September 15th</b> | <b>September 29th by 11 pm</b> | <b>Complete assigned readings</b>                 |
| <b>Module 4</b>     | <b>State Courts</b>              | <b>September 30</b>   | <b>October 14th at 11 pm</b>   | <b>Complete assigned readings</b>                 |
| <b>First Exam</b>   | <b>Exam 1</b>                    | <b>October 14th</b>   | <b>October 17th by 11 pm</b>   | <b>Complete exam on line</b>                      |
| <b>Module 5</b>     | <b>Supreme Court Nominations</b> | <b>October 18th</b>   | <b>October 15th by 11 pm</b>   | <b>Complete readings and work on Assignment 2</b> |
| <b>Assignment 2</b> | <b>Assignment 2</b>              | <b>September 20th</b> | <b>October 15th by 11 pm</b>   | <b>Turned in through Assignments tab</b>          |

|                     |                            |                     |                               |                                                                                                                                                        |
|---------------------|----------------------------|---------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 6</b>     | <b>Legal Profession</b>    | <b>October 26th</b> | <b>November 3rd by 11 pm</b>  | <b>Complete assigned readings and respond to discussion group: "Individuals should be able to have anyone defend them in court, not just lawyers?"</b> |
| <b>Module 7</b>     | <b>Lobbying the Courts</b> | <b>November 3rd</b> | <b>November 10 by 11 pm</b>   | <b>Complete assigned readings</b>                                                                                                                      |
| <b>Module 8</b>     | <b>Judicial Power</b>      | <b>November 11</b>  | <b>November 18th by 11 pm</b> | <b>complete Assignment 3</b>                                                                                                                           |
| <b>Assignment 3</b> | <b>Assignment</b>          | <b>November 3rd</b> | <b>November 18th at 11pm</b>  | <b>Assignment 3 turned in through Assignments tab</b>                                                                                                  |

|                            |                                                   |                      |                              |                                                                                                                            |
|----------------------------|---------------------------------------------------|----------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Module 9</b>            | <b>Judicial Policy Making: Success or Failure</b> | <b>November 18th</b> | <b>December 1st by 11 pm</b> | <b>Complete readings and respond to discussion group: “An imperial judiciary is a great danger to American democracy?”</b> |
| <b>2<sup>nd</sup> Exam</b> | <b>Exam 2</b>                                     | <b>December 2nd</b>  | <b>December 5th by 11 pm</b> | <b>Complete exam on line</b>                                                                                               |



## *POS 3272-OW60 Civic Engagement Course Syllabus*

Professor AJ Quackenbush  
Fall 2023  
Three Credit Hours  
World Wide Web

### Instructor Contact

|                        |                                                                                                                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>      | Professor AJ Quackenbush                                                                                                                                                                                     |
| <b>Office</b>          | Howard Phillips Hall, Room 102.                                                                                                                                                                              |
| <b>Office Hours</b>    | On WebCourses and via email on Monday, Tuesday, Wednesday, and Thursday from 3:00 – 4:00 P.M and by appointment.                                                                                             |
| <b>Phone</b>           | (407) 823-2608 (Political Science Department, Howard Phillips Hall, Room 302)                                                                                                                                |
| <b>Course mail</b>     | Available through the “inbox” icon on the course home page (left side menu). Contacting me through the course insures no SPAM and faster responses.                                                          |
| <b>Personal e-mail</b> | <a href="mailto:Alvin.quackenbush@ucf.edu">Alvin.quackenbush@ucf.edu</a><br><b>Note:</b> E-mail to this personal account is to be used for emergencies only (i.e. if you have no WebCourses message access); |

|             |                                                                                                                                                           |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | All regular communication must go through the course “inbox” function. Non-emergency e-mail submitted to my personal account will not receive a response. |
| Course page | Available through:<br><a href="https://webcourses.ucf.edu/courses/1440901">https://webcourses.ucf.edu/courses/1440901</a>                                 |

**Course Description:** Formal and informal civic engagement methods in the United States across levels of government, sectors of society, and modes of interaction.

This course examines civic engagement in the United States across levels of government, sectors of society, and modes of interaction. Students are encouraged to critically reflect on citizens’ responsibilities in a democracy in their various roles across societal spheres.

Civic engagement is meant here as “people participating together for deliberation and collective action within an array of interests, institutions and networks, developing civic identity, and involving people in governance processes” (Cooper, 2005, 534; see also Cooper, Bryer, and Meek, 2006, 76). Forms and intensities of individual and collective engagement can vary across levels of government, from school board and municipal government to the federal government, as well as across sectors of society, including homeowner or tenant associations, worker unions, voluntary associations, and political parties. Engagement takes on different shapes according to mode of interaction, such as face to face, text-based, and cyber interactions, as well as the parties to an interaction, including citizen-to-citizen, citizen-to-government, citizen-to-interest group, and interest group-to-government.

Students will have the opportunity to critically examine different forms of civic engagement, observe those forms in action, and to experience those forms through civic activity.

### **Course Objectives:**

By the end of this course, students will be able to:

- Analyze the factors motivating citizens to engage in the civic and political process
- Develop approaches to civic problem solving at the community, local, state, national and international levels
- Describe how the First Amendment has been utilized to foster civic engagement in the U.S.
- Compare public approaches to citizenship
- Evaluate civic engagement efforts to address a corporate issue
- Synthesize connections between the public and government through civic engagement

### **Course Texts:**

Dalton, Russell. J. 2015. *The Good Citizen: How A Younger Generation is Reshaping American Politics*, Second Edition. Washington, DC: CQ Press. ISBN: 9781544395852.



Graham, Senator Bob with Chris Hand. 2016. *America, The Owner's Manual: You Can Fight City Hall-and Win*, Washington, DC: CQ Press. ISBN: 9781506350585.

Other materials as assigned

## University Policies

### **Academic Integrity:**

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

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

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

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

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

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

Helping another violate academic behavior standards.

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

### **Responses to Academic Dishonesty, Plagiarism, or Cheating:**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation consult *The Golden Rule*.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

#### **Campus Safety Statement for Students in Online-Only Courses:**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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Students with special needs related to emergency situations should speak with their instructors outside of class.

#### **Make-Up Assignments for Authorized University Events or Co-curricular Activities:**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

#### **Religious Observances:**

Students must notify their instructor in advance if they intend to miss class or an assignment deadline for a religious observance. One week advance notice is required at which point we will negotiate appropriate deadlines for assessments that will be missed.

#### **Deployed Active Duty Military Students:**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Diversity and Inclusion:** One way to promote a safe and caring classroom community is to encourage each student’s unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students’ contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology,

education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)

Ombuds Office – <http://www.ombuds.ucf.edu>

**UCF Health and Wellbeing Services:** UCF is no longer participating in COVID contact tracing or required notifications. All are encouraged to follow the guidance of their physician. If you have questions, please email [covid19questions@ucf.edu](mailto:covid19questions@ucf.edu)

- UCF Student Health Services – 407/823-2701 or <https://studenthealth.ucf.edu/>
- UCF CARES – 407/823-5607 or <https://cares.sdes.ucf.edu/> – student services for safety, wellbeing, mental health
- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– <https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/>

**In Case of Faculty Illness:** If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## Assessment

Grades will be based on several Internet Learning Modules, discussions, and quizzes. The entire course will be conducted on-line; there will be no on-campus meetings.

Grades will be determined as follows: **(I will drop your two lowest quiz grades, 1 low discussion grade, and 1 low module grade)**. The WebCourse gradebook will automatically calculate your grade dropping these scores and the specific score that is dropped may change as you submit your work.

|                                                                                                       |                 |
|-------------------------------------------------------------------------------------------------------|-----------------|
| <b>Internet Learning Modules (8)</b>                                                                  | 400 points each |
| <b>Quizzes (19)</b>                                                                                   | 100 points each |
| <b>(Note: The syllabus quiz score is not factored into the overall quiz score or the final grade)</b> |                 |
| <b>Discussions (6)</b>                                                                                | 100 points each |

## Grading Procedures

Final grades are based on the overall accumulated points. Numerical grades compute into letter grades as follows:

| <b>Letter Grade</b> | <b>Accumulated Points</b> | <b>Minimum Percent of Points Needed to Earn Grade</b> |
|---------------------|---------------------------|-------------------------------------------------------|
| A                   | 4550 and higher           | 91%                                                   |
| A-                  | 4400-4549                 | 88%                                                   |
| B+                  | 4200-4399                 | 84%                                                   |
| B                   | 4050-4199                 | 81%                                                   |
| B-                  | 3850-4049                 | 77%                                                   |
| C+                  | 3700-3849                 | 74%                                                   |
| C                   | 3500-3699                 | 70%                                                   |
| C-                  | 3350-3499                 | 67%                                                   |
| D+                  | 3150-3349                 | 63%                                                   |
| D                   | 3000-3149                 | 60%                                                   |
| D-                  | 2800-2999                 | 56%                                                   |
| F                   | 2799 and lower            | Less than 56%                                         |

## Assignment Specifications

| <b>Assignment Type</b> | <b>Specifications</b>                                                                                                   |
|------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Chapter Quizzes        | 1.Chapter quizzes are open for one week before the deadline<br><br>2.Quizzes are due no later than 11pm on the due date |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | 3. Two attempts are provided for each quiz; the higher of the two scores, whether the first or second attempt, will count toward your overall quiz grade (and not the average of the two).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Discussions               | <p>1. All discussion submissions are due no later than 11pm on the due date.</p> <p>2. Discussions are completed in three parts.</p> <p>A. <b>PART ONE-INITIAL POST:</b> A one paragraph response to the prompt posted on the course discussion board. Each paragraph must include at least three substantial sentences. The response to the question on the course discussion board is called the “Initial Posting”. The Initial Posting requires at least two cited quotes from the assigned course readings assigned for that discussion to be eligible for credit.</p> <p>B. <b>PART TWO-RESPONSE POST ONE:</b> The second part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class.</p> <p>C. <b>PART THREE-RESPONSE POST TWO:</b> The third part of the discussion is a one paragraph (at least three substantial sentences) response to one other Initial Posting response posted by another student in the class.</p> <p>3. A professional presentation is critically important. Five or more typographical errors for any full discussion (the Initial Posting and the two Response Postings) will result in no credit earned for that discussion.</p> <p>4. Discussion credit is earned (full credit for the discussion) or no credit (0 points for the discussion).</p> <p>5. To earn discussion credit, complete the Initial Posting and the two Response Postings, cite and proofread as assigned, cohere to paragraph length requirements, and submit the discussion on time.</p> |
| Internet Learning Modules | Rubrics are provided at the end of each module.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Late Work Policy:** All assignments are due on the day and time posted. However, students can submit late work for up to three days with a 10% penalty. No late work will be accepted after three days and students will receive a zero for those assignments.

The only exception to the late work policy is due to medical or other reasonable documented emergencies. In those instances, work may be submitted with prior arrangement with the instructor. The instructor must be notified within 48 hours (before or after) the missed assignment (unless doing so is impossible and the reason is documented) in order to be eligible to submit that assignment without a late penalty. Granting extensions on assignments is at the discretion of the instructor.

### **Assessment, Assessment Rubric and Grading:**

The course will be assessed using a combination of assessment types:

| <b>Assessment Type</b>    | <b>Course Objectives Met</b>                                              |
|---------------------------|---------------------------------------------------------------------------|
| Internet Learning Modules | Demonstrate how civic engagement affects and is affected by political and |

|                 |                                                                                                                                      |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                 | electoral institutions                                                                                                               |
| Discussions     | Critique the role that mass and elite level factors play in mass-level civic engagement                                              |
| Chapter quizzes | Identify how civic engagement affects and is affected by political, governmental and non-governmental institutions and organizations |

## Recorded Final Grades

This course utilizes plus/minus grading. The recorded final grade will be one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. There will be no A+, F+ or F-.

| Grade | Grade Points | Grade | Grade Points |
|-------|--------------|-------|--------------|
| A     | 4.0          | C     | 2.0          |
| A-    | 3.75         | C-    | 1.75         |
| B+    | 3.25         | D+    | 1.25         |
| B     | 3.0          | D     | 1.00         |
| B-    | 2.75         | D-    | .75          |
| C+    | 2.25         | F     | 0            |

### Course Policies:

Changes in the syllabus and/or schedule may be made at any time during the term. A revised syllabus may be issued at my discretion.

Please contact me if you have any problems about the reading load, tips on getting the most from your reading, or the course in general.

## Schedule

| Class Week             | Assigned Reading | Assignments/Notes/Announcements                                                                                                                                                                                                          |
|------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1: August 21 – 27 | Course Syllabus  | <p>Syllabus Quiz due 8 /25 at 5pm</p> <p><b>Note: The syllabus quiz will not count toward your final grade. However, all students <u>must</u> complete the Syllabus Quiz in order to fulfill federal financial aid requirements.</b></p> |

|                                  |                                                                                     |                                                                                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 2: August 28 – September 3  | Dalton Chapter 1<br>Dalton Chapter 2<br>Dalton Chapter 3                            | Dalton Chapter 1 quiz due 9/3 at 11pm<br>Dalton Chapter 2 quiz due 9/3 at 11pm<br>Dalton Chapter 3 quiz due 9/3 at 11pm<br><br>Discussion 1 Initial Posting due 9/3 at 11pm                                                 |
| Week 3: September 4 – 10         | Dalton Chapter 4<br>Dalton Chapter 5                                                | Dalton Chapter 4 quiz due 9/10 at 11pm<br>Dalton Chapter 5 quiz due 9/10 at 11pm<br><br>Discussion 1 Response Postings due 9/10 at 11pm<br><br>Internet Learning Module #1: “Educating for Citizenship” due 9/10 at 11pm    |
| Week 4: September 11 – 17        | Dalton Chapter 6<br>Dalton Chapter 7                                                | Dalton Chapter 6 quiz due 9/17 at 11pm<br>Dalton Chapter 7 quiz due 9/17 at 11pm<br><br>Discussion 2 Initial Posting due 9/17 at 11pm<br><br>Internet Learning Module #2: “First Amendment and Protest” due 9/17 at 11pm    |
| Week 5: September 18 – 24        | Dalton Chapter 8<br>Dalton Chapter 9<br>Dalton Epilogue                             | Dalton Chapter 8 quiz due 9/24 at 11pm<br>Dalton Chapter 9 quiz due 9/24 at 11pm<br>Note: There is no quiz for Dalton Epilogue<br><br>Discussion 2 Response Postings due 9/24 at 11pm                                       |
| Week 6: September 25 – October 1 | Graham and Hand Prologue<br>Graham and Hand Introduction                            | Note: There are no chapter quizzes for Graham and Hand Prologue and Graham and Hand Introduction<br><br>Internet Learning Module 3: “Interest Groups” due 10/1 at 11pm<br><br>Discussion 3 Initial Posting due 10/1 at 11pm |
| Week 7: October 2 - 8            | Graham and Hand Chapter 1<br>Graham and Hand Chapter 2<br>Graham and Hand Chapter 3 | Graham and Hand Chapter 1 quiz due 10/8 at 11pm<br>Graham and Hand Chapter 2 quiz due 10/8 at 11pm<br>Graham and Hand Chapter 3 quiz due 10/8 at 11pm<br><br>Discussion 3 Response Postings due 10/8 at 11pm                |
| Week 8: October 9 - 15           | No Assigned Reading                                                                 | Internet Learning Module #4: “Young People and Campaign Activism” due 10/15 at 11pm                                                                                                                                         |

|                                         |                                                              |                                                                                                                                                                                                          |
|-----------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                              | Discussion 4 Initial Posting due 10/15 at 11pm                                                                                                                                                           |
| Week 9:<br>October 16 - 22              | Graham and Hand<br>Chapter 4<br>Graham and Hand<br>Chapter 5 | Graham and Hand Chapter 4 quiz due 10/22 at 11pm<br>Graham and Hand Chapter 5 quiz due 10/22 at 11pm<br><br>Discussion 4 Response Postings due 10/22 at 11pm                                             |
| Week 10:<br>October 23 - 29             | Graham and Hand<br>Chapter 6<br>Graham and Hand<br>Chapter 7 | Graham and Hand Chapter 6 quiz due 10/29 at 11pm<br>Graham and Hand Chapter 7 quiz due 10/29 at 11pm<br><br>Discussion 5 Initial Posting due 10/29 at 11pm                                               |
| Week 11:<br>October 30 –<br>November 5  | No Assigned<br>Reading                                       | Internet Learning Module #5: “Civic Engagement Reflection” due 11/5 at 11pm<br><br>Discussion 5 Response Postings due 11/5 at 11pm                                                                       |
| Week 12:<br>November 6 –<br>12          | No Assigned<br>Reading                                       | Internet Learning Module #6: “The Media as a Tool for Civic Engagement” due 11/12 at 11pm                                                                                                                |
| Week 13:<br>November 13 -<br>19         | Graham and Hand<br>Chapter 8<br>Graham and Hand<br>Chapter 9 | Graham and Hand Chapter 8 quiz due 11/19 at 11pm<br>Graham and Hand Chapter 9 quiz due 11/19 at 11pm<br><br>Discussion 6 Initial Posting due 11/219 at 11pm                                              |
| Week 14:<br>November 20 –<br>26         | No<br>Assignments                                            | November 22 – 25, Enjoy your Thanksgiving Break.                                                                                                                                                         |
| Week 15:<br>November 27 –<br>December 3 | Graham and Hand<br>Chapter 10                                | Graham and Hand Chapter 10 quiz due 12/3 at 11pm<br><br>Discussion 6 Response Postings due 12/3 at 11pm<br><br>Internet Learning Module #7: “Civic Engagement in International Context” due 12/3 at 11pm |
| Week 16:<br>December 4 - 10             | No Assigned<br>Reading                                       | Internet Learning Module #8: “Solving a Public Problem” due 12/10 at 11pm                                                                                                                                |



# POS 3122 (92909) State Government and Public Policy

Fall Term 2023 Syllabus

(August 21 – December 9)

(Traditional/Lecture Course Format)

(Mon. & Wed., 12:00 – 1:15 P.M. HEC(0118))

(3 Credit hours)

## Part 1: General Course Information.

**Instructor:** Alvin (AJ) Quackenbush

**Email:** [alvin.quackenbush@ucf.edu](mailto:alvin.quackenbush@ucf.edu)

**Office Hours:** Fall 2023, **online via Webcourses:**

Monday, Tuesday, Wednesday, and Thursday from 3:00 – 4:00 P.M and by appointment.

**Political Science Department Office:** Howard Phillips Hall, Room 302

Phone: (407) 823-2608

Website: <http://politicalscience.cos.ucf.edu/>

**Required Materials:** “*Governing States and Localities*,” Smith and Greenblat, 8<sup>th</sup> ed., ISBN: 9781544388601.

**Course Description:** (3 Credits)

State Government and Public Policy: A comparative study of American state governments, political processes, and public policies, with an emphasis on Florida.

## **Major Course Learning Outcomes:**

1. Students will demonstrate their ability to distinguish between city, county, and township style governments.
2. Students will demonstrate an understanding of the various police powers granted to state and local governments.
3. Students will be able to determine law enforcement powers at the state and local level.
4. Students will be able to identify land use laws and generate examples of how local communities have changed when confronted with zoning variances.
5. Students will demonstrate how the government power of eminent domain has led to both positive and negative effects for community development
6. Students will be able to identify the impact of state and local policies on minority groups and communities.
7. Students will demonstrate through a variety of written assignments the ability to communicate effectively in written form.

## **Topics and Discussion:**

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning

## **Part 2: Classroom Policies.**

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes

or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, August 25<sup>th</sup> during the first week of the semester to ensure student attendance in the course.

**Tardiness:** Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

**Email:** It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

**Cell Phone:** Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

**Laptop Computers:** Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

**Protected Course Learning Materials:** Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

## **Part 3: Course Activities.**

**Syllabus Quiz:** There will be a short syllabus quiz due on Friday, August 25<sup>th</sup> at 5 pm. during the first week of the semester to ensure student attendance in the course

**Weekly Quizzes:** There will be 15 short chapter quizzes throughout the semester. Each quiz will consist of 20 multiple choice questions and you will be given 60 minutes to complete these assignments. You can access the quizzes on the dates indicated in the syllabus and course calendar.

**Discussions:** During the semester there will be 6 discussion posts related to current events, the media, and course outcomes. Each is worth 20 points. The discussions will be completed in webcourses on our course page and will be graded according to the attached rubric. Due dates and specific directions can be found on webcourses.

**Written Assignment:** During the semester you will be required to write one short research paper. The assignment will be worth 150 points and graded according to the attached rubric. The assignment will be type written and will be at least 2000 words (based upon the word count in Microsoft word), not including titles and work cited. Papers that do not meet the minimum word count will not be accepted and no partial credit will be given to short papers. The paper assignment will be posted on webcourses during the semester with specific details. The due date will be included in the assignment and is listed in the course schedule at the bottom of the syllabus. Keep in mind that it is your responsibility to make sure that your paper is attached correctly.

\*The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Below is more information about the center.

University Writing Center  
Colbourn Hall 105  
Satellite Locations: Main Library, Rosen Library, Online  
407-823-2197

<http://uwc.cah.ucf.edu>

**Examinations:** There will be Three exams in this course during the semester. The tests will consist of fill in the blank, multiple choice and true/false questions. The dates are listed in the schedule at the bottom of the course syllabus. Any student not completing the examination will receive 0 of those possible points, and this will impact the final average in the course.

**Extra Credit:** There will **NOT** be any specific assignments for extra credit; however, attendance will be taken from time to time and points will be added for extra credit. Thus, missing regular class will not hurt your grade but you may miss out on valuable extra credit opportunities.

**Late Work Policy:** You can access the quizzes and discussions on the dates indicated in the syllabus. The quizzes and discussions are available for 1 week, so you are encouraged to take the quiz before the due date. However, you can submit quizzes, discussion posts, or the written assignment late with a 20% penalty per day. See the course schedule for all quiz due dates.

The examinations should be taken in class on the date indicated in the syllabus. No makeups are allowed without the explicit consent of the instructor, which shall only be granted in cases of documented emergencies. Please note that all make up exams will be short answer and essay format only.

**\*\*All graded materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF. Please note that scores returned mid-semester are unofficial grades\*\*.**

## **Part 4: Assessment and Grading Procedures.**

| <b>Assignment</b>  | <b>Points Towards Grade (730 Total)</b> |
|--------------------|-----------------------------------------|
| Syllabus Quiz      | 10                                      |
| Weekly Quizzes     | 150                                     |
| Discussion Posts   | 120                                     |
| Exams              | 300                                     |
| Written Assignment | 150                                     |

### **Grading Scale:**

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

## **Part 5: University Policies.**

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> ([Links to an external site.](#)).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone

believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

In-Class Recording Policy: Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services  
– <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office  
– <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## Part 6: Campus Safety Statement.

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter](#)>).



## Part 7: University COVID Policies.

UCF Health and Wellbeing Services: UCF is no longer participating in COVID contact tracing or required notifications. All are encouraged to follow the guidance of their physician. If you have questions, please email [covid19questions@ucf.edu](mailto:covid19questions@ucf.edu)

- UCF Student Health Services – 407/823-2701 or <https://studenthealth.ucf.edu/>
- UCF CARES – 407/823-5607 or <https://cares.sdes.ucf.edu/> – student services for safety, wellbeing, mental health
- UCF’s Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)– <https://hr.ucf.edu/current-employees/benefits/health-wellness-resources/>

In Case of Faculty Illness: If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

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Technology Access: Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus it may require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

## Part 8: Course Schedule.

Fall 2023, August 21 – December 9, Traditional, Face-to Face Course Format

Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2023/fall>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

**Week 1:** (August 21 – 27), **Drop Refund Deadline, August 25.**

Introduction, Chapter 1, Intro to State and Local Government.

**Syllabus Quiz due by 5:00 pm, on Friday, August 25<sup>th</sup> at 5:00 P.M.**

**Chapter 1 quiz due August 27.**

**Week 2:** (August 28 – September 3)

Chapter 2, Federalism

**Chapter 2 Quiz and Discussion 1 due September 3.**

**Week 3:** (September 4 – 10), **No Class Monday, 9/4, Labor Day Holiday.**

Chapter 3, Constitutions

**Chapter 3 Quiz due September 10.**

**Week 4:** (September 11 – 17)

Chapter 4, Finance

**Chapter 4 Quiz and Discussion 2 due September 17.**

**Week 5:** (September 18 – 24)

Chapter 5, Political Attitudes and Participation

**Chapter 5 Quiz due September 24.**

**Week 6:** (September 25 – October 1)

**Exam 1: Chapters 1 - 5, Monday, September 25 in class.**

Chapter 6, Parties and Interest Groups

**Chapters 6 quiz due October 1.**

**Week 7:** (October 2 – 8)

Chapter 7, Legislatures

**Chapter 7 Quiz and Discussion 3 due October 8.**

**Week 8:** (October 9 – 15)

Chapter 8, Governors and Executives

**Chapter 8 Quiz due October 15.**

**Week 9:** (October 16 – 22)

Chapter 9, Courts

**Chapter 9 Quiz and Discussion 4 due October 22.**

**Week 10:** (October 23 – 29), **10/27 Withdrawal Deadline.**

Chapter 10, Bureaucracy

**Chapter 10 Quiz due October 29.**

**Week 11:** (October 30 – November 5)

**Exam 2: Chapters 6 - 10, Monday, October 30 in class.**

Chapter 11, Local Government

**Chapter 11 Quiz due November 5.**

**Week 12:** (November 6 – 12), **No Classes Friday, 11/10, Veteran's Day Holiday.**

Chapter 13, Education

**Chapter 13 Quiz due November 12.**

**Week 13:** (November 13 – 19)

Chapter 14, Crime and Punishment

**Chapter 14 Quiz and Discussion 5 due November 19.**

**Week 14:** (November 20 – 26), **No classes 11/22 – 11/25, Thanksgiving Holiday.**

Chapter 15, Health and Welfare

**Chapter 15 Quiz due November 26.**

**Week 15:** (November 27 – December 3)

Chapter 16, Environment and Climate Change

**Chapter 16 Quiz and Discussion 6 due December 3.**

**Week 16:** (December 4 – 10) **Final Exam Period.**

**Examination 3: Thursday, December 7, 10:00 am. – 12:50 pm. Chapters 11, 13, 14, 15, 16.**

# **POS2041 (82532), American National Government**

## **Fall Term 2023 Syllabus**

(August 21 – December 9)

(Traditional/Lecture Course Format)

(Mon. & Wed., 10:30 – 11:50 P.M. MSB(0360))

(3 Credit hours)

## **Part 1: General Course Information.**

**Instructor:** Alvin (AJ) Quackenbush

**Email:** [alvin.quackenbush@ucf.edu](mailto:alvin.quackenbush@ucf.edu)

**Office Hours:** Fall 2023, **online via Webcourses:**

Monday, Tuesday, Wednesday, and Thursday from 3:00 – 4:00 P.M and by appointment.

**Political Science Department Office:** Howard Phillips Hall, Room 302

Phone: (407) 823-2608

Website: <http://politicalscience.cos.ucf.edu/>

**Required Materials:** *We The People, An Introduction to American Politics, Essentials 14<sup>th</sup> Edition* (Ginsburg, Lowi, Weir, and Tolbert). ISBN: 9781324034797

**Course Description: (3 Credits)**

American National Government: A study of the dynamics of American national government, including its structure, organization, powers, and procedures.

**Major Course Learning Outcomes:**

1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Students will develop and demonstrate an understanding of the United States Constitution and its application.
3. Students will develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Students will develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

**Topics and Discussion:**

Please keep in mind that in this course we will be analyzing and debating topics that are current, relevant, political, and sometimes controversial. Some students may find that certain topics hard to discuss and there may be a level of discomfort. Please keep in mind that the intent is to promote critical thinking, present alternative ideas, challenge preconceptions, and deepen important conversations.

It is natural for students to sometimes feel overwhelmed. If this happens, please advise me in class or afterwards via email. As always, the goal is to maintain a safe space for learning.

Time will be dedicated every other week for in-class discussion. Please see the course schedule at the bottom of the syllabus.

**Part 2: Classroom Policies.**

Grading: Please keep in mind that all students are graded according to the same standards. My goal is to be fair and consistent. As a result, I do not make special exceptions for students that are not given to the entire class. Also, students are not given special assignments that are not offered to everyone. This would be unfair to the class. Additionally, written assignments are graded according to course rubrics and assignment directions; points are NEVER taken off because of someone's political ideology, party preference, or my personal views. Any comments in that regard are not deductions. They are designed to invoke critical thinking, present alternative ideas, suggest other narratives, challenge your arguments, etc.

Attendance: Regular class attendance is expected. There is a direct correlation between class attendance and overall success in the course. All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz assessment by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. There will be a 10 point syllabus quiz due on Friday, August 25<sup>th</sup> during the first week of the semester to ensure student attendance in the course.

Tardiness: Students who are coming to class are expected to be on time. Students who are tardy disrupt other students and the overall learning environment, so tardiness is not acceptable. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Email: It is the policy of this professor to communicate with you via UCF email or the Webcourses message system. Failure to check for e-mail messages will not be accepted as an excuse for missed work.

Cell Phone: Students are required to turn off all cell phones and electronic devices before the beginning of class because they can disrupt the learning environment. This means no text messaging! If a cell phone vibrates or is audible, the student may be asked to leave for the remainder of the class. If there is an emergency situation warranting the use of a cell phone during class time, the student must notify the professor in writing prior to the beginning of class. During a testing situation, if a cell phone vibrates or is audible, the student's test or examination will be collected and the student will be asked to leave without an option for completion.

Laptop Computers: Students may use their laptop, tablet, or "mini-computer" (smart phone) during class to take notes or to access the Internet for research. A student who uses this freedom in an inappropriate fashion may be asked to leave the class for that day or to turn off their laptop or phone.

Protected Course Learning Materials: Please keep in mind that students are not permitted to take personal video in class. Also, all course learning materials are protected information and cannot be shared via social media or outside of the class canvas page. In order to maintain a comfortable and private learning environment, students should not take screen shots of the course website. This is to protect the privacy rights of you and your fellow students. Such conduct may be determined to be a violation university policy and the student code of conduct. Please see the "University Policies" section below for more information.

## **Part 3: Assignments.**

Quizzes: There will be 15 Chapter quizzes throughout the semester that you will take online using UCF Webcourses. Although these quizzes are taken outside of class you are expected to

do your own work. The quizzes are available for 1 week, so you are encouraged to take the quiz before the due date. See the course schedule for all quiz due dates

Discussion Posts: During the semester there will be 6 discussion posts related to current events in American National Government. In your post you should answer the questions and reply to at least two other students. Please see the discussion rubric for additional information. Due dates will be indicated in the posts and in the course schedule at the bottom of the syllabus.

Examinations: There will be 3 exams in this course during the semester. The tests will consist of fill in the blank, multiple choice and true/false questions. The dates are listed in the schedule at the bottom of the course syllabus. Any student not completing the examination will receive 0 of those possible points, and this will impact the final average in the course.

Extra Credit: There will **NOT** be any specific assignments for extra credit; however, attendance will be taken from time to time and points will be added for extra credit. Thus, missing regular class will not hurt your grade but you may miss out on valuable extra credit opportunities.

Late Work Policy: You can access the quizzes and discussions on the dates indicated in the syllabus. The quizzes and discussions are available for 1 week, so you are encouraged to take the quiz before the due date. However, you can submit quizzes late with a 20% penalty per day. See the course schedule for all quiz due dates.

The examinations should be taken in class on the date indicated in the syllabus. No makeups are allowed without the explicit consent of the instructor, which shall only be granted in cases of documented emergencies. Please note that all make up exams will be short answer and essay format only.

**\*\*All graded materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of Webcourses@UCF. Please note that scores returned mid-semester are unofficial grades\*\*.**

## **Part 4: Basis for Grade.**

Evaluation: Your grade will be determined by grades on a Syllabus Quiz, 15 Quizzes, 6 Discussion Posts, and 3 Exams.

- Syllabus Quiz: 10 points.
- Quizzes: 20 points each (300 Total)
- Discussion Posts: 20 points each (120 Total)
- Exams: 150 points each (450 Total)

(880 Total Points)



### Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 and below = F

## **Part 5: University Policies.**

University Policies: The UCF Golden Rule Student Handbook is at <http://goldenrule.sdes.ucf.edu/> and UCF policies and procedures can be found at <http://policies.ucf.edu/>.

Withdrawal Policy: Withdrawal for each term begins after "Late Registration and Add/Drop" ends. Students may withdraw from a class and receive the notation of "W" until the date noted in the "Academic Calendar" of the *Schedule Web Guide*. A student may withdraw from courses using myUCF at <https://my.ucf.edu>, or by visiting the Registrar's Office (Millican Hall 161), certain college advising offices, or a Regional Campus records office. For a complete policy more information on withdrawals please go to <https://www.academicsservices.ucf.edu/>

Student Code of Classroom Conduct: UCF is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at the university, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the classroom environment rests with the professor. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the professor to leave the class. Violation of any UCF policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the University. Disciplinary action could include being withdrawn from the class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. So, act mature, treating others with respect, verbally or online. The UCF Student Code of Conduct is in the current Student handbook and more information can be found at <http://osc.sdes.ucf.edu/>.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students

are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Academic Integrity/Plagiarism: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com: In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> ([Links to an external site.](#)).

Religious Observances: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Course Accessibility: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

In-Class Recording Policy: Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or

National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Disclaimer: Changes in the syllabus and/or schedule may be made at any time during the term by announcement of the professor. It is your responsibility to stay informed of any changes.

Diversity and Inclusion: One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

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- UCF's Health and Wellness Resources (including information about the Employee Assistance Program (EAP) that provides 24/7 personal support)–  
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## **Part 8: Course Schedule.**

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Course Schedule: (UCF Calendars are at <https://calendar.ucf.edu/2023/fall>)

All the dates and assignments listed below are tentative and can be changed at the discretion of the professor with proper notification via UCF email.

**Week 1:** (August 21 – 27), **Drop Refund Deadline, August 25.**

Chapter 1: Americans and their Political Values

**Syllabus Quiz due by 5:00 pm, on Friday, August 25<sup>th</sup> at 5:00 P.M.**

**Chapter 1 quiz due August 27.**

**Week 2:** (August 28 – September 3)

Chapter 2: The Founding and the Constitution

**Chapter 2 Quiz and Discussion 1 due September 3.**

**Week 3:** (September 4 – 10), **No Class Monday, 9/4, Labor Day Holiday.**

Chapter 3: Federalism

**Chapter 3 Quiz due September 10.**

**Week 4:** (September 11 – 17)

Chapter 4: Civil Liberties

**Chapter 4 Quiz and Discussion 2 due September 17.**

**Week 5:** (September 18 – 24)

Chapter 5: Civil Rights

**Chapter 5 Quiz due September 24.**

**Week 6:** (September 25 – October 1)

**Exam 1: Chapters 1 - 5, Monday, September 25 in class.**

Chapter 6: Public Opinion

**Chapters 6 quiz due October 1.**

**Week 7:** (October 2 – 8)

Chapter 7: The Media and Political Information

**Chapter 7 Quiz and Discussion 3 due October 8.**

**Week 8:** (October 9 – 15)

Chapter 8: Political Parties and Interest Groups

**Chapter 8 Quiz due October 15.**

**Week 9:** (October 16 – 22)

Chapter 9: Participation, Campaigns, and Elections

**Chapter 9 Quiz and Discussion 4 due October 22.**

**Week 10:** (October 23 – 29), **10/27 Withdrawal Deadline.**

Chapter 10: Congress

**Chapter 10 Quiz due October 29.**

**Week 11:** (October 30 – November 5)

**Exam 2: Chapters 6 - 10, Monday, October 30 in class.**

Chapter 11: The Presidency

**Chapter 11 Quiz due November 5.**

**Week 12:** (November 6 – 12), **No Classes Friday, 11/10, Veteran's Day Holiday.**

Chapter 12: The Bureaucracy

**Chapter 12 Quiz and Discussion 5 due November 12.**

**Week 13:** (November 13 – 19)

Chapter 13: The Federal Courts

**Chapter 13 Quiz and due November 19.**

**Week 14:** (November 20 – 26), **No classes 11/22 – 11/25, Thanksgiving Holiday.**

Chapter 14: Domestic Policy

**Chapter 14 Quiz due November 26.**

**Week 15:** (November 27 – December 3)

Chapter 15: Foreign Policy

**Chapter 15 Quiz and Discussion 6 due December 3.**

**Week 16:** (December 4 – 10) **Final Exam Period.**

**Examination 3: Tuesday, December 5, in class from 10:00 am. – 12:50 pm. Chapters 11 - 15.**





**INR4942: Intelligence Studies Capstone**  
*School of Politics, Security, and International Affairs; College of Sciences*  
Number of Credit Hours: 3

## Course Syllabus

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|                  |                                                                     |                     |               |
|------------------|---------------------------------------------------------------------|---------------------|---------------|
| Instructor:      | Jay Redmond                                                         | Term:               | Fall 2023     |
| Office Location: | Office/department building and room number                          | Class Meeting Days: | Thursday      |
| Office Hours:    | By Appointment (I'll typically be at BA1 45 minutes prior to class) | Class Meeting Time: | 6PM – 8:50PM  |
| Phone:           | Political Science: (407) 823-2608                                   | Class Location:     | BA1, Room 121 |
| Email:           | Jerome.Redmond@ucf.edu                                              | Course Modality:    | P             |

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### Course Description

The Intelligence Studies Capstone is designed to provide students with practical experience in the field of intelligence analysis. This course emphasizes the development of essential skills such as structured analytical techniques, writing, briefing, critical thinking, and teamwork, which are crucial for success in intelligence-related careers.

Throughout the course, students will engage in a series of assignments and exercises that mirror the challenges faced by intelligence professionals. By actively participating in these activities, students will gain a deep understanding of the analytical process and the complex factors involved in producing accurate and timely intelligence products.

Key topics covered in this course include:

1. **Intelligence Analysis:** Students will learn and apply systematic methods for collecting, evaluating, and interpreting intelligence data from a variety of sources. They will develop skills in identifying patterns, assessing credibility, and synthesizing information to produce meaningful insights.
2. **Effective Writing:** Students will hone their writing skills to effectively communicate intelligence findings. They will learn to craft concise, well-structured reports tailored to different audiences, focusing on clarity, precision, and accuracy.
3. **Briefing Techniques:** Students will practice the art of briefing intelligence information to decision-makers. They will learn how to condense complex analysis into compelling and succinct presentations, emphasizing key findings and recommendations.
4. **Critical Thinking:** Students will cultivate critical thinking skills essential for intelligence analysis. They will engage in analytical exercises that require them to assess the reliability of information, evaluate alternative hypotheses, and make sound judgments based on available evidence.

5. **Teamwork and Collaboration:** Intelligence analysis often involves working in teams. Students will learn to collaborate effectively with their peers, develop interpersonal skills, and navigate group dynamics to produce high-quality intelligence products.

By the end of the course, students will have gained practical experience in intelligence analysis and acquired the skills necessary to prepare and present evidence-based analytical arguments.

### **Student Learning Outcomes**

Upon successful completion of the Intelligence Studies Capstone, students will be able to:

1. **Apply Analytical Methods:** Demonstrate proficiency in employing systematic methods for collecting, evaluating, and interpreting intelligence data from various sources to generate accurate and relevant intelligence products.
2. **Communicate Effectively:** Communicate analytical findings clearly and concisely through well-structured written reports and briefings tailored to specific audiences, demonstrating the ability to convey complex information in a compelling manner.
3. **Demonstrate Critical Thinking Skills:** Utilize critical thinking skills to assess the reliability of information, evaluate alternative hypotheses, and make sound judgments based on available evidence, enhancing the ability to provide accurate and insightful analysis.
4. **Collaborate in a Team Environment:** Work effectively in a team setting, demonstrating strong interpersonal skills, active listening, and constructive participation, leading to productive collaboration and the ability to contribute to group projects.
5. **Analyze and Synthesize Intelligence:** Analyze and synthesize information from diverse sources, identify patterns, and discern key insights to produce well-supported assessments and recommendations.
6. **Adapt to Real-World Scenarios:** Apply acquired knowledge and skills in realistic scenarios, demonstrating the ability to adapt and problem-solve in dynamic and time-sensitive situations.
7. **Ethical and Professional Conduct:** Understand and adhere to ethical guidelines and professional standards in intelligence analysis, demonstrating a commitment to integrity, confidentiality, and responsible use of information.

Through achieving these student learning outcomes, students will be well-prepared to pursue advanced studies in intelligence studies, national security, or related fields.

### **Required Texts**

*Communicating with Intelligence: Writing and Briefing for Intelligence (Third Edition)* by Patrick Hendrix and James Major (2021)

*The Art of Intelligence: Lessons from a Life in the CIA's Clandestine Service* by Henry A. Crumpton (2012).

I reserve the right to assign additional readings (usually from the internet) as I deem them necessary or helpful to your understanding of the course materials. These materials will be made available to students via Canvas.

## **Recommended Text**

*Structured Analytic Techniques (Third Edition)* by Randolph H. Pherson and Richards J. Heuer (2021)

## **Enrollment Requirements**

The prerequisite for this course is INR 4364: The Intelligence Community.

## **Course Activities**

Students are expected to both attend and participate in class on a regular basis. Attendance and participation are indicators of your overall motivation, attitude, and commitment to this course.

Classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and instructor should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to maintain and protect the ethic of civility in the classroom.

## **Assessment and Grading Methods**

### ***Attendance & Participation***

Attendance and participation are a very important part of this course. Consistent attendance (missing zero or 1 class) and participation is 20% of your final grade. Participation means raising your hand, volunteering your thoughts, justifying your conclusions, asking pertinent questions, and being a team player and participant in all group exercises. Bring either pen and paper or a computer to class, as most group exercises will require note taking, organizing thoughts, and briefing.

### ***Evaluating Current News Essay***

Students will write an essay evaluating a current news article of your choice. Does the article provide a Bottom-Line Up Front? Does it provide evidence to support its thesis? If so, provide examples, and which were the most important pieces of evidence? If not, what information and/or data would you have sought as a journalist? Essays should be no more than 2 pages (double spaced, 12-point font).

### ***Mid-Term and Final Exam***

The midterm and final examination must be taken during their regularly scheduled time. If you cannot make a scheduled exam for a legitimate reason (e.g., unexpected work conflict, family emergency, personal illness, etc.) please contact me ahead of time, so that we can select an alternative date/time. A missed exam with no prior notice to me, will be scored as a zero. Exams will consist of a combination of multiple choice and short essay questions.

### ***Intelligence Assessment Written Assignment***

Students will write an Intelligence Assessment based upon specific documents provided in class. Students may not use any additional information besides the information given in class. Students should write the Intelligence Assessment as if you are submitting the product to US policymakers. You are to assume that the policymakers know little to nothing about the group/organization/threat you are writing about. Your Intelligence Assessment should include a Summary section (that includes your thesis), a Substantiation section (evidence documented to support your thesis), an Outlook section (what you think will happen with your thesis over the next 3-6 months), an Implications section (if you are correct in what you say in your outlook, what does that or could that mean to policymakers?), and an Alternative Analysis section (identifying assumptions that your thesis is based upon). Intelligence Assessments should be no more than 2 pages (double spaced, 12-point font). See separate handout with additional instructions.

**Threat Assessment Oral Briefing**

Students will prepare a short, professional, oral briefing (approximately 10 mins) on a terrorist group/gang/organized crime group, etc., of their choice. Students will be expected to be familiar with the background/history/ideology of the group they chose, be aware of the group's current activities, and be able to identify and articulate the threat posed by the entity to policymakers. Students will be expected to be able to answer questions from policymakers (i.e., the instructor and other students within the class).

**Movie Review Essay**

Students will write a short essay identifying concepts that were discussed throughout the course and how those specific concepts were portrayed within the movie shown on November 16, 2023. Essays should be no longer than two pages (double spaced with 12-point font).

**Grading Components:**

| Assignment                      | Percentage of Grade |
|---------------------------------|---------------------|
| Attendance and Participation    | 20%                 |
| Evaluating Current News Essay   | 10%                 |
| Mid Term Exam                   | 15%                 |
| Written Intel Assessment        | 15%                 |
| Threat Assessment Oral Briefing | 15%                 |
| Written Movie Review            | 10%                 |
| Final Exam                      | 15%                 |

**Grading Scale (%)**

|        |    |
|--------|----|
| 93-100 | A  |
| 90-92  | A- |
| 87-89  | B+ |
| 83-86  | B  |
| 80-82  | B- |
| 77-79  | C+ |
| 73-76  | C  |
| 70-72  | C- |
| 67-69  | D+ |
| 63-66  | D  |
| 60-62  | D- |
| 0 - 59 | F  |

**Important Dates**

| Date      | Topic (s)                                         | Material |
|-----------|---------------------------------------------------|----------|
| August 24 | Syllabus; Admin Info; Introductions; Expectations |          |
| August 31 | <b>No Class – UCF Home Football Game</b>          |          |

|              |                                                                                                                               |                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| September 7  | Why Intelligence?; Critical Thinking; Intelligence Writing; BLUF Exercise; Kim's Game; Evaluating Current News Essay Assigned | Hendrix and Major CH 1; Crumpton CH 1-2                           |
| September 14 | Crafting an Assessment; Hank Crumpton's Life as a Spy Video; Developing Sources; Debate Exercise                              | Hendrix and Major CH 2; Crumpton CH 3                             |
| September 21 | Anatomy of an Intelligence Product; Collection of Information; Elicitation; Collection Exercise                               | Hendrix and Major CH 3, 6; Crumpton CH 4-5; <b>NEWS ESSAY DUE</b> |
| September 28 | Analytic Tradecraft; Structured Techniques; Opportunity Analysis; Game of Pawns Video; Written Assessment Assigned            | Hendrix and Major CH 5, 7-8                                       |
| October 5    | <b>Mid Term Exam</b>                                                                                                          |                                                                   |
| October 12   | Intelligence Briefing; Evaluating Sources; Deception Exercise; Oral Briefing Assigned                                         | Hendrix and Major CH 9-10; Crumpton CH 8                          |
| October 19   | The Role of the Policymaker; Ethical and Moral Issues in Intelligence; Ethical Scenarios Exercise                             | Crumpton CH 9-10                                                  |
| October 26   | Crisis Management; Collaboration; "Need-to-Share" Exercise                                                                    | <b>WRITTEN INTEL ASSESSMENT DUE</b>                               |
| November 2   | <b>Oral Briefs</b>                                                                                                            |                                                                   |
| November 9   | <b>Oral Briefs (Continued)</b>                                                                                                |                                                                   |
| November 16  | <b>Movie</b>                                                                                                                  | Crumpton CH 11-14                                                 |
| November 23  | <b>No Class - Thanksgiving</b>                                                                                                |                                                                   |
| November 30  | Future of Intelligence; Counterintelligence (Operation Ghost Stories); Class Review                                           | <b>MOVIE REVIEW DUE</b>                                           |
| December 7   | <b>Final Exam</b>                                                                                                             |                                                                   |

## Policy Statements

### **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing.

### ***Unauthorized Use of Websites and Internet Resources***

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

**Unauthorized Distribution of Class Notes**

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade.

Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

**In-Class Recording**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### ***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 classroom environment and your use only. All copyright materials are credited to the copyright holder.

### ***Religious Observances***

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>

### ***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.





## **POS 4407: The Intelligence Community**

School of Politics, Security, and International Affairs  
College of Arts and Sciences, University of Central Florida

### **COURSE SYLLABUS**

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|               |                                                                    |                      |                  |
|---------------|--------------------------------------------------------------------|----------------------|------------------|
| Instructor:   | Ted Reynolds, PhD                                                  | Term:                | Fall- 2023       |
| Office:       | PH 206B                                                            | Class Meeting Days:  | Tuesday/Thursday |
| Phone:        | 321-418-1959                                                       | Class Meeting Hours: | 4:30 - 5:50 pm   |
| E-Mail:       | <a href="mailto:teddy.reynolds@ucf.edu">teddy.reynolds@ucf.edu</a> | Class Location:      | PSY- 105         |
| Office Hours: | Wednesday 11-2pm, or by appointment                                |                      |                  |

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**Description:** This course will introduce the student to the study of intelligence with a focus on the US intelligence community. The class will primarily address the processes of intelligence including collection, analysis and estimates, counterintelligence and covert operations. The class will also address issues of policy and reform especially since 9/11. A major theme throughout the course will be the challenges associated with reconciling civil liberties and individual freedom with the need for national security and secret intelligence in a democratic society. The Intelligence Community: PR: POS 2041 or INR 2002 or CPO 3103 or C.I.

**Objectives:** To briefly discuss the history of intelligence as an instrument of statecraft with an emphasis on the development of the US intelligence community. Address the nature of intelligence placing it in the context of different political systems, national security versus police intelligence; Discussing major elements of intelligence; Presenting the organization of the intelligence community, particularly after 9/11, and the challenges of intelligence reform; Identifying present and future threats; Discussing the role of intelligence in a democratic society.

- (1) Understand the intelligence process
- (2) Learn the major elements of intelligence: collection, analysis, counter intelligence and covert action
- (3) Discuss intelligence and policy
- (4) Address the issue of accountability with an emphasis on reconciling secret intelligence in a democratic society
- (5) Identify and analyze future threats and intelligence requirements

### Required Texts and Materials

William J. Lederer & Eugene Burdick, *The Ugly American*, WM Norton & Co., 1954.

Mark M. Lowenthal. *Intelligence: From Secrets to Policy*. 8<sup>th</sup> Edition, CQ Press 2020.  
(Paperback)

Jeffrey T Richelson, *The US Intelligence Community*, Westview Press, 2012.  
(Paperback)(\*OPTIONAL).

**Supplementary (Optional) Texts and Materials:** Additional online readings may be provided during the term to support discussion.

### Basis for Final Grade

| Assessment         | Percent of Final Grade |
|--------------------|------------------------|
| Quizzes            | 20%                    |
| Midterm            | 20%                    |
| Group Presentation | 20%                    |
| Group Paper        | 20%                    |
| Final Exam         | 20%                    |
|                    | <b>100%</b>            |

### Grading Scale

(%)

|         |  |    |
|---------|--|----|
| 90-100  |  | A  |
| 87 - 89 |  | B+ |
| 80 - 86 |  | B  |
| 77 - 79 |  | C+ |
| 70 - 76 |  | C  |
| 67 - 69 |  | D+ |
| 60 - 66 |  | D  |
| 0 - 59  |  | F  |

The group project topics will be approved by the instructor and will culminate in a 15 minute presentation and a group paper of 25 pages. The details for this project will be provided in class as the term develops.

Midterm and final exams will be essay exams.

Grade Dissemination: Graded tests and materials in this course will be returned individually only by request.

**Late Work Policy:** There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty: ten points per day late. Writing assignments will not be accepted if overdue by more than four days.

## **COVID-19 POLICY:**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>).

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification** – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Attendance Policy:** Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

## INR 4364 Schedule:

| Date  | Readings/Topic for Tuesday                                                                     | Date  | Readings/Topic for Thursday                                                                                |
|-------|------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------|
| 8/22  | First day of class; Introduction to course.<br>Overview of class objectives and syllabus       | 8/24  | Lowenthal Chapter 1<br>What is Intelligence?                                                               |
| 8/29  | Lowenthal Chapters 2                                                                           | 8/31  | <b>FOOTBALL GAME-No Class</b><br>Read Lederer & Burdick, The Ugly American<br>For next Tuesday             |
| 9/5   | Discussion:<br>Lederer & Burdick, The Ugly American                                            | 9/7   | Lowenthal Chapters 3<br><b>GROUP SELECTIONS</b><br><b>For next Tuesday: Watch at home: The Spy Factory</b> |
| 9/12  | <b>Discuss: The Spy Factory</b><br>Lowenthal Chapter 4<br>The collection process               | 9/14  | Lowenthal Chapter 5<br>The collection disciplines.<br><b>Quiz #1</b>                                       |
| 9/19  | Lowenthal Chapter 6 -Analysis                                                                  | 9/21  | <b>GROUP TOPIC SELECTION</b>                                                                               |
| 9/26  | Moore –Critical Thinking in Intelligence Analysis, TBD                                         | 9/28  | Exercise                                                                                                   |
| 10/3  | Lowenthal Chapter 7<br>Counter Intelligence                                                    | 10/5  | <b>Film on CI</b><br><b>Quiz #2</b>                                                                        |
| 10/10 | Directed readings on Chinese espionage<br>TBD. Discuss in Class<br><b>Receive Midterm Exam</b> | 10/12 | <b>Discuss in class</b>                                                                                    |
| 10/17 | Lowenthal Chapter 8-9<br>Covert Action<br><b>Turn in Midterm Exam</b>                          | 10/19 | Film<br>Covert Action                                                                                      |
| 10/24 | Lowenthal Chapters 11-12<br>Policy discussion                                                  | 10/26 | Lowenthal Chapter 13<br>Ethics                                                                             |
| 10/31 | Lowenthal Chapter 14 - Reform<br><b>Quiz #3</b>                                                | 11/2  | <b>Presentations</b>                                                                                       |
| 11/7  | <b>Presentations</b>                                                                           | 11/9  | <b>Presentations</b>                                                                                       |
| 11/14 | <b>Presentations</b>                                                                           | 11/16 | <b>Presentations</b>                                                                                       |
| 11/21 | <b>Presentations</b>                                                                           | 11/23 | <b>NO CLASS</b><br><b>THANKSGIVING</b>                                                                     |
| 11/28 | <b>Turn in Group Papers</b>                                                                    | 11/30 | <b>Receive Final Exam</b>                                                                                  |
| 12/5  | <b>NO CLASS</b>                                                                                | 12/7  | <b>Turn in Final Exam</b>                                                                                  |

**\* Note: The Schedule is subject to revision**

**INR 4764H, Honors Cyberwarfare Policy**  
School of Politics, Security, and International Affairs  
College of Arts and Sciences, University of Central Florida

**COURSE SYLLABUS**

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|               |                                 |                      |              |
|---------------|---------------------------------|----------------------|--------------|
| Instructor:   | Ted Reynolds                    | Term:                | Fall 2023    |
| Office:       | PH 206B                         | Class Meeting Days:  | T TH         |
| Phone:        | 407-823-2607                    | Class Meeting Hours: | 3-4:20pm     |
| E-Mail:       | teddy.reynolds@ucf.edu          | Class Location:      | HS1 Room 107 |
| Office Hours: | Wednesday 11am-2pm, or by appt. |                      |              |

**Cyber-Warfare Policy**

An examination of how nations, groups, and individuals throughout the world use Internet/cyber-attacks to gain military, political, and economic gains over their adversaries. Specific focus will be given to understanding the role various states and hacker groups play in conducting cyber-attacks and cyber espionage. Further, this class will examine current cyber policy both internationally and domestically, the challenges related to current policy and proposed policy changes, and wrestle with the question of whether cyber-attacks can/will be considered ‘acts of war’ and why. Central to the discussion will be considering the true nature of the threat posed by these various attacks and whether cyber policies can offer reasonable and reliable protections without becoming overly intrusive to private citizens.

**Objectives:**

There are several objectives to this class. First is to familiarize you with the various elements of cyber-warfare, cyber-terrorism, and cybercrimes including those that are used to finance extremist/terrorist operations. This will include examining the states, groups, and individuals who engage in these activities and the impact they have on individual, industry, and state security. Second is to engage in a substantive discussion regarding the future of these cyber activities and how the governments should respond both politically and possibly militarily. Finally, all of the content within this course as well as supplemental material will be used to consider the overarching question of whether cyber-attacks should be considered an act of war, what the appropriate response should be, and whether the international community will be able to implement effective cyber policy as a deterrent to prevent these attacks.

**Textbooks:**

*Cyberwarfare: Information Operations in a Connected World*. 2023. Mike Chapple and David Seidl. Jones and Bartlett Learning. **ISBN:m978-1-284-2254-0**

*Cyberwar: Law and Ethics for Virtual Conflict*. 2015. Edited by, Jens David Ohlin, Kevin Govern, and Claire Finkelstein. Oxford University Press. **ISBN: 978-0-19-871750-8**

**Supplementary (Optional) Texts and Materials:** Additional online readings will be provided during the term to support discussion.

### Basis for Final Grade

| Assessment               | Percent of Final Grade |
|--------------------------|------------------------|
| Attendance/Participation | 10%                    |
| Midterm                  | 20%                    |
| Quizzes                  | 20%                    |
| Paper                    | 20%                    |
| Presentation             | 10%                    |
| Final Exam               | 20%                    |
| Total                    | 100%                   |

| Grading Scale (%) |  |    |
|-------------------|--|----|
| 90-100            |  | A  |
| 87 - 89           |  | B+ |
| 80 - 86           |  | B  |
| 77 - 79           |  | C+ |
| 70 - 76           |  | C  |
| 67 - 69           |  | D+ |
| 60 - 66           |  | D  |
| 0 - 59            |  | F  |

The research paper topic will be submitted to and approved by the instructor culminating in a 10-page double spaced paper to be submitted at the end of the term. The focus of the paper will be directly related to an important aspect of cyberwarfare and offer an in-depth examination and analysis of the individual research area chosen. The presentation will be focused on the research topic being covered in the paper.

Midterm and final exams will be essay exams.

**Quizzes** will be administered in class on the days indicated, focusing on terminology and important concepts.

### Late Work Policy:

There are no make-ups for any graded assessments. Papers/exams turned in late will be assessed a penalty of a full letter grade (10 points) per day late.

Writing assignments will not be accepted if overdue by more than four calendar days. There are NO makeups on missed quizzes.

### Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course.

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Attendance Policy:** Attendance is mandatory and unauthorized or unexcused absences will result in a reduction of the final grade.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will be removed from the class and may suffer a reduction in their final class grade.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

**Rules of Conduct**

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

**Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

**Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.



**Falsifying or misrepresenting** the student's own academic work.

**Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

**Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.  
Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding **Plagiarism:** The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

**Emergencies on campus** are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door.

Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see

<http://www.ehs.ucf.edu/workplacesafety.html>.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the UCF video.

**Authorized event or activity notification**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

**Religious observance notification**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

**Active duty military and/or National Guard**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

## **Syllabus Statements Regarding COVID-19**

### **General Statement**

**I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.**

### **Statement Regarding Masks in Classrooms**

**UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.**

### **Notifications in Case of Changes to Course Modality**

**If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any temporary alterations to this course.**

### **COVID-19 and Illness Notification**

**Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.**

**Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.**

### **Course Accessibility and Disability**

**Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.**

## INR 4764 H- Honors Cyberwarfare Policy / Schedule:

| Date  | Tuesday                                                                 | Date  | Thursday                                                                                     |
|-------|-------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------|
| 8/22  | First Day – No assignment<br>Introduction, syllabus, expectations       | 8/24  | Chapter 1<br>Information as a Military Asset                                                 |
| 8/29  | Chapter 2<br>Targets and Combatants                                     | 8/31  | <b>NO CLASS<br/>FOOTBALL GAME</b>                                                            |
| 9/5   | Chapter 3<br>Cyberwarfare, Law, and Ethics                              | 9/7   | Ohlin-TBD                                                                                    |
| 9/12  | Chapter 4<br>Intelligence Operations in a Connected<br>World            | 9/14  | Chapter 5 - <b>QUIZ</b><br>The Evolving Threat: From Script Kiddies to<br>Advanced Attackers |
| 9/19  | Chapter 6<br>Social Engineering and Cyberwarfare                        | 9/21  | Chapter 7<br>Weaponizing Cyber: A History                                                    |
| 9/26  | Chapter 8<br>Nonstate Actors in Cyber                                   | 9/28  | Chapter 9<br>Defense-in-Depth Strategies                                                     |
| 10/3  | Chapter 10<br>Cryptography and Cyberwar                                 | 10/5  | <b>QUIZ 2</b><br><b>Discuss research topics</b>                                              |
| 10/10 | <b>Finalize research topic</b>                                          | 10/12 | <b>Receive Midterm Exam</b>                                                                  |
| 10/17 | <b>Discussion</b>                                                       | 10/19 | <b>Turn in Midterm Exam</b>                                                                  |
| 10/24 | Chapter 11                                                              | 10/26 | Chapter 12<br>Defending Endpoints & Networks                                                 |
| 10/31 | Chapter 13<br>Defending Data                                            | 11/2  | Chapter 14<br>Cyberwarfare and Military Doctrine                                             |
| 11/7  | Chapter 15- <b>Quiz</b><br>Pandora's Box: The Future of<br>Cyberwarfare | 11/9  | <b>Presentations</b>                                                                         |
| 11/14 | <b>Presentations</b>                                                    | 11/16 | <b>Presentations</b>                                                                         |
| 11/21 | <b>Presentations</b>                                                    | 11/23 | <b>NO CLASS-Holiday</b>                                                                      |
| 11/28 | <b>Final Presentations</b>                                              | 12/1  | <b>Research Papers Due<br/>Receive Final Exam</b>                                            |
| 12/5  | <b>NO CLASS</b>                                                         | 12/7  | <b>FINAL EXAM DUE</b>                                                                        |

**\* Note: The Schedule is subject to revision**



# INR4035: International Political Economy (IPE)

## Fall 2023 Syllabus, Dr. Sadri

**NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.**

### Instructor Contact

|                                          |                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>                        | Dr. Houman A. Sadri                                                                                                                                                           |
| <b>Graduate Teaching Assistant (GTA)</b> | Wael Benali (Phd Student)<br>available via our course inbox or email system                                                                                                   |
| <b>Office</b>                            | School of Politics, Security, and International Affairs (SPSIA)<br>University of Central Florida<br>4297 Andromeda Loop<br>Howard Phillips Hall 302<br>Orlando, FL 32816-1356 |
| <b>Office Hours</b>                      | T & Th: 12:00-14:15, office visit, emails, appointments, phone or zoom.                                                                                                       |
| <b>Phone</b>                             | (407) 823-2608, School of Politics Main Office                                                                                                                                |
| <b>E-mail</b>                            | Only via our Course Mail In-Box in Canvas                                                                                                                                     |

### Course Information

|                                 |                                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Name</b>              | International Political Economy (IPE)                                                                                                                                            |
| <b>Course ID &amp; Sections</b> | INR4035-0W61, a Web class without any face-to-face meetings                                                                                                                      |
| <b>Credit Hours</b>             | 3                                                                                                                                                                                |
| <b>Semester/Year</b>            | Fall 2023, our class starts on 8/21/23 & <b>final exam</b> is on 12/5/2023.                                                                                                      |
| <b>Online Section:</b>          | No face-to-face Class Meetings, BUT all our online students are strongly advised to watch the class lecture videos which give hints about exams, quizzes, and other assignments. |

### UCF Course Description:

The international politics of regional and global economic interdependence, with emphasis upon North-South relations, the New International Economic Order, OPEC, and multinational corporations.

### Required Text

David Balaam & Bradford Dillman, *Introduction to International Political Economy*. 7<sup>th</sup> edition, New York (NY); Pearson, 2019. ISBN: 978-1-138-20699-1.

Additional free reading materials will be available at our Course Website in each module page.

| <b>CRITERIA</b>                                                                    | <b>POINTS</b> |
|------------------------------------------------------------------------------------|---------------|
| <b>3 (out of 9) online Quizzes, 10 points each</b>                                 | <b>30</b>     |
| <b>6 (out of 12) online Discussion Postings, 5 points each</b>                     | <b>30</b>     |
| <b>Required online First Midterm (Second Exam is required only for low scores)</b> | <b>20</b>     |
| <b>Required Final Exam (online)</b>                                                | <b>20</b>     |
| <b>TOTAL</b>                                                                       | <b>100</b>    |
| <b>Extra Credit Assignment (online)</b>                                            | <b>5</b>      |

| <b>Letter Grade</b> | <b>Points</b>   |
|---------------------|-----------------|
| A                   | 93 - 100 points |
| A-                  | 90 - 92 points  |
| B+                  | 87 - 89 points  |
| B                   | 83 - 86 points  |
| B-                  | 80 - 82 points  |
| C+                  | 77 - 79 points  |
| C                   | 73 - 76 points  |
| C-                  | 70 - 72 points  |
| D+                  | 67 - 69 points  |
| D                   | 63 - 66 points  |
| D-                  | 60 - 62 points  |
| F                   | 59 and below    |

### **Class Schedule & Assignments (Fall 2023)**

**Week 01: Module 0, Orientation & Background Information**  
**Week 02: Module 1, Introduction & Mercantilists**  
**Week 03: Module 2, Liberalists**  
**Week 04: Module 3, Structuralists**  
**Week 05: Module 4, First Midterm Exam**  
**Week 06: Module 5, Alternative IPE Perspectives**  
**Week 07: Module 6, Trade & Development**  
**Week 08: Module 7, Technology & MNCs**  
**Week 09: Module 8, Second Midterm Exam**  
**Week 10: Module 9-1, State-Market Tensions in the North, Part 1: The EU**  
**Week 11: Module 9-2, State-Market Tensions in the North, Part 2: Japan**  
**Week 12: Module 10-1, State-Market Tensions in the South, Part 1: Transitional States**  
**Week 13: Module 10-2, State-Market Tensions in the South, Part 2: The Middle East**  
**Week 14: Module 11, Environment & the Future of IPE**  
**Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/5/2023)**

# INR2002: International Relations (IR)

## Fall 2023 Syllabus, Dr. Sadri

**NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.**

### Instructor Contact

|                                          |                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>                        | Dr. Houman A. Sadri                                                                                                                                                           |
| <b>Graduate Teaching Assistant (GTA)</b> | Dennis Mpere (Phd Student)<br>available via our course inbox or email system                                                                                                  |
| <b>Office</b>                            | School of Politics, Security, and International Affairs (SPSIA)<br>University of Central Florida<br>4297 Andromeda Loop Howard<br>Phillips Hall 302 Orlando, FL<br>32816-1356 |
| <b>Office Hours</b>                      | T & Th: 12:00-14:15 office visit, emails, appointments, phone, or zoom.                                                                                                       |
| <b>Phone</b>                             | (407) 823-2608, School of Politics Main Office                                                                                                                                |
| <b>E-mail</b>                            | Only via our Course Mail In-Box in Canvas                                                                                                                                     |

### Course Information

|                                 |                                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Name</b>              | International Relations (IR)                                                                                                                                                     |
| <b>Course ID &amp; Sections</b> | INR2002-0W61, a Web class without any face-to-face meetings                                                                                                                      |
| <b>Credit Hours</b>             | 3                                                                                                                                                                                |
| <b>Semester/Year</b>            | Fall 2023, our class starts on 8/21/23 & <b>final exam</b> is on 12/5/23.                                                                                                        |
| <b>Online Section:</b>          | No face-to-face Class Meetings, BUT all our online students are strongly advised to watch the class lecture videos which give hints about exams, quizzes, and other assignments. |

### UCF Course Description:

Analysis of the fundamental principles and factors affecting interstate relations and their application to contemporary global developments.

### Required Text

Jeffery Haynes, Peter Hough, & Bruce Pilbeam, *World Politics: International Relations & Globalization in the 21<sup>st</sup> Century*. 3<sup>rd</sup> ed, London (UK): Sage, 2023. ISBN: 978-1-5297-74580.

Additional free reading materials will be available at our Course Website in each module page.



| <b>CRITERIA</b>                                                                    | <b>POINTS</b> |
|------------------------------------------------------------------------------------|---------------|
| <b>3 (out of 9) online Quizzes, 10 points each</b>                                 | <b>30</b>     |
| <b>6 (out of 12) online Discussion Postings, 5 points each</b>                     | <b>30</b>     |
| <b>Required online First Midterm (Second Exam is required only for low scores)</b> | <b>20</b>     |
| <b>Required Final Exam (online)</b>                                                | <b>20</b>     |
| <b>TOTAL</b>                                                                       | <b>100</b>    |
| <b>Extra Credit Assignment (online)</b>                                            | <b>5</b>      |

| <b>Letter Grade</b> | <b>Points</b>   |
|---------------------|-----------------|
| A                   | 93 - 100 points |
| A-                  | 90 - 92 points  |
| B+                  | 87 - 89 points  |
| B                   | 83 - 86 points  |
| B-                  | 80 - 82 points  |
| C+                  | 77 - 79 points  |
| C                   | 73 - 76 points  |
| C-                  | 70 - 72 points  |
| D+                  | 67 - 69 points  |
| D                   | 63 - 66 points  |
| D-                  | 60 - 62 points  |
| F                   | 59 and below    |

### **Class Schedule & Assignments (Fall 2023)**

**Week 01: Module 0, Orientation & Background Information**  
**Week 02: Module 1, Introduction to IR & World Politics**  
**Week 03: Module 2, IR & History**  
**Week 04: Module 3, IR Traditional Theories**  
**Week 05: Module 4, First Midterm Exam**  
**Week 06: Module 5, IR Modern Theories**  
**Week 07: Module 6, Foreign Policy & International Organizations**  
**Week 08: Module 7, The U.N. & International Law**  
**Week 09: Module 8, Second Midterm Exam**  
**Week 10: Module 9-1, Economy & Security, Part 1: Regionalism & IPE**  
**Week 11: Module 9-2, Economy & Security, Part 2: Int'l Security & Nuclear Issues**  
**Week 12: Module 10, Environmental & Developmental Concerns**  
**Week 13: Module 11-1, IR Now & Future, Part 1: Current Threat Challenges**  
**Week 14: Module 11-2, IR Now & Future, Part 2: Future Challenges & Opportunities**  
**Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/5/2023)**

# CPO3403: Politics of the Middle East

## Fall 2023 Syllabus, Dr. Sadri

**NOTE: The Full (30-page) Version of the Syllabus is available in Canvas.**

### Instructor Contact

|                                          |                                                                                                                                                                               |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>                        | Dr. Houman A. Sadri                                                                                                                                                           |
| <b>Graduate Teaching Assistant (GTA)</b> | Wael Benali (Phd Student)<br>Available via Course Website In-Box or Email system                                                                                              |
| <b>Office</b>                            | School of Politics, Security, and International Affairs (SPSIA)<br>University of Central Florida<br>4297 Andromeda Loop<br>Howard Phillips Hall 302<br>Orlando, FL 32816-1356 |
| <b>Office Hours</b>                      | T & Th: 12:00-14:15<br>office visit, emails, appointments, phone, or zoom                                                                                                     |
| <b>Phone</b>                             | (407) 823-2608, School of Politics Main Office                                                                                                                                |
| <b>E-mail:</b>                           | Only via our Course Mail In-Box in Canvas                                                                                                                                     |

### Course Information

|                      |                                                                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Name          | Politics of the Middle East                                                                                                                                                               |
| Course ID & Sections | CPO3403-0001                                                                                                                                                                              |
| Credit Hours         | 3                                                                                                                                                                                         |
| Semester/Year        | Fall 2023, our class starts on 8/22/23 & <b>final exam</b> is on 12/5/23.                                                                                                                 |
| Online Section:      | Meetings: Tues/Thurs 10:30am-11:50am. This is a face-to-face course. Based on UCF rules, attendance is required. Our class assignments, quizzes, & exams are online for your convenience. |

### UCF Course Description:

An examination of the dynamics of Middle East politics, including both regional and international dimensions.

### Required Text

John L. Esposito, *Unholy War: Terror in the Name of Islam*, New York: Oxford University Press, 2002 (ISBN: 0-19-516886-0).

Additional free reading materials will be available at our Course Website in each module page.

| <b>CRITERIA</b>                                                                    | <b>POINTS</b> |
|------------------------------------------------------------------------------------|---------------|
| <b>3 (out of 9) online Quizzes, 10 points each</b>                                 | <b>30</b>     |
| <b>6 (out of 12) online Discussion Postings, 5 points each</b>                     | <b>30</b>     |
| <b>Required online First Midterm (Second Exam is required only for low scores)</b> | <b>20</b>     |
| <b>Required Final Exam (online)</b>                                                | <b>20</b>     |
| <b>TOTAL</b>                                                                       | <b>100</b>    |
| <b>Extra Credit Assignment (online)</b>                                            | <b>5</b>      |

| <b>Letter Grade</b> | <b>Points</b>   |
|---------------------|-----------------|
| A                   | 93 - 100 points |
| A-                  | 90 - 92 points  |
| B+                  | 87 - 89 points  |
| B                   | 83 - 86 points  |
| B-                  | 80 - 82 points  |
| C+                  | 77 - 79 points  |
| C                   | 73 - 76 points  |
| C-                  | 70 - 72 points  |
| D+                  | 67 - 69 points  |
| D                   | 63 - 66 points  |
| D-                  | 60 - 62 points  |
| F                   | 59 and below    |

### **Class Schedule & Assignments (Fall 2023)**

**Week 01: Module 0, Orientation & Background Information**

**Week 02: Module 1, Introduction**

**Week 03: Module 2, States, Beliefs, & Ideologies**

**Week 04: Module 3, Groups, Classes, & Families**

**Week 05: Module 4, First Midterm Exam**

**Week 06: Module 5, Patrimonial Leadership**

**Week 07: Module 6, Leaders & Change**

**Week 08: Module 7, Political Institutions**

**Week 09: Module 8, Second Midterm Exam**

**Week 10: Module 9-1, Regional Conflicts: The Arab-Israeli Conflict**

**Week 11: Module 9-2, Regional Conflicts: The Persian Gulf Conflicts**

**Week 12: Module 10, Oil, Politics, & Development**

**Week 13: Module 11-1: Country Studies: Large States**

**Week 14: Module 11-2: Country Studies: Small States**

**Week 15: Module 12-Extra Credit Opportunity & Final Exam (12/5/2023)**



## **Kurdish Politics: violence, Identity, and Democracy (CPO 4400)**

**University of Central Florida School of Politics, Security, and International Affairs  
Fall 2023**

**Instructor:** Miroslav Shapovalov, PhD

Course Modality: online (W)  
3 credit hours

Office Hours (zoom):  
MW 11:00am-12:30pm  
[Miroslav.shapovalov@ucf.edu](mailto:Miroslav.shapovalov@ucf.edu)

### **I. Description and Goals**

The Kurdish people are one of the largest ethnic groups in the Middle East, forming large minorities in Iran, Iraq, Syria, and Turkey. They are also one of the largest ethnic groups in the world without a state of their own. Since the early 20th century, they have faced various forms of discrimination and violence. However, in the time since, Kurdish political movements have also achieved significant progress. They have established self-rule in Iraq, and more, recently in Syria. Currently, they play crucial roles in internationalized civil wars in these two countries. Kurdish nationalism is also a major political movement in Turkey. UCF is home to [the nation's first academic entity](#) dedicated to the study of these issues. Originally developed as a part of this program, this unique course offers a comprehensive introduction to Kurdish politics, one of the most complex issues in the contemporary world. It has three objectives:

- Develop students' ability to understand the relationship between social identity, democratic rule, and violence from a comparative perspective.
- Help students critically follow current Kurdish affairs in the Middle East and politics.
- Provide students with an enriched and sophisticated understanding of the politics of a region and people that are central to American foreign policy.

Upon completing this course, students will be able to:

- Identify different characteristics and aspects of Kurdish and Middle Eastern politics.
- Evaluate the causes and dynamics of political violence from a comparative perspective.
- Analyze the relevance of Kurdish politics for the United States.

## II. Course Requirements

All assignments are to be completed and submitted via Webcourses@UCF.

| Assignment                  | Weight (in %) | Date         |
|-----------------------------|---------------|--------------|
| <i>Map Exercise</i>         | 10            | August 30    |
| <i>Short Exam I</i>         | 10            | September 8  |
| <i>Discussion Board I</i>   | 5             | September 15 |
| <i>Short Question I</i>     | 5             | September 22 |
| <i>Short Exam II</i>        | 10            | October 6    |
| <i>Discussion Board II</i>  | 5             | October 13   |
| <i>Short Question II</i>    | 5             | October 20   |
| <i>Short Exam III</i>       | 10            | October 27   |
| <i>Discussion Board III</i> | 5             | November 3   |
| <i>Short Question III</i>   | 5             | November 10  |
| <i>Discussion Board IV</i>  | 5             | November 17  |
| <i>Short Exam IV</i>        | 10            | December 1   |
| <i>Debate paper</i>         | 20            | December 5   |

*\*Note that the total is 105% because you are required to contribute to three out of four discussion boards. There will be several extra credit opportunities throughout the semester.*

- ❖ Map Exercise: Since Kurdistan is not a sovereign country with internationally recognized borders, numerous maps have been created to depict the political and demographic geography of the Kurdish people since the early 20th century. Your task is to identify a historical or contemporary map that claims to show Kurds/Kurdistan from online or printed sources. Write a paragraph (around 300 words) discussing the map's credibility and how it informs or obstructs your understanding of Kurdish geography. The map and your discussion should be submitted electronically in Word format via Webcourses@ucf by 11:59 pm on Monday, January 19.
- ❖ Four short exams are composed of multiple-choice, fill-in-the-blanks, and short answer questions. The exams are not cumulative and will cover both the lectures and required readings. All exams are due by 11:59 pm on Fridays. Please refer to the table above for specific dates.
- ❖ Three Short questions are based on specific topics we cover throughout the semester. Each response (around 250 words) is worth 5 percent of your grade.
- ❖ Debate Paper: Each student will also write a research paper on one of the topics listed at the end of this syllabus. Detailed information about the papers, due on April 29, is provided in Section VII at the end of this syllabus.
- ❖ Discussion Boards: There are four online discussion boards, and each student is expected to contribute to at least three of them. Contributions will involve reflections informed by two readings for each topic, as well as reactions to other student comments. Each contribution is worth 5% of the final grade. For detailed instructions, please see the Discussion Board Assignment Description in Canvas.

### Grade and Make-Up Policy

**Short questions, map exercises, debate paper:** students may submit their assignments up to two days late, incurring a penalty of 10% of the assignment's grade per 24 hours. Students who fail to submit the Map Exercise, Short Paper, and Debate Paper assignments will automatically receive **0 points for those assignments**.

**Discussion boards:** due to the nature of the assignments, late submissions are not accepted.

**Short exams:** students who miss short exams are given make-ups only if they can provide **proper documentation** for their acceptable absence. Make-ups must be taken within four days of the original short exam date.

Per the Undergraduate Catalog, "reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If a student is experiencing any of these events, they should promptly notify the instructor and request to submit the assignment at a later date. If notification is provided post-factum, reasonable proof of the emergency will be required. The instructor reserves the right to select the content and format of the make-up assignment based on the material covered in the course.

The following grade scale applies to this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

### **III. Academic Honesty**

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance:* Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means:* presenting material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

### ***Responses to Academic Dishonesty, Plagiarism, or Cheating***

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student’s work will be strictly penalized with an F for the course without any exceptions or leniency. If you are uncertain about what constitutes academic dishonesty while conducting your research, it is imperative that you promptly consult Dr. Shapovalov.

## **IV. Accessibility**

UCF is committed to providing reasonable accommodations for individuals with disabilities. Students with disabilities who require accommodations in this course must contact the professor at the beginning of the semester to discuss their needs. Accommodations will not be provided until the student has met with the professor to formally request them.

Students who need accommodations must also be registered with [Student Accessibility Services](#), before requesting accommodations from Dr. Shapovalov.

## V. Course Schedule & Readings

In addition to the readings assigned for each week, the following textbook is used in this class:

David McDowall, [\*A Modern History of the Kurds\*](#), 4<sup>th</sup> ed. London: I. B. Tauris, 2021 (Hereafter MHK).

While additional sources are not required, they may prove helpful for discussion boards and debate papers. News reports about contemporary events will also be provided during the semester. Please note that there may be some changes in the required readings throughout the semester.

### ***Week I (August 21-27)***

*An Introduction to Kurds and Kurdistan: Society, Culture, History, and Politics*

1. McDowall, *MHK*, Introduction & Book I (skim chps. 2-3 & 5, read chps. 1, 4, 6 closely).

#### Additional Sources:

Michael Eppel. [\*A People without a State: The Kurds from the Rise of Islam to the Dawn of Nationalism\*](#). University of Texas Press, 2016.

Gareth Stansfield and Mohammed Shareef. [\*The Kurdish Question Revisited\*](#). Hurst, 2017. Council on Foreign Relations - [\*The Time of the Kurds\*](#)

### ***Week II (August 28- September 3)***

*Ethnic Conflict & Nationalism in Comparative Perspective*

1. Gidon A. G. Gottlieb. "[Nations without States](#)." *Foreign Affairs* (May 1994): 100-12.
2. Andreas Wimmer, "[Who Owns the State? Understanding Ethnic Conflict in Post-Colonial Societies](#)." *Nations and Nationalism* 3 (December 1997): 631-66.

#### Additional Sources:

Andreas Wimmer. [\*Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity\*](#). Cambridge University Press, 2002.

Güneş Murat Tezcür and Mehmet Gurses. "[Ethnic exclusion and mobilization: the Kurdish conflict in Turkey](#)." *Comparative Politics* 49 (2017): 213-234.



### ***Week III (September 4 - 10)***

#### *From Empires to Nation-States: The Kurdish Predicament*

1. McDowall, *MHK*, Book II (chps. 7-10).
2. Wendelmoet Hamelink and Hanifi Barış. "[Dengbêjs on borderlands: Borders and the state as seen through the eyes of Kurdish Singer-Poets.](#)" *Kurdish Studies* 2 (2014): 34-60.

#### Additional Sources:

- Martin Van Bruinessen. [Agha, Shaikh, and State: The Social and Political Structures of Kurdistan](#). Zed Books, 2002.
- Hakan Özoğlu. [Kurdish Notables and the Ottoman State: Evolving Identities, Competing Loyalties, and Shifting Boundaries](#). SUNY Press, 2004.
- Senem Aslan. [Nation Building in Turkey and Morocco](#). Cambridge University Press, 2014.
- Michael Gunter. "[The Kurdish question in perspective.](#)" *World Affairs* 166 (2004): 197-205.
- Güneş Murat Tezcür. "[A century of the Kurdish question.](#)" *Ethnopolitics* 18 (2019): 1-12.

### ***Week IV (September 11 – September 17)***

#### *The Rise of Kurdish Nationalism: The Kurdish Revolts and a Republic*

1. McDowall, *MHK* chapter 11.
2. Archie Roosevelt Jr. "[The Kurdish Republic of Mahabad.](#)" *The Middle East Journal* 1 (1947): 247-69.

#### Additional Sources:

- William Eagleton, [The Kurdish Republic of 1946](#). Oxford UP, 1963.

### ***Week V (September 18 - 24)***

#### *From Tribal Resistance to Popular Mobilization: The Kurds in Iraq*

1. McDowall, *MHK*, chapters 14-16.

#### Additional Sources:

- Dana Adams Schmidt. [Journey among Brave Men](#). Little, Brown, and Co., 1964.
- [Turtles Can Fly \(Kûsî Jî Dikarin Bifirin\)](#)
- [The Kurdistan Memory Programme](#)

### ***Week VI (September 25 - October 1)***

#### *From Contentious Mobilization to Violent Insurgency: The PKK in Turkey*

1. McDowall, *MHK*, chapters 19-20.
2. Hamit Bozarslan. "[Kurds and the Turkish State](#)." in *The Cambridge History of Turkey*, ed. Reşat Kasaba, Vol 4. Cambridge University Press, 2008, pp. 333-56.

#### Additional Sources:

- David Romano. [The Kurdish Nationalist Movement: Opportunity, Mobilization and Identity](#). Cambridge UP, 2006.
- Aliza Marcus. [Blood and Belief: The PKK and the Kurdish Fight for Independence](#). New York University Press, 2009.
- Güneş Murat Tezcür, "[Violence and nationalist mobilization: The onset of the Kurdish insurgency in Turkey](#)." *Nationalities Papers* 43 (2015): 248-66.
- Güneş Murat Tezcür, "[Ordinary people, extraordinary risks: Participation in an ethnic rebellion](#)." *American Political Science Review* 110 (2016): 247-264.

### ***Week VII (October 2 - 8)***

#### *From Arab Belt to Rojava Revolution: The Kurdish Revival in Syria*

1. Michiel Leezenberg. "[The ambiguities of democratic autonomy: the Kurdish movement in Turkey and Rojava](#)." *Southeast European and Black Sea Studies* 16 (2016): 671-6
2. Bülent Küçük and Ceren Özselçuk. "[The Rojava experience: possibilities and challenges of building a democratic life](#)." *South Atlantic Quarterly* 115 (2016): 184-196.
3. [Rojava: Syria's Secret Revolution](#).

#### Additional Sources:

- Jordi Tejel. [Syria's Kurds: History, Politics and Society](#). Routledge, 2009.
- Harriet Allsopp and Wladimir van Wilgenburg. [The Kurds of Northern Syria](#). IB Tauris, 2019.
- Nazan Üstündağ. "[Self-defense as a revolutionary practice in Rojava, or how to unmake the state](#)." *South Atlantic Quarterly* 115 (2016): 197-210.

### ***Week VIII (October 9 - October 15)***

#### *All Quiet on the Eastern Front? The Kurds in Iran*

1. McDowall, *MHK*, chapters 12 and 13.
2. Güneş Murat Tezcür, and Peyman Asadzade. "[Ethnic nationalism versus religious loyalty: The case of Kurds in Iran](#)." *Nations and Nationalism* 25, no. 2 (2019): 652-672.

3. Kamal Soleimani and Ahmad Mohammadpour. "[The securitisation of life: Eastern Kurdistan under the rule of a Perso-Shi'i state](#)." *Third World Quarterly* 41 (2020): 663-682

#### Additional Sources:

Abbas Vali. [Kurds and the State in Iran: The Making of Kurdish Identity](#). I.B. Tauris, 2011.  
 Olivier Grojean. "Identities and Ethnic Hierarchy: The Kurdish Question in Iran since 1979" in [The Kurdish Question Revisited](#). Eds. Gareth Stansfield and Mohammed Shareef. Hurst, 2017.  
 Shahram Akbarzadeh, Zahid Shahab Ahmed, Costas Laoutides, and William Gourlay. "[The Kurds in Iran: balancing national and ethnic identity in a securitised environment](#)." *Third World Quarterly* 40, no. 6 (2019): 1145-1162  
 Abbas Vali. [Forgotten Years of Kurdish Nationalism in Iran](#). Palgrave, 2020.

### **Week IX (October 16 - 22)**

#### *Nonviolent Contentious Kurdish Politics in Turkey*

1. Nicole F. Watts, "[Activists in Office: Pro-Kurdish Contentious Politics in Turkey](#)."
2. *Ethnopolitics* 5 (2006): 125-44.
3. Kelda Jamison, "[Hefty dictionaries in incomprehensible tongues: commensurating code and language community in Turkey](#)." *Anthropological Quarterly* 89 (2016): 31-62.

#### Additional Sources:

Nicole F. Watts. [Activists in Office: Kurdish Politics and Protest in Turkey](#). Washington UP, 2010.  
 Serra Hakyemez, "[Margins of the Archive: Torture, Heroism, and the Ordinary Prison No. 5 in Turkey](#)." *Anthropological Quarterly* 90 (2017): 107-38.  
 Zeki Sarigil and Ekrem Karakoc. "[Inter-ethnic \(in\) tolerance between Turks and Kurds: implications for Turkish democratisation](#)." *South European society and politics* 22 (2017): 197-216.  
 Deniz Yonucu. "[The absent present law: An ethnographic study of legal violence in Turkey](#)." *Social & Legal Studies* 27 (2018): 716-733.

### **Week X (October 23 - 29)**

#### *Mass Murder and Genocide: From Anfal to Sinjar*

1. McDowall, *MHK*, chapter 17.
2. Choman Hardi, *Gendered Experiences of Genocide: Anfal Survivors in Kurdistan-Iraq*. Routledge, 2011, ch. 6.
4. Payam Akhavan, Sareta Ashraph, Barzan Barzani, and David Matyas. "[What Justice for the Yazidi Genocide?: Voices from Below](#)." *Human Rights Quarterly* 42 (2020): 1-47.

Additional Sources:

- Joost R. Hiltermann. [\*A Poisonous Affair: America, Iraq, and the Gassing of Halabja\*](#). Cambridge UP, 2007.
- Choman Hardi. [\*Gendered Experiences of Genocide: Anfal Survivors in Kurdistan-Iraq\*](#). Routledge, 2011.

***Week XI (October 30 – November 5)****The KRG: A Rentier State without Statehood*

1. McDowall, *MHK*, chapter 18.
2. Gareth Stansfield, "[The Unraveling of the post-First World War State System? The Kurdistan Region of Iraq and the Transformation of the Middle East.](#)" *International Affairs* 89 (2013): 259-82.
3. Morgan L. Kaplan. "[Foreign support, miscalculation, and conflict escalation: Iraqi Kurdish self-determination in perspective.](#)" *Ethnopolitics* 18 (2019): 29-45.

Additional Sources:

- Gareth Stansfield, [\*Iraqi Kurdistan: Political Development and Emergent Democracy\*](#). Routledge, 2003.
- Denise Natali. [\*Kurdish Quasi-State: Development and Dependency in Post-Gulf War Iraq\*](#). Syracuse UP, 2010.
- Erlend Paasche. "[The Role of Corruption in Reintegration: Experiences of Iraqi Kurds upon Return from Europe.](#)" *Journal of Ethnic and Migration Studies* 42 (2016): 1076-93.

***Week XII (November 6 - 12)****Politics of Religion: Islam and Minorities*

1. Michael Leezenberg, "Religion among the Kurds: Between Naqshbandi Sufism and IS Salafism," in [\*The Kurdish Question Revisited\*](#). eds. Gareth Stansfield and Mohammed Shareef. Hurst, 2017.
2. Gülay Türkmen. "[Negotiating symbolic boundaries in conflict resolution: religion and ethnicity in Turkey's Kurdish conflict.](#)" *Qualitative Sociology* 41 (2018): 569-591.

Additional Sources:

- Cathy Otten. [\*With Ash on their Faces: Yezidi Women and the Islamic State\*](#). OR Books, 2017.
- Nadia Murad. [\*The Last Girl: My Story of Captivity, and My Fight against the Islamic State\*](#). Tim Duggan Book, 2017.
- Edith Szanto. "[Zoroaster was a Kurd!": Neo-Zoroastrianism among the Iraqi Kurds.](#)" *Iran and the Caucasus* 22 (2018): 96-110
- Güneş Murat Tezcür. [\*Kurds and Yezidis in the Middle East: Shifting Identities, Borders, and the Experience of Minority Communities\*](#). I.B. Tauris, 2021.

### ***Week XIII (November 13 - 19)***

#### *Politics of Gender: Kurdish Women Fighters and Activists*

1. Bahar Şimşek Joost Jongerden. "[Gender revolution in Rojava: The voices beyond tabloid geopolitics](#)." *Geopolitics* (2018): 1-23.
2. Güneş Murat Tezcür. "[A path out of patriarchy? Political agency and social identity of women fighters](#)." *Perspectives on Politics* (2019): 1-18.

#### Additional Sources:

Shahrzad Mojab, ed. [Women of a Non-State Nation: The Kurds](#). Mazda Publishers, 2001.  
Ozlem Goner. "[A collective memory in production: gender politics of 1938 in Turkey](#)." *Dialectical Anthropology* 43 (2019): 207-231.  
Handan Çağlayan. [Women in the Kurdish Movement](#). Palgrave, 2020.  
The Virtual Kurdish Forum on Friday, November 20.

### ***Week XIV (November 20 – 21; November 26 - December 1)***

#### *A Comparative Perspective: African Americans and Kurds*

1. Eduardo Bonilla-Silva, [Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States](#). 4<sup>th</sup>ed. MD: Rowman & Littlefield Publishers, 2009, chps. 1 & 4.
2. Cenk Saraçoğlu. "[The Changing Image of the Kurds in Turkish Cities: Middle-Class Perceptions of Kurdish Migrants in Izmir](#)." *Patterns of Prejudice* 44 (2010): 239-60.

## VI. Debate Papers

Students are required to write a debate paper by choosing one of the topics listed below. The papers should be electronically submitted in WORD format via webcourses@UCF by 11:59 pm on **December 7**. Late submissions are not accepted except under extreme circumstances outlined above.

Papers should be **conceptual** and **analytical**, going beyond mere description and retelling of the course material. This means they should identify competing/opposing perspectives, demonstrate familiarity with the differences and similarities between rival points of view, and offer a compelling argument. They should also discuss other plausible arguments and evaluate their strengths and weaknesses in an impartial manner.

Papers are evaluated according to five criteria: a) the quality and scope of research, b) the quality of writing and organization, c) the accuracy of knowledge, d) the coherence and consistency of argumentation, and e) grammar, style, and format. All conventional citation styles are acceptable, and students are encouraged to seek guidance and suggestions from the instructor whenever needed.

The UCF Library's website provides access to various search engines that can help students efficiently locate relevant sources. Search engines such as LexisNexis, Google Scholar, JSTOR, WorldCat, and Web of Science are valuable research tools. Electronic sources edited by anonymous users are not accepted as reliable sources (that includes Wikipedia too). Debate papers should be **around 2,000** including a **separate bibliography that should consist of at least 8 reliable sources**.

### Paper Topics

#### 1. *Kurdish Independence in Iraq*

The Kurdish resistance against centralized rule in Iraq has a long history. Following Saddam's failed invasion of Kuwait in 1990 and the subsequent collapse of his regime after the US invasion in 2003, the Kurdish regions of Iraq have effectively gained de facto independence. In September 2017, the Kurdish government in Iraq organized an independence referendum, with an overwhelming majority of participants voting in favor of independence. However, due to internal divisions within the Kurdish factions and a lack of international support, the Iraqi government swiftly reclaimed control, resulting in the loss of the oil-rich Kirkuk region and other disputed territories. Write a paper assessing the feasibility of Kurdish independence. What factors prevent/facilitate it?

#### 2. *Democratization and the Kurdish Question in Turkey*

The PKK, a violent Kurdish insurgency, has been fighting against the Turkish state since 1984. Despite Turkey's prolonged efforts, it has been unable to militarily defeat the PKK, while the PKK itself has not achieved its strategic goals of establishing liberated areas. In early 2013, a peace process was initiated, but it ultimately failed, leading to a resurgence of violence with greater intensity in the summer of 2015. Since then, the Kurdish question in Turkey has become highly securitized, resulting in waves of repression targeting pro-Kurdish activists and politicians. Write a paper assessing the prospects for a peaceful resolution of this armed conflict. What institutional designs (power-sharing, democratic

autonomy, federalism, etc.) could best address the demands of the opposing sides and ensure the sustainability of peace?

### *3. Rojava: The Kurdish Self-Rule in Syria*

Capitalizing on the weakening of the central state, the PYD, originally established by the PKK, proclaimed three autonomous regions in northern Syria along the Turkish border in 2012. Two of these regions faced severe attacks by the self-declared Islamic State (IS), which was ultimately defeated by the PYD's armed wing, the YPG, with significant support from US airstrikes. By 2017, the PYD had established control over substantial parts of northern and northeastern Syria. However, Turkish military interventions in January 2018 and October 2019 led to significant territorial losses for the PYD. Write a paper assessing the prospects of Kurdish self-rule in Syria. Is it in the strategic interests of the United States to support Kurdish self-rule in the country?

### *4. Kurds of Iran*

Iran is home to a significant Kurdish minority, marked by sectarian and linguistic divisions. The Kurdish demand for autonomy in Iran, driven by widespread socioeconomic and political grievances, has been a potent force throughout the 20th century. However, in comparison to other countries, Kurdish political activism within the Islamic Republic has been relatively subdued and less visible. Write a paper assessing the significance of the Kurdish question in Iran. What factors contribute to its significance?



INR 4743.0001: Military Power and Effectiveness  
Fall 2023

Instructor: Barry Smith, [barry.smith@ucf.edu](mailto:barry.smith@ucf.edu)

Class Meetings: Tues-Thurs 12:00pm-1:20pm at HS1 O107

Office Hours: Tuesday, Thursday 9:30am-11:00am at HPH 302 and by appt. via Zoom

Credit: 3 Hours

Course Description:

This course explores the evaluation of military power and effectiveness in international and domestic conflict, emphasizing social science approaches to theory and research methodology. The crux of the class is connecting the academic study of war with practitioner employment of the military. The readings and assignments mix academic theorists, classics of conflict literature, and contemporary structures used to organize military efforts.

The course is divided in halves, the first half building a foundational understanding of military art and science and the second half learning to apply that knowledge to modern security challenges. Students develop their knowledge of security studies across four short essays and a midterm in the first half of the term. While papers are designed to focus student attention on scholarly analysis of the study of military power and effectiveness, the midterm tests a student's knowledge of key concepts of the practice of military operations. Studying for the midterm will provide students the foundational knowledge to assume the roles of practitioners of military power and effectiveness, planning an operational response to a hypothetical crisis that is the focus of the second half of the term.

Ultimately, the aim is to provide students with an understanding of how America (and much of the world since 1945) organizes for all manner of military operations on a spectrum from disaster relief to warfare. The long-term benefit of this understanding to both students and their communities is more constituents of responsive government leaders able to communicate an informed opinion on the use of the military as a diverse array of circumstances unfold.

Required Text

There is one book students must purchase:

*The Complete Art of War*

by Sun Tzu, Carl von Clausewitz, Niccolo Machiavelli, and Baron De Jomini

Wilder Publications, 2008

ISBN: 978-1-60459-360-0

Several similarly titled books are commonly available in stores, so be mindful of purchasing the correct one. Copies are available in the UCF bookstore, at [Barnes & Noble](#) or [Amazon](#) for approximately \$22, and as an e-book on [VitalSource](#) for \$1.99. All other course materials will be provided via Webcourses.

Course Goals (Student Learning Outcomes)

- Students will be able to access and cite academic sources of security studies



- Students will learn to analyze the science of security studies
- Students will develop an ability to explain key concepts in the art of security studies
- Students will apply knowledge of security studies to planning a military operation
- Students will improve their capacity as informed citizens to check the decision-making of their leaders in government

### Assignments and Grades

**Late Assignments.** The penalty for submitting an assignment late is a 10% deduction in grade and accruing an additional 10% every day it is late thereafter (90% possible score when late, 80% when 24 hours late, 70% when 48 hours, etc.). Assignments beyond 72 hours late will not be accepted.

**Excused Absence.** Everyone must be present for the class project “tabletop exercise” on 30 November to receive a grade for participation and there is no makeup available for this in-class assignment. For any other date this term, students who miss assignments or exams because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. 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.

**Additional Credit.** While there are no makeup assignments beyond what is described above, students can earn points by writing point papers and presenting their research in class. Point papers are concisely written (maximum of one page) statements for quick reference while giving a verbal presentation. Students interested in credit recovery will have 10 opportunities at the beginning of class on Thursdays between 7 September and 16 November. Follow these steps to apply for credit recovery:

- Follow the drafting guidance included in the [Point Paper – Guidance and Template](#) in the Files section of Webcourses
- Submit a position paper to Webcourses no later than noon on the day prior to the Thursday in which you want to present; papers submitted after noon will have to wait to present until the next available Thursday
- Request time to present at the beginning of that Thursday class; only one presentation per student per class; presentation duration is 90 seconds or less

**Papers.** Students will write four (4) papers in the first half of the semester, roughly one every two weeks. Each paper will analyze social science approaches to theory and research methodology in the context of military effectiveness. Papers have a strict limit of a one-page response to the essay prompt (1-inch margins, Times New Roman 12pt font, double spaced). All citations will be in Chicago format (footnotes and a separate works cited on a second page).

**Midterm.** Students will sit for an in-person and handwritten exam roughly midway through the semester. The midterm will focus primarily on key concepts from the lectures and readings which are not covered in the papers. Students will be required to bring an [Exam Book](#).

**Operations Order.** Students will use the foundational knowledge gained in the first half of the term to apply key concepts as practitioners of operational planning. All students may accumulate up to 10 points between the midterm and tabletop exercise, but how each student earns points will depend on the role they assume in the operational planning process. Further details will be provided halfway through the term.

**Tabletop Exercise.** The operational planning process will culminate in this team project. The entire class constitutes the planning team of a nation responding to a hypothetical crisis – as the precarious situation unfolds. Students are graded by their participation in that team response.

**Final.** Students will write an after action report based on the tabletop exercise. This report will identify crucial lessons learned from the exercise and analyzing factors and alternatives that likely would produce different outcomes. The final is to be roughly two pages, completed at the student's own pace, and submitted to Webcourses no later than noon on 7 December.

**Grade Breakdown.**

|     |                   |
|-----|-------------------|
| 40% | Papers (4)        |
| 20% | Midterm           |
| 10% | Operations Order  |
| 10% | Tabletop Exercise |
| 20% | Final             |

**Academic Integrity**

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (<https://scai.sdes.ucf.edu/>). 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.

**Artificial Intelligence Supported Submissions.** Students are expected to submit their own original work. If Webcourses detects AI-generated work in a submitted assignment, the burden of proof is on the student to show originality.

**Course Accessibility**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## 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 [myUCF](#). 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](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).

## Military Obligations

Deployed military students who feel they may need a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

## Changes to the Syllabus or Class Meetings

Should there be any change to this syllabus or a cancellation of a class meeting, students will be notified. Announcements made in class constitute notification. In any circumstance where a class announcement is not possible, students will receive notice of a change via Webcourses.

## Course Schedule and Deadlines

|               |                                                                                           |
|---------------|-------------------------------------------------------------------------------------------|
| Aug 22:       | First Class<br>Assignment: <b>First Week Activity</b> Due 25 August @ noon ( <b>1pt</b> ) |
| Aug 24-29:    | Art of War                                                                                |
| Aug 31-Sep 5: | Operational Concept<br>Assignment: <b>Paper 1</b> Due 5 September @ noon ( <b>9pts</b> )  |
| Sep 7-12:     | Operational Design                                                                        |
| Sep 14-19:    | Causes of War<br>Assignment: <b>Paper 2</b> Due 18 September @ noon ( <b>10pts</b> )      |
| Sep 21-26     | Effectiveness                                                                             |
| Sep 28-Oct 3: | War Termination<br>Assignment: <b>Paper 3</b> Due 2 October @ noon ( <b>10pts</b> )       |
| Oct 5-10:     | Domains                                                                                   |
| Oct 12-17:    | Civil-Military<br>Assignment: <b>Paper 4</b> Due 16 October @ noon ( <b>10pts</b> )       |

Oct 19: Midterm (20pts)

Oct 24-26: Operations Order & JOPP Overview

Oct 31-Nov 2: Operational Environment & Center of Gravity  
Assignment: COAs & CoG Due 6 Nov @ noon (XXpts)

Nov 7-9: Courses of Action & Commander's Intent  
Assignment: Intent Statements Due 13 Nov @ noon (XXpts)

Nov 14-16: Mission Statement & Mission Analysis Brief  
Assignment: Op Order Due 20 Nov @ noon (10pts)

Nov 21: Operations Order Update

Nov 28-30: Final Coordination  
Assignment: Tabletop Exercise in-class on 30 Nov (10pts)

Dec 5-7: Final Due 7 Dec @ noon (20pts)



**Dr. Anca Turcu**

# **CPO6729 GLOBAL SECURITY IN THE AGE OF MIGRATION**

**Fall 2023**

## **Class and Office Hours & Location**

**Class Meets: Online Only; Asynchronous**

**Office Hours: Tuesdays 12-1:30 PM via Canvas Chat, or by appointment**

**I encourage students to contact me if they have questions, problems, or concerns. You can contact me by official university e-mail. You can also call my office or contact me in person during office hours. If office hours are in conflict with your schedule, I am available for appointments during the week.**

## **Professor Contact Information**

***Office: 302 Howard Phillips Hall***

***Phone: 407-823- 2068 (Orlando Main)***

***E-mail: [anca.turcu@ucf.edu](mailto:anca.turcu@ucf.edu) or Canvas e-mail***



# Course Overview

“The human face of globalization” (Kuhn, 2010), migration has recently gained increasing visibility and relevance at the international level. Inextricably linked to socioeconomic, political and demographic realities, migration is now also increasingly tied to security concerns and unprecedented, massive population displacements rooted in civil, social or international conflicts. Security concerns are not only the root of new and expansive migration patterns, but can, at the same time, cause and spread conflict and instability.

This graduate seminar explores migration as both outcome and cause of security concerns in sending and receiving states, while introducing students to theories of migration, conflict and security, as well as to national and supranational border control policies, comparative asylum and refugee policies, migration and sending/ receiving state security concerns and policies, and human trafficking among other topics.

While internationalizing the migration studies curriculum, this new class contextualizes US immigration policies and facilitates a comparative analysis with regions or countries facing similar migration and security challenges (European Union member states, Australia and Canada). This contextualization will increase student awareness of immigration challenges and policies beyond US realities, encouraging students to recognize and examine migration as a global phenomenon.

# Class Goals and Objectives

Upon completing this class, students will:

- Master key concepts, terminology and data pertaining to migration and security
- Become familiar with major migration systems
- Understand theories of migration, conflict and security
- Analyze the connections between migration, threat perceptions, economic and social tensions, conflict and security concerns in receiving and sending states
- Assess the impact of migrant selectivity upon security concerns and realities in receiving states
- Explore the connection between transnationalism, diasporas and conflict (civil wars and other) in sending states
- Evaluate the connection between civil wars, human trafficking, refugee policies and migration patterns in the Middle East, North Africa and Euro
- Examine migration, asylum and border control policies in a comparative, transnational framework



# ASSIGNMENTS AND GRADING

## Weekly Assignments (72% of final grade)

An assignment will be due every week on Monday evenings (by 11:59 PM) and will help every student demonstrate mastery of the material presented or posted by your professor in the module opening the Monday prior. This means students have eight full days to prepare and complete weekly assignments.

There will be 14 such assignments due, and I will drop the two lowest scoring. This means your top 12 graded weekly assignments will make up 72% of your grade, at 6% of your final grade each.

Weekly assignments will vary from week to week and may be made up of multiple choice quizzes, discussion postings, short reflection papers, comparative analysis papers, comparative summaries or discussion posts. Details for every week's assignments will be outlined in the week's Module Overview. Late submissions will not receive credit.

## Final Assignment (28% of final grade)

A final assignment prompt will be posted in Canvas on 11/6 along with detailed instructions for a paper that will be due a month later, on 12/4 at 11:59 PM. The paper will incorporate several elements from modules covered before 11/6 and will likely have an overview component, as well as a research and/ or policy memorandum component. Late submissions will not receive credit.



# Class Schedule and Topics

- 8/21 Introduction and Class Overview**
- 8/28 Theories of Migration and Security**
- 9/5 The Emergence of Immigration Control**
- 9/11 The Marking of Immigration and Security Policies: Theories and Models**
- 9/18 Securitization of Migration**
- 9/25 Securitizing Migration in the USA post 9/11**
- 10/2 Borders and Bordering Processes**
- 10/9 The US-Mexico Border: Virtual and Physical Security**
- 10/16 Forced Migration Policy: New Frontiers**
- 10/23 Trafficking and Smuggling People: New Security Elements in Irregular Migration**
- 10/30 The EU Framework: Frontex & CEAS**
- 11/6 Forced Migration and Security Policy in Europe**
- 11/13 The EU Refugee Crisis: Italy and Greece**
- 11/20 The EU Externalization of Migration Management (Africa)**
- 11/27 Recent Immigration and Security Policies in Canada and Australia**

# Class Policies

## Course Readings and Class Resources

Class readings will be listed under each week's 'Module Overview'.

Most class readings can be accessed through the UCF Library website: <https://library.ucf.edu/> Search Journals.

Some readings can also be accessed through Google Scholar: [scholar.google.com](https://scholar.google.com)

Exceptions, together with sources will be noted in each week's module overview, under 'Readings'.

## Other Materials: Respondus Webcam, Documentaries and Clips

Weekly quizzes for this class will be proctored via Respondus Lockdown Browser and Respondus Monitor.

Monitor is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. It is an add-on to the Respondus Lockdown browser. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk at the library to check one out. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use Monitor prior to the time that the tests start. If an issue occurs during a test, finish the test and contact me via my email, as listed above.

For information on Respondus, and in order to download the Respondus Browser, access this link:

<https://cdl.ucf.edu/support/student/proctored-exams/>

For assistance with setup, contact [Webcourses@UCF](mailto:Webcourses@UCF) Support at 407-823-0407 or [visit their webpage](#)

It is your duty to install both Respondus Browser and the webcam and microphone associated with the Respondus proctoring monitor during the introductory week of the semester. Late submission of assignments because you needed to install these last minute will not be allowed. Assignments submitted without meeting Respondus requirements (lockdown browser and monitoring via camera and microphone) will not receive any credit.

In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

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. I will provide details about these video materials in each individual module and provide you with links or a clear indication where you can find the material. Not viewing these clips is not an option, since they are a central part of the class and quizzes and the final assignment will draw on these materials quite extensively.

## **Proper Quoting, Referencing and Citations for your Written Assignments**

For weekly written assignments and your final assignment, make sure to follow these citation and referencing rules:

All sources used have to be sanctioned by your professor (see prompts and module overview for every assignment) Do not use other sources for your answers. If you are copy-pasting a text from a source into the assignment, that text should be put in inverted commas "...". This is called a direct quote. It should be followed by a parenthetical citation (page number, author, year).

However, be mindful that most assignments in this class do not allow direct quotes and such quotes will not receive credit (see individual assignment prompts). Instead, you should ***paraphrase***, in other words, use your own words to summarize and convey the same idea. This one too should be followed by a parenthetical citation (page number, author, year).

So, each time you paraphrase or use a source, make sure you use in text parenthetical citations. These can be: (page number, author, year)—for textbooks, books, articles, other sources such as documentaries. For sources in the module use: for PowerPoints (Turcu, current year, module

number, slide number); or, for module overviews (Turcu, current year, module overview number).

Make sure to use this in text format to credit every source you use for your answer. Not giving credit, or not substantiating an answer with its rightful source may very likely result in a serious penalty, as it will very likely constitute plagiarism.

All sources included in parenthetical citations throughout the text, have to be listed as references at the end of the assignment, in APA, MLA or Chicago referencing styles (look online for details on each citation style). Just choose one of the styles and stick with it.

## **Turnitin.com**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## **Missed Assignments/Make-Ups**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

I will not grant extensions if you fail to submit your work due to technical difficulties. You are solely responsible if you fail to submit an assignment due to technical difficulties, save for a major natural disaster (i.e. a hurricane). In the event of a hurricane, which causes power

outages and evacuations, do not panic about your online assignments. Your safety and that of your family is your first priority. When power is restored, contact me and I will work with you to determine the best course of action. Other circumstances, which may be considered "unavoidable", include medical or legal emergencies. Pertinent official documentation will be required if you plan on requesting to make up a quiz or assignment due to unavoidable circumstances. You have to submit such documentation no later than a week after the due date of the missed assignment has passed. Documentation submitted after that date will not be deemed acceptable.

### Extra Credit

Your professor does not anticipate offering any extra credit assignments in this class. Should this change, you will be notified in a timely manner via Canvas e-mail.

### Evaluation and Grading

Weekly grades will be recorded and released via Canvas. Final class grades will NOT be shown in Canvas. Students will need to use the scale, rules and formula below in order to calculate their final class grade.

| Assignment              | Percentage of Grade |
|-------------------------|---------------------|
| Weekly Assignments (12) | 72%                 |
| Final Assignments       | 28%                 |
| Total                   | 100%                |

Grading Scale

|    |              |
|----|--------------|
| A  | 93 – 100     |
| A- | 90 – 92      |
| B+ | 87 – 89      |
| B  | 83 – 86      |
| B- | 80 – 82      |
| C+ | 77 – 79      |
| C  | 73 – 76      |
| C- | 70 – 72      |
| D+ | 67 – 69      |
| D  | 63 – 66      |
| D- | 60 – 62      |
| F  | 59 and below |

## Grading Formula

(Canvas does not display final grades correctly. Use this formula to calculate your final grade)

$(\text{final project} \times .30) + [(\text{sum of 10 highest scoring weekly assignments} / 10) \times .70] = \text{final grade}$

## Academic Honesty: Respondus Monitoring During Quizzes

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receive any credit. In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

## **Attendance Policy**

This course is web-based, fully online and considered a "W" course. Students are expected to fully participate in all online activities and to complete all assignments by the due dates.

Participation and a timely completion of work and assignments are both considered similar to attendance in a face-to-face class. Assignments that are not turned into Canvas before the due date, will receive 0 points. Missed quizzes cannot be retaken.

## **Time Commitment and UCF Resources**

For most students striving for B grades or higher, I recommend that you schedule about 12-14 hours per week for engaging with this course, including materials in the online module, as well as assigned readings/ other materials (videos). Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g. participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, and VARC (Veterans Academic Resource Center). I am available, as listed above, if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.



## Online Learning: A Sustained and Serious Effort

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 we will be covering much material this semester, 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 modules 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 [UCF 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**

**The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed in any way, shape or form. 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.**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

**Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.**

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

## Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. **Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct.** Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Federal Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, you will be required to complete a short quiz in Canvas, no later than the first Friday of the very first week of classes (introductory week). Failure to do so may result in a delay in the disbursement of students' financial aid or will mean that

students will not receive their aid. In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

## **Incomplete Grades**

Procedures regarding incomplete grades can be found here: <https://sciences.ucf.edu/graduate/current-students/policies/>

## **Class Withdrawal**

Procedures regarding withdrawal policies can be found here: <https://sciences.ucf.edu/graduate/current-students/policies/>

## **Student Complaints and Appeals**

Procedures regarding student grievances can be found here: <https://sciences.ucf.edu/graduate/current-students/policies/>

## **Diversity and Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **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](http://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](mailto: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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## **Deployed Active-Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## **Religious Observances**

The University of Central Florida welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation of their religious practices. In all cases, you must put your request in writing and present it to the instructor at the beginning of the semester. The instructor or supervisor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course or creating an undue burden for the department. For more information, see the UCF policy at



<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

## **Campus Safety Statement for Students in Online-Only Courses**

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

## **Viruses**

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: “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 Disclaimer

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.



# HAVE A GREAT SEMESTER!

*The above schedule, policies, procedures and assignments in this course are subject to change at the discretion of the professor. I will provide notification of such changes in a timely manner.*





## Comparative Politics Fall 2023

|                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| <b>Course ID &amp; Section</b>    | CPO 3103 Section 001                            |
| <b>Credit Hours</b>               | 3                                               |
| <b>Location and Meeting Times</b> | BA 2, Room 210, Tuesday-Thursday 9:00- 10:15 AM |
| <b>Prerequisites</b>              | ENC 1102 or POS 2041                            |
| <b>Corequisites</b>               | None                                            |

### Professor and GTA Contact

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professor</b>    | Dr. Anca Turcu                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Office</b>       | 302 Howard Phillips Hall, Orlando Main Campus. Also available in Canvas Chat during office hours.                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Office Hours</b> | Tuesdays 10:30AM-12:00PM EST or by appointment. Also available in Canvas Chat during office hours.                                                                                                                                                                                                                                                                                                                                                                             |
| <b>E-mail</b>       | <a href="mailto:Anca.Turcu@ucf.edu">Anca.Turcu@ucf.edu</a><br>You may also e-mail me by using the Canvas e-mail/ message system. I will use that system to send out updates, important messages or announcements. If you e-mail me, I will do my best to get back to you quickly, but I may take up to 48 hours to respond. Please note that I do only respond to e-mail during regular business hours. Also please note that I cannot share grades via UCF or Knights e-mail. |
| <b>GTA</b>          | TBA                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Catalog Course Description

Government and politics in selected nations, with emphasis upon comparative analysis of contemporary problems, politics, political culture, behavior, and institutions.

## Course Description: Global Learning Designation

This class was designated by UCF as a **Global Learning High Impact Educational Practices Course**. As such, it will explore the government and politics of a number of countries around the Globe while providing a comparative insight into the institutions, electoral systems and processes that are specific to their governments. We will also examine historical contexts, political culture, social realities and policy outcomes specific to several country. In an effort to provide an inclusive, diverse outlook and evaluation of political systems and realities, this class aims at achieving **a balanced approach in its coverage of a broad and representative number of countries and perspectives from all hemispheres**, while moving away from the Western-centric approaches typical to the discipline.

## Course Objectives: Global Learning Designation

The course objectives and learning outcomes for Comparative Politics (CPO 3103) strive to meet the criteria outlined by the Department of Political Science Academic Learning Compacts ([https://oeas.ucf.edu/doc/cos/alc\\_cos\\_political\\_science\\_ba.pdf](https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf)) and the **High Impact Practices (HIP) criteria for Global Learning**. Therefore, on completing this course students will be able to:

1. Describe and analyze differences between the institutions and governmental systems of different countries, (also with reference to the United States)
2. Discuss the implications of different electoral systems for institutional change in various countries around the Globe
3. Comprehend traits of political culture and current developments in different countries
4. Analyze the impact of institutions and government policies upon the democratization process in each country

## Course Materials

**Required Text:** "Introducing Comparative Politics" by Carol Ann Drogus and Stephen Orvis, Sage-CQPress, 5<sup>th</sup> edition, 2021. Please note that this text is accompanied by web material that we may use in this class and that will be helpful in assisting you prepare for tests and assignments. I strongly encourage you to access the textbook companion website and use the student resources for every chapter. Just copy and paste this link in your browser: <https://edge.sagepub.com/orvis5e> **Note:** Political Science texts change significantly from one edition to the next, as elections and current events reshape institutions and societies. Thus, **it is imperative that you purchase the edition listed above.**



## Academic Calendar

| Date  | Topic(s)                                                                  | Readings                             |
|-------|---------------------------------------------------------------------------|--------------------------------------|
| 8/22  | Introduction and Class Overview                                           | Syllabus and Introductory Materials  |
| 8/24  | Introduction to Comparative Politics                                      | Drogus and Orvis Ch. 1 (Full)        |
| 8/29  | The Modern State                                                          | Drogus and Orvis Ch.2 Pages 28-49    |
| 8/31  | The Modern State                                                          | Drogus and Orvis Ch.2 Pages 50-81    |
| 9/5   | States, Citizens and Regimes                                              | Drogus and Orvis Ch.3 Pages 82-103   |
| 9/7   | States, Citizens and Regimes                                              | Drogus and Orvis Ch.3 Pages 103-121  |
| 9/12  | States and Identity                                                       | Drogus and Orvis Ch. 4 Pages 122-148 |
| 9/14  | States and Identity                                                       | Drogus and Orvis Ch. 4 Pages 148-182 |
| 9/19  | <b>Exam 1</b>                                                             |                                      |
| 9/21  | Governing Institutions in Democracies                                     | Drogus and Orvis Ch. 5 Pages 184-210 |
| 9/26  | Governing Institutions in Democracies                                     | Drogus and Orvis Ch. 5 Pages 210-242 |
| 9/28  | Institutions of Participation and Representation in Democracies           | Drogus and Orvis Ch. 6 Pages 244-276 |
| 10/3  | Institutions of Participation and Representation in Democracies           | Drogus and Orvis Ch. 6 Pages 276-305 |
| 10/5  | Contentious Politics: Social Movements, Political Violence and Revolution | Drogus and Orvis Ch. 7 Pages 306-329 |
| 10/10 | Contentious Politics: Social Movements, Political Violence and Revolution | Drogus and Orvis Ch. 7 Pages 330-349 |
| 10/12 | Authoritarian Institutions                                                | Drogus and Orvis Ch. 8 Pages 350-375 |
| 10/17 | Authoritarian Institutions                                                | Drogus and Orvis Ch. 8 Pages 375-392 |

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| 10/19       | Regime Change                     | Drogus and Orvis Ch. 9 Pages 394-418          |
| 10/24       | <b>Exam 2</b>                     |                                               |
| 10/26       | Regime Change                     | Drogus and Orvis Ch. 9 Pages 418-443          |
| 10/30       | Political Economy of Wealth       | Drogus and Orvis Ch. 10 Pages 446-470         |
| 11/2        | Political Economy of Wealth       | Drogus and Orvis Ch. 10 Pages 470-495         |
| 11/7        | Political Economy of Development  | Drogus and Orvis Ch. 11 Pages 496-518         |
| 11/9        | Political Economy of Development  | Drogus and Orvis Ch. 11 Pages 519-541         |
| 11/14       | Public Policies when Markets Fail | Drogus and Orvis Ch. 12 Pages 542-569         |
| 11/16       | Public Policies when Markets Fail | Drogus and Orvis Ch. 12 Pages 570-601         |
| 11/21       | <b>Exam 3</b>                     |                                               |
| 11/23       | Happy Thanksgiving!               | No Class                                      |
| 11/28       | Review for Final Exam             |                                               |
| <b>12/7</b> | <b>Final Exam</b>                 | <b>8:30- 9:50 AM in our regular classroom</b> |

## Course Policies

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Exams and Grading Criteria</b> | <p><b>Exams</b></p> <p>There will be four exams in this class. Three exams are compulsory. If you do not take one of the three exams during the semester, the final exam will be compulsory. If you take the three exams during the semester and you are satisfied with your grade, you can choose not to take the final. If you take three exams and also decide to take the final, your lowest scoring exam will be replaced with the grade you receive for the final exam. There will be no exceptions: even if your grade in the final is lower than the grade you were seeking to replace, the grade in the final will be the one I will take into account in calculating your final grade. Please note that the final exam is comprehensive. Also note that once you sit for an exam you will receive a grade for that exam. Exams will cover material from the readings and from the lectures. Exam #1 will constitute 30% of your final grade, while exams #2 and #3 will each constitute 35% of your final grade. The value of the final exam will be assigned in accordance to the exam you missed during the semester. Bring picture identification to each exam.</p> <p>Students will need to be able to complete an analytical comparison of one of the following: systems of government, legislative institutions, executive institutions, judiciaries, electoral systems, (or similar) across global regions or countries studied in the class. Students will need to reflect on how one of these systems compare to a corresponding system/ institution in the United States. (Global Learning Objectives)</p> <p><b>Grading Formula</b></p> $(\text{exam1} \times .3) + (\text{exam2} \times .35) + (\text{exam3} \times .35) = \text{final grade}$ <p><b>Grading Scale</b></p> <p>A (93- 100%), A-(90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (Below 60%).</p> |
| <b>Make-up Exams</b>              | <p>Exams are scheduled well in advance so that you can plan around these dates. No one may make up a test at will. There are two exceptions.</p> <p>First, for personal emergencies (a death in the family, medical problems), students should obtain a note from the dean of students or their physician.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                  | <p>Second, for students with extra-curricular activities that conflict with deadlines, arrangements for an alternate test date must be made at least a week in advance of the scheduled test or deadline. Students must provide verification of the activity in order to be eligible for an alternate test date. I do not accept notification after the fact (“I did not take the test last week because I had a match/concert”).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Grade Release</b>                                             | <p>Please note that grades will not be shared through phone, e-mail or mail. If you are not in class when I return exams, you will have to log on to Canvas in order to find out your grades.</p> <p>Students who have concerns about grades should put them in writing and contact the professor 24 hours after they find out their grade.</p> <p>Students are not allowed to take exams home. The university needs to keep exams and papers for official records, thus students have to return them to the instructor. If a student fails to return an exam or paper, s/he will not be allowed to sit for the next exam or will be given a grade of zero for that exam.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Extra Credit</b>                                              | <p>For now, there are no extra credit opportunities offered in this class. Your professor may modify this policy during the semester and will announce the change in a timely manner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Media Resources, Documentaries and Clips (GL Designation)</b> | <p>In order to do well in this and any Political Science class, students should have a good awareness and a good understanding of current events. I encourage students to keep informed through accessing visual, print and web media. Some credible and reliable news outlets include, among others: BBC World, the New York Times, The Washington Post, CNN, The National Public Radio, Financial Times, The Economist, The Atlantic Monthly, Time Magazine, Newsweek, Haaretz, Jerusalem Post, Radio Canada, The Canadian Broadcasting Corporations, Al Jazeera, The Guardian, Deutsche Welle English, France 24 English (among many others).</p> <p>I will provide links to current events through the Canvas Web Link folder. I will prompt you each time I add material to that folder and will let you know if I expect to test you on that material.</p> <p>You will be asked to watch some (foreign) documentaries, clips and other (foreign) multimedia materials. Some of these clips will be available for free online via YouTube, PBS.org, TED Talks and other sources. For others, you might have to use an online subscription. I will provide details about these video materials in each individual class and will provide you with links or a clear indication where you can find the material. Not viewing these clips is not an option, since they are a central part of the class and exams will draw on these materials.</p> |

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| <b>Canvas</b>                                              | Canvas will be used to send e-mails, post announcements, post assigned articles, host a discussion forum, and post grades. Students should be familiar with Canvas and check class updates and Canvas e-mail regularly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Class Attendance</b>                                    | Attendance is required. Lectures cover material that you will not be able to find in the book, so it is important that you attend all lectures. In case of illness, however, I strongly encourage you to stay home and contact me with medical documentation, so that we may discuss how I can accommodate you. (Please note that these requirements could change if UCF changes its Coronavirus response during the semester).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>In-Class Recordings</b>                                 | Students may record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. <b>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.</b> Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule. |
| <b>Unauthorized Distribution of Class Notes/ Materials</b> | Third parties may attempt to connect with you to sell your notes and other course information from this class. <b>Distributing course materials to a third party without my authorization is a violation of our University's Rules of Conduct.</b> 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.                                                                                                                                                                                                                          |
| <b>Use of WhatsApp, GroupMe and</b>                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>Academic Misconduct</b>                                     | <p>The completion of graded work in a course should be considered a formal process:</p> <p>The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Answering a quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.</li> <li>• 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.</li> <li>• Gathering to take a quiz or test with others and sharing answers in the process is considered academic misconduct.</li> </ul> <p>If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.</p> |
| <b>Unauthorized Use of Websites, AI and Internet Resources</b> | <p>There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>Federal Financial Aid Requirement</b> | <p>UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. <b>Without verification of this engagement, students will not receive their aid.</b> In order to document that you began this course, you will be required to complete a short quiz in Canvas during the first week of classes, <b>no later than the first Friday after start of classes.</b> Failure to do so may result in a delay in the disbursement of your financial aid, or will mean that students will not receive their aid.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Classroom Citizenship</b>             | <p>Besides interactive participation, I expect discipline in the class room. Be courteous to others, <b>be on time</b> and do not leave early, unless there is a pertinent reason and you have notified me. Do not eat, text or talk to your colleagues during lecture. An important part of being a college student is having manners and respecting those around you.</p> <p><b>Turn off</b> your cell phones and <b>store them away</b> in your book bag, for the duration of the class. Set your laptop's volume on mute.</p> <p><u><b>Laptop users:</b> make sure you are using your laptop exclusively for taking notes while in class. Laptop usage is a privilege and I reserve the right to revoke it at any time during the semester if you do not follow these rules.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Time Commitment and UCF Resources</b> | <p>For most students striving for B grades or higher, <b>I recommend that you schedule about 7-8 hours per week for engaging with this course outside the classroom.</b> Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services offered by <a href="#">KARS</a> (Knights Academic Resource Services), <a href="#">SARC</a> (Student Academic Resource Center), <a href="#">UCF Libraries</a>, the <a href="#">University Writing Center</a>, and <a href="#">VARC</a> (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.</p> |
| <b>Academic Integrity</b>                | <p>Students should familiarize themselves with UCF's Rules of Conduct at <a href="https://scai.sdes.ucf.edu/student-rules-of-conduct/">https://scai.sdes.ucf.edu/student-rules-of-conduct/</a>. According to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                                                  | <p>Section 1, “Academic Misconduct,” students are prohibited from engaging in</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Falsifying or misrepresenting the student’s own academic work.</li> <li>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. This includes all AI generated content.</li> <li>6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</li> <li>7. Helping another violate academic behavior standards.</li> <li>8. Soliciting assistance with academic coursework and/or degree requirements.</li> </ol> |
| <b>Responses to Academic Dishonesty, Plagiarism and Cheating</b> | <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i> &lt;<a href="https://goldenrule.sdes.ucf.edu/">https://goldenrule.sdes.ucf.edu/</a>&gt;. 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                                        | <p>the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.</p> <p>Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.</p> <p>Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.</p>                                                                         |
| <b>Class Withdrawal</b>                | <p>Procedures regarding withdrawal policies can be found here:</p> <p><a href="https://www.ucf.edu/catalog/undergraduate/#!/policies">https://www.ucf.edu/catalog/undergraduate/#!/policies</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Student Grievance Procedures</b>    | <p>Procedures regarding student grievances can be found here:</p> <p><a href="https://www.sdes.ucf.edu/student-complaints-and-appeals/">https://www.sdes.ucf.edu/student-complaints-and-appeals/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Incomplete Grades</b>               | <p>Procedures regarding incomplete grades can be found here:</p> <p><a href="https://www.ucf.edu/catalog/undergraduate/#!/policies">https://www.ucf.edu/catalog/undergraduate/#!/policies</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Student Accessibility Resources</b> | <p>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) &lt;<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>&gt; (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>, 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.</p> |
| <b>Campus Safety</b>                   | <p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                  | <ul style="list-style-type: none"> <li>• In case of an emergency, dial 911 for assistance.</li> <li>• 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 &lt;<a href="https://centralflorida-prod.modolabs.net/student/safety/index">https://centralflorida-prod.modolabs.net/student/safety/index</a>&gt;.</li> <li>• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</li> <li>• 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 &lt;<a href="https://ehs.ucf.edu/automated-external-defibrillator-aed-locations">https://ehs.ucf.edu/automated-external-defibrillator-aed-locations</a>&gt;.</li> <li>• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to &lt;<a href="https://my.ucf.edu">https://my.ucf.edu</a>&gt; 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."</li> <li>• Students with special needs related to emergency situations should speak with their instructors outside of class.</li> <li>• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (&lt;<a href="https://youtu.be/NIKYajEx4pk">https://youtu.be/NIKYajEx4pk</a>&gt;).</li> </ul> |
| <b>Religious Holidays</b>        | <p>The University of Central Florida welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation of their religious practices. In all cases, you must put your request in writing and present it to the instructor at the beginning of the semester, no later than the tenth day of classes. For more information, see the UCF policy at &lt;<a href="http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf">http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf</a>&gt;.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Accommodations of Active-</b> | <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Duty Military Students</b>  | they receive notification of deployment to make related arrangements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Diversity and Inclusion</b> | <p>The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.</p> <p>Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <a href="https://letsbeclear.ucf.edu">https://letsbeclear.ucf.edu</a> and <a href="http://cares.sdes.ucf.edu/">http://cares.sdes.ucf.edu/</a>.</p> <p>For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:</p> <ul style="list-style-type: none"> <li>• Title IX – OIE – <a href="http://oie.ucf.edu/">http://oie.ucf.edu/</a> &amp; <a href="mailto:askanadvocate@ucf.edu">askanadvocate@ucf.edu</a></li> <li>• Disability Accommodation – Student Accessibility Services – <a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a> &amp; <a href="mailto:sas@ucf.edu">sas@ucf.edu</a></li> <li>• Diversity and Inclusion Training and Events – <a href="http://www.diversity.ucf.edu">www.diversity.ucf.edu</a></li> <li>• UCF Compliance and Ethics Office – <a href="http://compliance.ucf.edu/">http://compliance.ucf.edu/</a> &amp; <a href="mailto:complianceandethics@ucf.edu">complianceandethics@ucf.edu</a></li> <li>• Ombuds Office – <a href="http://www.ombuds.ucf.edu">http://www.ombuds.ucf.edu</a></li> </ul> |
| <b>Copyright</b>               | <p>This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

***Please note that the academic calendar, policies, procedures and assignments listed in this syllabus are subject to change at the discretion of the professor.***

*Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

## Politics of the European Union Fall 2023

|                                     |                           |
|-------------------------------------|---------------------------|
| <b>Course ID &amp; Section</b>      | CPO 4101 0W61             |
| <b>Credit Hours</b>                 | 3                         |
| <b>Location &amp; Semester/Year</b> | World Wide Web; Fall 2023 |
| <b>Prerequisites</b>                | ENC 1102 or POS 2041      |
| <b>Corequisites</b>                 | None                      |

### Instructor Contact

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor</b>                             | Dr. Anca Turcu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>GTA</b>                                    | TBA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Office Hours</b>                           | Thursdays 10:30 AM - 12:00PM online via Canvas Chat or in my office. If you have a scheduling conflict, feel free to e-mail me and we can make arrangements for a meeting at a different time.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>E-mail</b>                                 | <ul style="list-style-type: none"><li>• <a href="mailto:Anca.Turcu@ucf.edu">Anca.Turcu@ucf.edu</a></li><li>• You may also e-mail me by using the Canvas e-mail/ messages 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. Also, please note that I do not answer e-mails after business hours or during weekends. At the same time, I can only discuss your grades by using Canvas e-mail, but not via UCF Knights or other e-mail.</li></ul> |
| <b>Academic and Content Related Questions</b> | If you have questions about the academic material or class content, do not hesitate to contact me! Questions, feedback or comments are all welcome. For technical questions please contact Canvas web support.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Office</b>                                 | 302 Howard Phillips Hall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Course Description

The class provides an overview of the history, evolution and institutions of the European Union. Topics covered include theories of European Integration, EU policies, EU enlargement and the current economic crisis.

## Course Objectives

The course objectives and learning outcomes for Politics of the European Union (CPO4101) 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](https://oeas.ucf.edu/doc/cos/alc_cos_political_science_ba.pdf)

On completing this course students will be able to:

1. Describe the main characteristics of the European Union and of several member states.
2. Discuss politics and policy-making in the European Union.
3. Understand the economic development, institutions and social realities of the European Union.
4. Evaluate the impact of EU enlargement on the union's newest members.
5. Discuss the causes and impact of the recent economic crisis on EU institutions and member states.

## Course Materials

- Required Text: "Understanding the European Union: A Concise Introduction" by John McCormick, 2021. Eight Edition. **ISBN-10:** 1352011190 **ISBN-13:** 978-1352011197
- Note: Political Science is a very dynamic subject matter. Due to ongoing elections and unfolding events, material we study is time sensitive and has to be constantly updated with the latest developments. **This is why it is imperative that students use the textbook edition indicated above.** Older editions will not provide the most up to date information and might negatively affect your answers and your grades.

## Other Materials: Respondus Webcam, Documentaries and Clips

Weekly quizzes for this class will be proctored via Respondus Lockdown Browser and Respondus Monitor. Monitor is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. It is an add-on to the Respondus Lockdown browser. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk at the library to check one out. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use Monitor prior to the time that the tests start. If an issue occurs during a test, finish the test and contact me via my email, as listed above.

For information on Respondus, and in order to download the Browser, access this link: <https://cdl.ucf.edu/support/student/proctored-exams/>

For assistance with setup, contact [Webcourses@UCF](mailto:Webcourses@UCF) Support at 407-823-0407 or [visit their webpage](#)

It is your duty to install both Respondus Browser and the webcam and microphone associated with the Respondus proctoring monitor during the introductory week of the semester. Late submission of assignments because you needed to install these last minute will not be allowed. Assignments submitted without meeting Respondus requirements (lockdown browser and monitoring via camera and microphone) will not receive any credit. In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

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. I will provide details about these video materials in each individual module and provide you with links or a clear indication where you can find the material. Not viewing these clips is not an option, since they are a central part of the class and quizzes and the final assignment will draw on these materials quite extensively.

## Academic Calendar

| Week          | Module              | Subject/ Topic                   | Readings               |
|---------------|---------------------|----------------------------------|------------------------|
| 8/21 - 8/28   | Introductory Module | Introduction and Class Overview  | Syllabus               |
| 8/28 - 9/5    | Module 1            | What is the European Union?      | McCormick Ch. 1        |
| 9/5 - 9/11    | Module 2            | The Idea of Europe               | McCormick Ch. 2        |
| 9/11 - 9/18   | Module 3            | The Evolution of the EU          | McCormick Ch. 3        |
| 9/18 - 9/25   | Module 4            | The European Institutions        | McCormick Ch. 4        |
| 9/25 - 10/2   | Module 5            | The EU and Its Citizens          | McCormick Ch. 5        |
| 10/2 - 10/9   | Module 6            | The EU Policy Process            | McCormick Ch. 6        |
| 10/9 - 10/16  | Module 7            | Economic Policy                  | McCormick Ch. 7        |
| 10/16 - 10/23 | Module 8            | Internal Policies                | McCormick Ch. 8        |
| 10/23 - 10/30 | Module 9            | The EU and the World             | McCormick Ch. 9        |
| 10/30 - 11/6  | Module 10           | EU Current Challenges: Migration | TBA in Module Overview |

|               |             |                                                        |                        |
|---------------|-------------|--------------------------------------------------------|------------------------|
| 11/6 - 11/13  | Module 11   | EU Current Challenges: Brexit/ War in Ukraine          | TBA in Module Overview |
| 11/13 - 11/20 | Module 12   | EU Current Challenges: The Environment/ Climate Change | TBA in Module Overview |
| 11/20 - 11/27 | Final Paper | Final Paper: Complete and Submit Final Paper by 12/4   | None                   |
| 11/27 - 12/4  | Final Paper | Final Paper: Complete and Submit Final Paper by 12/4   | None                   |

## Course Policies

**Weekly Assignments** Twelve weekly assignments (starting with week of 8/28-9/5) will test your knowledge of the material from the module covered during each week. Your two lowest scoring weekly assignments will be dropped at the end of class, leaving you with ten weekly assignments scores, worth 7% of your grade each. That is, ten weekly assignments will make up 70% of your final grade. If you miss a weekly assignment, or fail to submit it on time, you will automatically be assigned a grade of 0 for that assignment. Assignments will be available, with the rest of the content for each module, on the Monday of each week and will close by the Monday evening (at 11:59 PM EST), of the following week. After an assignments closes, I will release grades and correct answers within a week and you will have one week to review your answers and let me know if you have questions regarding your grade. After that, assignment questions and correct answers will no longer be visible. Note that no weekly assignments will be due for the introductory week and weeks 14 and 15. Weekly assignments may be quizzes, short essays or discussion posts. On some weeks, you might be given a choice between a quiz and a written assignment or discussions. More details to follow in the weekly module overviews.

**Final Paper:** Students will have to submit a final paper. This paper will be worth 30% of your final grade. The final paper will be posted on Monday, 11/20 and will be due on Monday, 12/4 at 11:59 PM. Note that the final assignment must be submitted through the Canvas online submission system. This system is designed to help me identify plagiarism, so make sure to take all necessary measures needed to avoid plagiarism. If you are not sure what constitutes plagiarism and how to avoid it, take this UCF library tutorial: <http://infolit.ucf.edu/students/modules/#article116> Students who cheat, commit plagiarism or engage in any other type of dishonest academic behavior will fail the class, (will receive an FZ grade) and will also be subject to disciplinary proceedings. Please review the UCF Golden Rule: <http://goldenrule.sdes.ucf.edu/> Please allow for plenty of time to complete each assignment, so that you avoid last minute submissions and the technical difficulties that sometimes accompany them. Final assignments should not be submitted late. Final assignments submitted more than 24 hours post due date will not be accepted and will be given a grade of 0. **Note:** students who request a review of final paper grading should be aware that I re-grade the whole paper once I receive such a request. This may sometimes result in a lower grade than the one previously granted.



## Due Dates

**Weekly assignments:** due weekly on Monday evenings by 11:59 PM EST. Modules open always on Monday mornings, except for Week 1, when it will open on Tuesday 9/5, as the Monday previous UCF is closed for Labor Day. **Final Paper:** due by 12/4 at 11:59 PM EST

## Academic Honesty: Respondus Monitoring During Quizzes

Weekly quizzes for this class will be proctored via Respondus Lockdown Browser and Respondus Monitor. Monitor is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. It is an add-on to the Respondus Lockdown browser. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the LibTech desk at the library to check one out. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use Monitor prior to the time that the tests start. If an issue occurs during a test, finish the test and contact me via my email, as listed above.

For information on Respondus, and in order to download the Browser, access this link: <https://cdl.ucf.edu/support/student/proctored-exams/>

For assistance with setup, contact [Webcourses@UCF](mailto:Webcourses@UCF) Support at 407-823-0407 or [visit their webpage](#)

It is your duty to install both Respondus Browser and the webcam and microphone associated with the Respondus proctoring monitor during the introductory week of the semester. Late submission of assignments because you needed to install these last minute will not be allowed. Assignments submitted without meeting Respondus requirements (lockdown browser and monitoring via camera and microphone) will not receive any credit.

In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

## Proper Quoting, Referencing and Citations for your Written Assignments

For weekly written assignments and your final paper, make sure to follow these citation and referencing rules:

All sources used have to be sanctioned by your professor (see prompts and module overview for every assignment) Do not use other sources for your answers.

If you are copy-pasting a text from a source into the assignment, that text should be put in inverted commas "...". This is called a direct quote. It should be followed by a parenthetical citation (page number, author, year).

However, be mindful that most assignments in this class do not allow direct quotes and such quotes will not receive credit (see individual assignment prompts). Instead, you should **paraphrase**, in other words, use your own words to summarize and convey the same idea. This one too should be followed by a parenthetical citation (page number, author, year).

So, each time you paraphrase or use a source, make sure you use in text parenthetical citations. These can be: (page number, author, year)—for textbooks, books, articles, other sources such as documentaries. For sources in the module use: for PowerPoints (Turcu, current year, module number, slide number); or, for module overviews (Turcu, current year, module overview number).

Make sure to use this in text format to credit every source you use for your answer. Not giving credit, or not substantiating an answer with its rightful source may very likely result in a serious penalty, as it will very likely constitute plagiarism.

All sources included in parenthetical citations throughout the text, have to be listed as references at the end of the assignment, in APA, MLA or Chicago referencing styles (look online for details on each citation style). Just choose one of the styles and stick with it.

## Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

## Missed Assignments/Make-Ups

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. For more information, see the UCF policy at [<https://policies.ucf.edu/documents/4-401.pdf>](https://policies.ucf.edu/documents/4-401.pdf)

I will not grant extensions if you fail to submit your work due to technical difficulties. You are solely responsible if you fail to submit an assignment due to technical difficulties, save for a major natural disaster (i.e. a hurricane). In the event of a hurricane, which causes power outages and evacuations, do not panic about your online assignments. Your safety and that of your family is your first priority. When power is restored, contact me and I will work with you to determine the best course of action. Other circumstances, which may be considered "unavoidable", include medical or legal emergencies.

Pertinent official documentation will be required if you plan on requesting to make up a quiz or assignment due to unavoidable circumstances. You have to submit such documentation no later than a week after the due date of the missed assignment has passed. Documentation submitted after that date will not be deemed acceptable.

## Extra Credit

Your professor does not anticipate offering any extra credit assignments in this class. Should this change, you will be notified in a timely manner via Canvas e-mail.

## Evaluation and Grading

Weekly grades will be recorded and released via Canvas. Final class grades will NOT be shown in Canvas. Students will need to use the scale, rules and formula below in order to calculate their final class grade.

| Assignment              | Percentage of Grade |
|-------------------------|---------------------|
| Weekly Assignments (10) | 70%                 |
| Final Paper             | 30%                 |
| Total                   | 100%                |

## Grading Scale

| Letter Grade | Points   |
|--------------|----------|
| A            | 93 – 100 |
| A-           | 90 – 92  |
| B+           | 87 – 89  |
| B            | 83 – 86  |
| B-           | 80 – 82  |

|    |              |
|----|--------------|
| C+ | 77 – 79      |
| C  | 73 – 76      |
| C- | 70 – 72      |
| D+ | 67 – 69      |
| D  | 63 – 66      |
| D- | 60 – 62      |
| F  | 59 and below |

**Grading Formula** (Canvas does not display final grades correctly. Use this formula to calculate your final grade)

$(\text{final project} \times .30) + [(\text{sum of 10 highest scoring weekly assignments} / 10) \times .70] = \text{final grade}$

## Attendance Policy

This course is web-based, fully online and considered a "W" course. Students are expected to fully participate in all online activities and to complete all assignments by the due dates.

Participation and a timely completion of work and assignments are both considered similar to attendance in a face-to-face class. Assignments that are not turned into Canvas before the due date, will receive 0 points. Missed quizzes cannot be retaken.

## Time Commitment and UCF Resources

For most students striving for B grades or higher, I recommend that you schedule about 9-11 hours per week for engaging with this course, including materials in the online module, as well as assigned readings/ other materials (videos). Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g. participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. UCF offers a wide range of free academic resources to support student success, including services

offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, and VARC (Veterans Academic Resource Center). I am available, as listed above, if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

## Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily.

## Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a [UCF 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

**The use of A.I. technology (ChatGPT or any other) to complete any assignments or parts of assignments for this class is not allowed in any way, shape or form. 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.**

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

**Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.**

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

## Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. **Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct.** Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Federal Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, you will be required to complete a short quiz in Canvas, no later than the first Friday of the very first week of classes (introductory week). Failure to do so may result in a delay in the disbursement of students' financial aid or will mean that students will not receive their aid.

In order to best help you get acquainted with Respondus and Monitor before your first graded quiz is due, I require you to install and use Respondus and Monitor in order to complete the Federal Financial Aid Quiz, which is due during the first week of classes.

## Incomplete Grades

Procedures regarding incomplete grades can be found here:  
<https://www.ucf.edu/catalog/undergraduate/#!/policies>



## Class Withdrawal

Procedures regarding withdrawal policies can be found here:  
<https://www.ucf.edu/catalog/undergraduate/#!/policies>

## Student Complaints and Appeals

Procedures regarding student grievances can be found here:  
<https://www.sdes.ucf.edu/student-complaints-and-appeals/>

## Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## 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](http://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](mailto: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](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Religious Observances

The University of Central Florida welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic or work requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation of their religious practices. In all cases, you must put your request in writing and present it to the instructor at the beginning of the semester, no later than the tenth day of classes. 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](http://ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

## Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: “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

School of Politics, Security, and International Affairs

3 Credit Hours

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## Table of Contents

- [General Course Information](#)
- [Course Description](#)
- [Course Materials and Resources](#)
- [Student Learning Outcomes](#)
- [Course Activities](#)
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- [Course Schedule](#)
- [Policy Statements](#)

## Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Philips Hall
- Office Hours: Monday & Wednesday: 11:00-12:00
- Phone: [407-823-2608](tel:407-823-2608)
- Digital Contact: [Richard.Tyre@ucf.edu](mailto:Richard.Tyre@ucf.edu)

## Course Information

- Term: Fall 2023
- Course Number & Section: GEO1200 AW62
- Course Name: Physical Geography
- Credit Hours: 3
- Class Meeting Time: At own pace
- Class Location: Online
- Course Modality: W

## Enrollment Requirements

Course Prerequisites (if applicable): none

Course Co-requisites (if applicable): none

## Course Description

Basic physical elements of geography, including climate, landforms, soils, natural vegetation, minerals, and their integrated patterns of world distribution.

## Course Materials and Resources

### Required Materials/ Resources

- *Introducing Physical Geography, 5<sup>th</sup> or 6<sup>th</sup> Edition* by Strahler. UCF Libraries purchased the rights to this textbook for you to view online and the link is available here:
  - [https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UCF/14t48f1/cdi\\_jlu\\_ebooks\\_154](https://ucf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/14t48f1/cdi_jlu_ebooks_154).

## Student Learning Outcomes

### Course Focus

Physical geography is the study of the earth's dynamic systems: its air, water, weather climate, landforms, rocks, soils, plants, ecosystems and biomes and how humans interact with the earth's systems. Physical geography is the study of the world around you. It will help you to understand why afternoon rain showers and hurricanes frequent central Florida and what causes seasons. Everyone, every day, interacts with the earth's dynamic systems. I challenge you to join me on an exploration of the complex, and exciting world in which you live!

This is an introductory level college course in Physical Geography. It requires no prior experience with the subject.

### Course Objectives

1. Use maps and graphs to analyze and interpret data and draw valid conclusions
2. Explain the causes of seasons and seasonal effects throughout the earth
3. Discuss the formation of major landforms, both domestic and international.
4. Discuss the composition, temperature profile, and function of the atmosphere.
5. Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
6. Analyze patterns and consequences of human-environment interaction.
7. Analyze the geopolitical impact of the environment and environmental issues.

## Course Activities

Each unit will include one or two activities to help facilitate learning. Additionally, each week, students will be required to complete one knowledge master quiz. There are two non-comprehensive exams, a mid-term exam and a final exam.

## Activity Submissions

All activities, quizzes, and exams are to be submitted online via the links provided.

## Attendance/ Participation

This is an online course and students are to complete the material at ones own pace. There is one mid-term exam scheduled and one final exam scheduled. All other activities are to be complete by the time of the final exam. You must complete one assignment or quiz within the first week of class. This will count towards your academic participation requirement for students on financial aid.

## Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

| Assignment    | Percentage of Grade |
|---------------|---------------------|
| Quizzes       | 25%                 |
| Assignments   | 25%                 |
| Mid-Term Exam | 25%                 |
| Final Exam    | 25%                 |
| Total         | 100%                |

The table shows the range for each letter grade and uses a plus/ minus system.

| Letter Grade | Percentage |
|--------------|------------|
| A            | 93 – 100 % |



|    |                |
|----|----------------|
| A- | 90 – 92 %      |
| B+ | 87 – 89 %      |
| B  | 83 – 86 %      |
| B- | 80 – 82 %      |
| C+ | 77 – 79 %      |
| C  | 73 – 76 %      |
| C- | 70 – 72 %      |
| D+ | 67 – 69 %      |
| D  | 63 – 66 %      |
| D- | 60 – 62 %      |
| F  | 59 % and below |

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## 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, August 21 and you have until Friday, December 1 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 one module per week.

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## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student 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

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[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

[Third-Party Software and FERPA](#)

World Political Geography

GEO 3471

Section 1

Fall 2023

Richard E. Tyre - Instructor

School of Politics, Security, & International Affairs

University of Central Florida

Office Hours: Mondays and Wednesdays: 11:00-12:00

Office: 102 Howard Phillips Hall

Email: [Richard.Tyre@ucf.edu](mailto:Richard.Tyre@ucf.edu)

### Course Objectives

Students will be able to:

- analyze the impact of political geography and its concepts on the global issues.
- appreciate the intersection between political science, international relations, and geography.
- understand the actors and stakeholders behind major global conflict issues.
- critically analyze the popular media and print for accuracy and political bias.
- participate in real-life simulated work in Political Geography.

### Course Focus

We think of politics and geography as separate areas of interest; after all we have two separate disciplines, Political Science and Geography, each with their own institutional expressions, their own textbooks, etc. But in many ways they should be looked at as a seamless whole. Human geography is produced and politics is at the center of that production. Likewise politics always has a geography and cannot avoid it; think of the simple distinction between „domestic“ and „foreign“ policy or the structure of the American state: the idea of a distinction between state and federal governments and their respective, *geographically defined*, jurisdictions. Hence: **Political Geography**.

In this course we will develop and apply a framework for looking at the world through this particular lens; making certain things stand out, eliciting attention that previously might not have been forthcoming. Political geography is everywhere: in the city, in the

country that we call the United States, in the world, and, yes, in this lecture room. You cannot understand the world without it, though politicians, and geographers for that matter, have often tried to. It will open your eyes.

### **Required Texts**

*World Regional Geography* by Caitlin Finlayson

This is an open source book available at  
<<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=335>>

### **Media**

The course will utilize the BBC World News. Every day, students should stay informed with global issues via the BBC website and World Service bulletin. The World Service bulletin is a daily 5 minute presentation of the global news. It is highly advised to stay current on global issues.

This is easily accessed via: <[news.bbc.co.uk](http://news.bbc.co.uk)>, then selecting Video and Audio.

### **Supplementary Course Materials**

Supplementary course materials will include readings from articles, newspapers or websites.

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### **Final Grading Scale**

|            |               |               |               |
|------------|---------------|---------------|---------------|
| A > 93     | B+ 87 – 89.99 | C+ 77 – 79.99 | D+ 66 – 69.99 |
| A- 90 – 92 | B 83 – 86     | C 72 - 76     | D 62 – 65     |
|            | B- 80 – 82    | C- 70 - 71    | D- 60 – 61    |
|            |               |               | F < 59.99     |

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## Grading Criteria

Quizzes: 40%

Debate Analysis & Discussion Posts: 30%

Final Exam: 30%

- ***Quizzes***

Throughout the semester, quizzes will test your mastery of the information presented. These will not take place every week, rather, just in the weeks we examine different world regions.

- ***Debate Analysis & Discussion Posts***

Throughout the second half of the semester, debate topics will post. Students are asked to examine **BOTH** sides of these debate topics and prepare responses to discuss the merits of **BOTH** sides. The week of Debate Analysis will not feature a quiz.

Debate Topics:

1: Supranationalism

2: Colonialism

3: Hegemony

4: War & International Conflict/Flashpoints

On weeks we analyze a region, a Discussion Post will be assigned. These will always be topics from the world of Political Geography.

- ***Final Exam***

A comprehensive final exam will be available after the final class of the semester.

## Attendance Policy:

Each week, a different topic will be explored. It is important that you stay up with the topics as, at the end of each week, we will finalize grades for that unit and move on. Once grades are finalized for a unit, they cannot be changed. Late work will not be accepted.

### **In-Class Communication**

The style of learning in this class requires open communication and respect for all other opinions. It is not my goal to force you to think as I think, but rather, to form your own global ideas and defend them. Throughout the class, you may be called out to defend your ideas. Do your best and just know that your inability to believe the same things I believe will NOT negatively affect your final grade, rather, I welcome healthy and constructive debate, but I do demand respect for differing opinions.

## **Course Schedule**

Week of:

August 21: Introduction to World Political Geography

August 28: Europe

September 4: Debate Analysis: Supranationalism

September 11: Russia

September 18: North America

September 25: Middle & South America (Latin America)

October 2: Debate Analysis: Colonialism

October 9: Sub-Saharan Africa

October 16: North Africa & Southwest Asia (Middle East)

October 23: Debate Analysis: Hegemony

October 30: South Asia

November 6: East & Southeast Asia

November 13: Debate Analysis: War & Conflict/Flashpoints

November 20: Thanksgiving Break

November 27: Oceania

# University Services and Resources

## Academic Services and Resources

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# Resource Geography

School of Politics, Security, and International Affairs

3 Credit Hours

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## Instructor Information

- Instructor: Richard E. Tyre
- Office Location: 102 Howard Philips Hall
- Office Hours: Mondays & Wednesdays: 11:00-12:00
- Phone: [407-823-2608](tel:407-823-2608)
- Digital Contact: [Richard.Tyre@ucf.edu](mailto:Richard.Tyre@ucf.edu)

## Course Information

- Term: Fall 2023
- Course Number & Section: GEO2370 Section 1
- Course Name: Resource Geography
- Credit Hours: 3
  - Class Meeting Time: Mondays and Wednesdays 9:00-10:20
- Class Location: CB1 Room 120
- Course Modality: **Face to Face**

## Enrollment Requirements

Course Prerequisites (if applicable): none

Course Co-requisites (if applicable): none

# Course Description

Analysis of basic principles and problems associated with development, use, conservation, and management of natural resources, with special emphasis on the United States

## Course Materials and Resources

### Required Materials/Resources

All required materials/resources will be posted on Canvas.

## Student Learning Outcomes

### Course Focus

Physical geography is the study of the earth's dynamic systems: its air, water, weather climate, landforms, rocks, soils, plants, ecosystems and biomes and how humans interact with the earth's systems. Physical geography is the study of the world around you. It will help you to understand why afternoon rain showers and hurricanes frequent central Florida and what causes seasons. Everyone, every day, interacts with the earth's dynamic systems. I challenge you to join me on an exploration of the complex, and exciting world in which you live!

This is an introductory level college course in Physical Geography. It requires no prior experience with the subject.

### Course Objectives

1. To provide the student with the basic principles associated with resource development and use.
2. Students will learn about the use, conservation, and management of natural resources.
3. Define natural resources and become familiar with specific examples.
4. Analyze the economic factors that control the use of natural resources.
5. Investigate the political importance on natural resource issues.
6. Examine the ecological effects of natural resource consumption.
7. Debate the ethical implication of exploitation, conservation, and preservation
8. Investigate the issues associated with agriculture, grazing, forestry, and biodiversity.
9. Analyze the use of water resources.
10. Understand the cultural factors that influence the use of natural resources.
11. Investigate traditional and non-traditional energy resources.
12. Investigate the possibility of sustainability.

13. Produce advanced discussions on select resource issues and topics
14. Formulate an advanced level of understanding of the geography of resources.

## Course Activities

Each unit will include one or two activities to help facilitate learning. The course is split into different themes. These themes are:

- 1: What is Nature?
- 2: Regionalism in the United States
- 3: Resource Theories & Management
- 4: Resource Identities
- 5: Resource Applications

## Activity Submissions

All activities, quizzes, and exams are to be submitted online via the links provided.

## Attendance/Participation

After meeting as a class, the students will have time to synthesize the information and formulate responses to the questions or projects. Some assignments may take weeks to complete while others only a few days. Assignment due dates will be announced when the assignment posts. Late work will be accepted on a case-by-case basis at the discretion of the instructor.

## Assessment and Grading Procedures

| The table shows the weight distribution for each assignment. |                     |
|--------------------------------------------------------------|---------------------|
| Assignment                                                   | Percentage of Grade |
| Quizzes & Assignments                                        | 50%                 |
| Debate Reflections                                           | 15%                 |
| Debates                                                      | 10%                 |
| Final Exam                                                   | 25%                 |

|       |      |
|-------|------|
| Total | 100% |
|-------|------|

| The table shows the range for each letter grade and uses a plus/minus system. |                |
|-------------------------------------------------------------------------------|----------------|
| Letter Grade                                                                  | Percentage     |
| A                                                                             | 93 – 100 %     |
| A-                                                                            | 90 – 92 %      |
| B+                                                                            | 87 – 89 %      |
| B                                                                             | 83 – 86 %      |
| B-                                                                            | 80 – 82 %      |
| C+                                                                            | 77 – 79 %      |
| C                                                                             | 73 – 76 %      |
| C-                                                                            | 70 – 72 %      |
| D+                                                                            | 67 – 69 %      |
| D                                                                             | 63 – 66 %      |
| D-                                                                            | 60 – 62 %      |
| F                                                                             | 59 % and below |

Consult the latest Undergraduate or Graduate [catalogLinks to an external site.](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

Week of August:

21: Introduction to the Course and Landscape Reading, & What is Nature Discussion

28: United States Geography

Week of September:

4: No Class Monday, September 5 (Labor Day) & Regionalism in the United States and Regional Identities

11: Development Theories & Development Theories Applications

18: Introduction to the Debates and Assign Debate Topics & Environmental Capitalism

25: Group Meeting Times for the Debates

Week of October:

2: Debate 1 & 2

9: Debate 3 & 4 and Assign Final Presentation Topics

16: Population and Resource Management

23: Identities in Resources & Group Meeting Day

30: Group Meeting Day and Final Presentations 1

Week of November:

6: Final Presentations 2 & 3

13: Final Presentations 4 & 5

20: Final Presentations 6 & No Class Wednesday, November 23 (Thanksgiving)

27: Final Presentations 7 & 8

Final Exam Opens December 1 and is due by Friday, December 8 (at 11:59 PM)

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## University Services and Resources

## Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

## Policy Statements

[Academic Integrity](#)

[Course Accessibility Statement](#)

[Campus Safety Statement](#)

[Deployed Active Duty Military Students](#)

[Copyright](#)

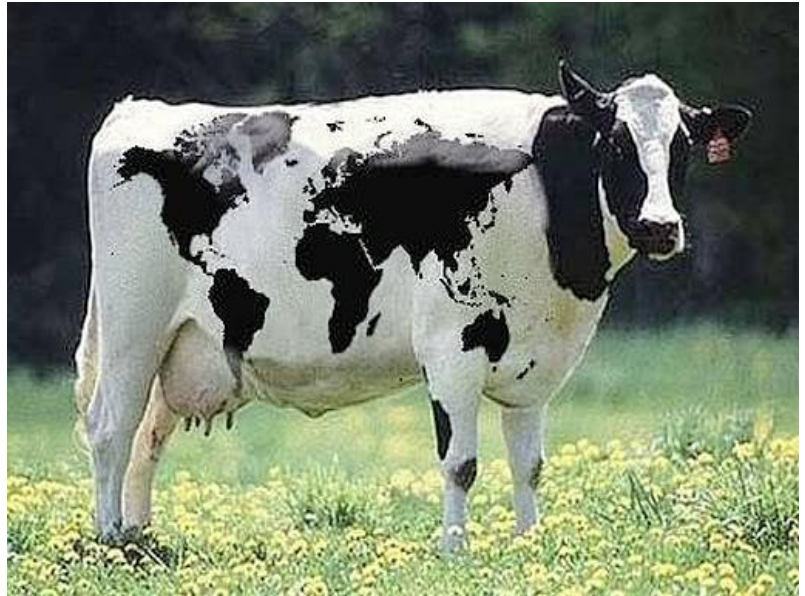
[Third-Party Software and FERPA](#)

# **PHYSICAL GEOGRAPHY**

GEO 1200  
Fall 2023

Richard E. Tyre - Instructor  
School of Politics, Security &  
International Affairs  
University of Central Florida  
Office Hours: M&W: 11:00-12:00  
Office: 102 Phillips Hall

Email: [Richard.Tyre@ucf.edu](mailto:Richard.Tyre@ucf.edu)



## **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, 5<sup>th</sup> or 6<sup>th</sup> Edition* by Strahler  
Please visit the first class prior to purchasing the textbook.

## **Supplementary Course Materials**

Supplementary course materials will include readings from articles, newspapers or websites will be provided 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%

*\*\*Additional information regarding the exact dates of exams and assignments will post within the first few weeks of the semester.*

## **Attendance Policy:**

I do not hold a formal attendance policy. Attendance, however, will help each student understand the materials from the course and analyze the readings for their value to the course. This is a freshman level course. We will simulate real-life work and examples in Physical Geography. Treat this course as a career. Throughout the semester, I will randomly take attendance and for each time you are not present, I will deduct 5% from your final grade. If you have a valid class excuse, I will exempt you from the deduction on a case-by-case basis.

## **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.



### **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.

### **Course Schedule**

Week of:

August 21: Introduction to the Course & Chapter 1

August 28: Chapters 2 & 3

September 4: No Class Monday, September 4 & Chapter 4

September 11: Chapters 5 & 6

September 18: Chapter 7 & Review

September 25: Online Mid-Term Exam Week

October 2: Chapters 8 & 9

October 9: Chapter 10

October 16: Chapter 11

October 23: Chapter 12 & 13

October 30: Chapters 14 & 15

November 6: Chapter 16

November 13: Chapter 17

November 20: Thanksgiving Break, No Class

November 27: Review for Final Exam

December 4: Online Final Exam

\*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.

# INR 4603.0W60 International Relations Theory

## Fall 2023 Syllabus

### Course Information

|                                    |                                                                    |
|------------------------------------|--------------------------------------------------------------------|
| Course Name                        | International Relations Theory                                     |
| Course ID & Section                | INR 4603.0W60                                                      |
| Credit Hours                       | 3 credit hours                                                     |
| Semester/Year                      | Fall 2023                                                          |
| Class meeting time & location/mode | Not applicable —<br>class is online and asynchronous in Webcourses |

### Instructor Contact

|                             |                                                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor                  | Dr. Joseph Paul Vasquez, III<br>School of Politics, Security & International Affairs (SPSIA)                                                                                       |
| Office                      | 102 Howard Philips Hall                                                                                                                                                            |
| Office Hours                | Monday 12:30-3:00 PM; Wednesday 12:30-2:30 PM; and<br>by appointment in person or over Zoom<br>( <a href="https://ucf.zoom.us/j/3142725238">https://ucf.zoom.us/j/3142725238</a> ) |
| SPSIA Phone #               | (407) 823-2608                                                                                                                                                                     |
| E-mail                      | <a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a>                                                                                                                     |
| Graduate Teaching Assistant | Thomas Matthews ( <a href="mailto:Thomas.Matthews@ucf.edu">Thomas.Matthews@ucf.edu</a> )                                                                                           |

### Course Description

Theoretical trends prevalent in the study of international relations will be covered, including realism, liberalism, Marxism, feminism, and post-modernism. In a curricular sense, this course can be used to satisfy the Advanced Core Requirements for the International and Global Studies Major or Area C requirements for the Political Science Major.

Prerequisite: ENC 1102 or POS 2041 or consent of the instructor, but INR 2002 is strongly encouraged to be taken first even if you have completed POS 2041.

**Important Advice:** I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness—without compromising on standards—to help you do your best. You should do the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

## Course Objectives

- Objective One: help students understand the origins and central tenets of the major theoretical perspectives in the study of international relations,
- Objective Two: help students understand the strengths and weaknesses of these theoretical perspectives,
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication.

## Required Text

- Paul Viotti and Mark Kauppi. 2020. *International Relations Theory*. 6<sup>th</sup> Edition. Lanham, MD: Rowman & Littlefield. I have asked the UCF Campus Store to stock copies of this text, which you are free to purchase.

## Course Mode via Webcourses

This course will require asynchronous, largely self-driven participation via Webcourses@UCF within each module, though it will be impossible for students to work ahead on modules that have not yet opened. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact [Webcourses@UCF Support](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. Assignments and grades will be posted in Webcourses.

## Course Requirements and Grade Table

| <b>A</b>                     | <b>B</b>                | <b>C</b>                                                                                     | <b>D</b>                                                                     |                                        |
|------------------------------|-------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------|
| <b>Assignments</b>           | <b>% of Final Grade</b> | <b>Assignment average (add grades for each row &amp; ÷ by the # of grades for this task)</b> | <b>Component Score = column B x column C</b>                                 | <b>Due Date</b>                        |
| Quizzes                      | 50                      |                                                                                              |                                                                              | See the Course Schedule below          |
| Midterm Exam                 | 15                      |                                                                                              |                                                                              | Oct. 14 12:01 AM &<br>Oct. 15 11:59 PM |
| 1 <sup>st</sup> Course Paper | 10                      |                                                                                              |                                                                              | See the Course Schedule below          |
| 2 <sup>nd</sup> Course Paper | 10                      |                                                                                              |                                                                              |                                        |
| Final Exam                   | 15                      |                                                                                              |                                                                              | Dec. 5 12:01 AM &<br>Dec. 6 11:59 PM   |
| Total                        | 100%                    |                                                                                              | <b>Add each of your component scores to get your anticipated final grade</b> |                                        |

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

**Quizzes:** Multiple choice quizzes may cover any materials from the modules. Those quizzes will open at 12:01 AM on the last Saturday of each module and close at 11:59 PM on the last Sunday of each module. Also, during one of the modules you will complete a quiz specifically covering video material about correct citation practices, which should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism.

**Important Note:** All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is

ideally due by 11:59 on Friday, August 25, as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz, and submit it.

**Course papers:** You will write **two** short course papers in response to **three** discussion prompts that will be released over the course of the semester. Obviously, this gives you a degree of choice as to which two you will complete. The first option will be about a topic related to realism, the second option will be about liberalism, and the third option will be about perspective covered in the module on interpretive understandings of international relations. The topics will not be released earlier to discourage collaborative cheating, and they are more like very glorified take-home essay exams than they are a full-blown term paper that requires original research beyond what is assigned for this class. Consult the Course Schedule below to see when the prompts will be released. Once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Thus, you should think carefully about which topic you think you would do best on before you decide to pass up writing on a topic in favor of doing a later topic.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) cite relevant assigned course materials to support your analysis. While other academic sources can be used such as an academic journal article or book, you are not required to do so. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins with page numbers inserted. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

When each discussion prompt is released, it will include a breakdown of how points will be allocated. Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing, so take steps to minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism.

This assignment will be graded in accord with the following distribution of credit.

|                                                     |      |
|-----------------------------------------------------|------|
| Mechanics of writing                                | 20%  |
| Political and historical discussion                 | 20%  |
| Theoretical discussion, application, and assessment | 30%  |
| Proper documentation and citation                   | 20%  |
| Organization of paper                               | 10%  |
|                                                     | 100% |

Typically, most students lose points on papers for me because of mechanical flaws in their writing (grammar, punctuation, unclearly worded sentences, etc.). Poor performance in this regard could lower your paper grade by as much as 20 points. Also, students tend to lose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so you should consult the section below on academic dishonesty for details on how to avoid plagiarism. For example, I deduct one point for missing words or marks of punctuation, two points for sentence fragments or run-on sentences and five points for each failure to appropriately cite sources. Thus, you should take steps to minimize those kinds of flaws in your writing, including becoming familiar with Chicago style using the literacy tutorial referenced in the Academic Honesty section below. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities.

**Midterm Exam and Final Exam:** These will be online multiple-choice exams with each question having only one correct answer for each question. The Midterm Exam will cover Modules 1 through 5. The Final Exam will be cumulative, but it will be more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Warning: Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam.

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you

must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments.

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." Missed quizzes may be made up for one of the aforementioned reasons, but they will not be made up otherwise. Once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Thus, you should think carefully about which topic you think you would do best on before you decide to pass up writing on a topic in favor of doing a later topic.

**Grading Scale:** Assignment grades will be recorded in Webcourses.

| Letter Grade | Points          |
|--------------|-----------------|
| A            | 93 – 100 points |
| A-           | 90 – 92 points  |
| B+           | 87 – 89 points  |
| B            | 83 – 86 points  |
| B-           | 80 – 82 points  |
| C+           | 77 – 79 points  |
| C            | 73 – 76 points  |
| C-           | 70 – 72 points  |
| D+           | 67 – 69 points  |
| D            | 63 – 66 points  |
| D-           | 60 – 62 points  |
| F            | 59 and below    |

**Communicating with the Instructor Online:** This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. Communicate online with the instructor using either his UCF email address ([Paul.Vasquez@ucf.edu](mailto:Paul.Vasquez@ucf.edu)) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly.

Check the class announcements in Webcourses several times each week for any changes or updates from Dr. Vasquez.

**Student Conduct and Academic Integrity Expectations:** All Knights should familiarize themselves with UCF's Rules of Conduct (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). Relatedly, when it comes to assignments, **do not cheat**. It's much better to have a low assignment grade or even a low score on your transcript than an indicator of cheating. None of us can be smart about everything, but we can all choose to be people who are honest and humble with integrity. Good employers want those kinds of people, even if their grades are a little lower because of it.

Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit; 3) buying and 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 a) using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own, b) submitting work for more than one class without the instructor's approval or c) use of tools related to **Artificial Intelligence (AI)**. After hearing my lecture on proper citation practices using the Chicago Manual of Style, you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult UCF's 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>). Particularly bad behavior in this regard could result in dismissal from UCF, if decided upon by higher authority.

## Campus Safety and Title IX

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.



- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Also related to campus safety, Title IX (of the Education Amendments of 1972; AKA, Title IX) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**UCF Cares:** 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](http://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](mailto: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 (Bldg. 27) to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course

design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**University Writing Center:** The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

### Important UCF administrative deadlines

| Date                        | Event               |
|-----------------------------|---------------------|
| Friday, Aug. 25, 11:59 P.M. | Drop/Add deadline   |
| Friday, Oct. 27, 11:59 P.M. | Withdrawal deadline |

### Course Schedule

| Topic                                                                                              | Assignments   | Open & close dates (quiz dates)                | Open & close times  |
|----------------------------------------------------------------------------------------------------|---------------|------------------------------------------------|---------------------|
| <b>Syllabus</b>                                                                                    | Syllabus Quiz | Aug. 21 - Aug. 25 (or ASAP for late enrollees) | 12:01 AM & 11:59 PM |
| <b>Module 1: Modern IR Theory</b><br><b>Chapter 1. Thinking About IR Theory (approx. 20 pages)</b> | Quiz          | Aug. 21 - Sep. 3 (Sep. 2-3)                    | 12:01 AM & 11:59 PM |

|                                                                                                                                                                                                                                                                                                                                        |                                                                    |                                       |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------|---------------------|
| <p>Watch the video interview linked below of Kenneth Waltz as part of the "Conversations with History" series produced by the Institute for International Studies at the University of California at Berkeley. <a href="http://www.uctv.tv/search-details.aspx?showID=7386">http://www.uctv.tv/search-details.aspx?showID=7386</a></p> |                                                                    |                                       |                     |
| <p><b>Module 2: The Ancients</b></p> <p><b>Chapter 10. The Ancients: Greek, Chinese &amp; Indian Thought (approx. 65 pages)</b></p>                                                                                                                                                                                                    | Quiz                                                               | Sep. 4 - Sep. 17<br>(Sep. 16-17)      | 12:01 AM & 11:59 PM |
| <p><b>Module 3: The Greeks &amp; Romans</b></p> <p><b>Chapter 11. Greco-Roman Thought and the Middle Ages (approx. 40 pages)</b></p>                                                                                                                                                                                                   | Quiz<br>Information Literacy Tutorial                              | Sep. 18 - Sep. 24<br>(Sep. 23-24)     | 12:01 AM & 11:59 PM |
| <p><b>Module 4: The Modern State System</b></p> <p><b>Chapter 12. The Rise of the State &amp; Modern Political Thought (approx. 60 pages)</b></p>                                                                                                                                                                                      | Quiz                                                               | Sep. 25 - Oct. 8<br>(Oct. 7 – Oct. 8) | 12:01 AM & 11:59 PM |
| <p><b>Module 5: Realism</b></p> <p><b>Chapter 2. Realism: The State &amp; Balance of Power (approx. 42 pages)</b></p>                                                                                                                                                                                                                  | Quiz                                                               | Oct. 9 - Oct. 15<br>(Oct. 14-15)      | 12:01 AM & 11:59 PM |
|                                                                                                                                                                                                                                                                                                                                        | Midterm Exam                                                       | Oct. 14 - Oct. 15                     | 12:01 AM & 11:59 PM |
| <p><b>Module 6: Liberalism</b></p> <p><b>Chapter 3. Liberalism: Interdependence &amp; Global Governance (approx. 33 pages)</b></p>                                                                                                                                                                                                     | Quiz<br>realism paper due (prompt will be released on Th, Oct. 26) | Oct. 16 - Oct. 29<br>(Oct. 28-29)     | 12:01 AM & 11:59 PM |
| <p><b>Module 7: Economic Structuralism</b></p> <p><b>Chapter 4. Economic Structuralism: Global Capitalism &amp; Postcolonialism (approx. 30 pages)</b></p>                                                                                                                                                                             | Quiz                                                               | Oct. 30 - Nov. 5<br>(Nov. 4-5)        | 12:01 AM & 11:59 PM |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                             |                                |                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------|---------------------|
| <b>Module 8: The English School</b><br><br><b>Chapter 5. The English School: International Society &amp; Grotian Rationalism (approx. 20 pages)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Quiz liberalism paper due (prompt will be released on Th, Nov. 9)</b>                    | Nov. 6 - Nov. 12 (Nov. 11-12)  | 12:01 AM & 11:59 PM |
| <b>Module 9: Interpretive Understandings</b><br><br><b>Chapter 6. Constructivist Understandings</b><br><b>Chapter 7. Positivism, Critical Theory, and Postmodern Understandings</b><br><b>Chapter 8. Feminist Understandings in IR Theory (approx. 80 pages)</b><br><br><b>Not required: Joseph Paul Vasquez, III. "Patriot Games, War Games, and Political Football: A Constructivist Analysis of Militarization in an American Sport." <i>Journal of Global Security Studies</i> 5, no. 2 (2020): 299-318. <a href="https://academic.oup.com/jogss/article-abstract/5/2/299/5812735">https://academic.oup.com/jogss/article-abstract/5/2/299/5812735</a> (This article can be accessed for free through the UCF Library. You will not have to pay to purchase this article!)</b> | <b>Quiz</b>                                                                                 | Nov. 13 - Nov. 26 (Nov. 25-26) | 12:01 AM & 11:59 PM |
| <b>Module 10: Normative Considerations</b><br><br><b>Chapter 9. Normative IR Theory: Ethics &amp; Morality (approx. 30 pages)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Quiz Interpretive understandings paper due (prompt will be released on Wen, Nov. 29)</b> | Nov. 27 - Dec. 2 (Dec. 1-2)    | 12:01 AM & 11:59 PM |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Final Exam</b>                                                                           | December 5 – December 6        | 12:01 AM & 11:59 PM |

## General procedures for each module

### Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading in each module.
2. **Online Materials:** Watch and take notes over the assigned videos.
3. **Quiz:** Go to the Assignments Tool and complete the quiz for each module between the last Saturday of the module and the Sunday when it closes. Take

the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.

**POS 4407.0W60 The Intelligence Community  
Fall 2023 Syllabus**

**Course Information**

|                                    |                                                                        |
|------------------------------------|------------------------------------------------------------------------|
| Course Name                        | <b>The Intelligence Community</b>                                      |
| Course ID & Section                | <b>POS 4407.0W60</b>                                                   |
| Credit Hours                       | <b>3 credit hours</b>                                                  |
| Semester/Year                      | <b>Fall 2023</b>                                                       |
| Class meeting time & location/mode | <b>Not applicable — class is online and asynchronous in Webcourses</b> |

**Instructor Contact**

|                             |                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor                  | <b>Dr. Joseph Paul Vasquez, III<br/>School of Politics, Security &amp; International Affairs<br/>(SPSIA)</b>                                                                              |
| Office                      | <b>102 Howard Philips Hall</b>                                                                                                                                                            |
| Office Hours                | <b>Monday 12:30-3:00 PM; Wednesday 12:30-2:30 PM;<br/>and by appointment in person or over Zoom<br/>(<a href="https://ucf.zoom.us/j/3142725238">https://ucf.zoom.us/j/3142725238</a>)</b> |
| SPSIA Phone #               | <b>(407) 823-2608</b>                                                                                                                                                                     |
| E-mail                      | <b><a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a></b>                                                                                                                     |
| Graduate Teaching Assistant | Kelsie Dillard ( <a href="mailto:Kelsie.Dillard@ucf.edu">Kelsie.Dillard@ucf.edu</a> )                                                                                                     |

**Course Description:** To the extent that average American has thought about international relations and national security issues, there is probably a good chance that it has been with some regard to intelligence activities, since these kinds of matters are seemingly ubiquitous in American popular culture. In this class, we look beyond Hollywood's dashing heroes in tuxedos and their high-tech gizmos to try to understand the history, development and functions of the real U.S. intelligence community as well as the challenge that pose to a democratic form of government. We will also consider how the intelligence community in the U.S. has functioned in comparison with other national intelligence efforts across space and time.

Prerequisite: ENC 1102 or POS 2041 or equivalent.

**Required materials:** Required materials for this course include the following textbook:

Mark M. Lowenthal. 2023. *Intelligence: From Secrets to Polity*. 9<sup>th</sup> Edition. Thousand Oaks: Sage/CQ Press.

**Course Objectives:** In terms of substance, this course is designed to give students a better understanding of: 1) the historical development, structure and functions of the U.S. intelligence community; and 2) the relevance of intelligence activities to the larger study of international relations and political science. With regards to skill development, students will have the opportunity to demonstrate their capacity 3) to use databases for research purposes and 4) to improve their writing ability.

**\*\*\*\*Important Advice:** You should keep up with the module assignments as they come along. As you attempt to internalize the course content, you should keep up with the reading for each module and watching the assigned videos, as well as taking notes over them to help retain the information. 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 Requirements:** I will evaluate your performance in this class in accord with the table below.

| <b>A</b>                                | <b>B</b>                | <b>C</b>                                                                                     | <b>D</b>                                     | <b>E</b>                              |
|-----------------------------------------|-------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------|
| <b>Assignments</b>                      | <b>% of Final Grade</b> | <b>Assignment average (add grades for each row &amp; ÷ by the # of grades for this task)</b> | <b>Component Score = column B x column C</b> | <b>Due Date</b>                       |
| Quizzes & Information Literacy Tutorial | 50                      |                                                                                              |                                              | See the Course Schedule below         |
| Midterm Exam                            | 15                      |                                                                                              |                                              | Oct. 16 12:01 AM-<br>Oct. 17 11:59 PM |
| Course Paper 1                          | 10                      |                                                                                              |                                              | Oct. 1 11:59 PM                       |
| Course Paper 2                          | 10                      |                                                                                              |                                              | Nov. 19 11:59 PM                      |
| Final Exam                              | 15                      |                                                                                              |                                              | Dec. 5 12:01 AM-<br>Dec. 6 11:59 PM   |
| Total                                   | 100%                    | <b>Add Column D to estimate final grade<br/>→</b>                                            |                                              |                                       |

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

## Assignments

**Quizzes and Information Literacy Tutorial Assessment:** Multiple choice quizzes may cover any materials covered in the modules. Those quizzes will open in Webcourses at **12:01 AM on the last Saturday** of each module and close at **11:59 PM on the last Sunday** of each module, according to the Course Schedule below. Take a quiz when you have sufficient command of the information because I intentionally do not allow a very long time to discourage cheating. Also, by midnight on Sunday, September 17<sup>th</sup>, you will also be expected to complete the Information Literacy Quiz about my lecture on avoiding plagiarism using Chicago Manual of Style, which will be counted as a separate quiz. That lecture and quiz should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. This assignment can be found from the Assignments tab for our class in Webcourses/Canvas.

**Important Note:** All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, August 25<sup>th</sup>, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz and submit it.

**Midterm Exam and Final Exam:** These will be online, multiple-choice exams. The Final Exam, which will be cumulative, and it will be delivered over two days during the Exam Period. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Warning: Do not assume that these exams will be easy simply because they will take the form of a multiple-choice exam.

**Course papers:** You will write **two** short course papers in response to two discussion prompts that will be released over the course of the semester. The first paper will be



about a topic related to intelligence collection, analysis, counterintelligence, or covert action, and the second paper will be about oversight and accountability, ethical or moral issues, or intelligence reform. The topics will not be released earlier to discourage collaborative cheating, and they are more like very glorified take-home essay exams than they are a full-blown term paper that requires original research beyond what is assigned for this class. Consult the Course Schedule below to see when the prompts will be released.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) cite relevant assigned course materials to support your analysis. While other academic sources can be used such as an academic journal article or book, you are not required to do so. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins with page numbers inserted in the document. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

When each discussion prompt is released, it will include a breakdown of how points will be allocated. Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing, so take steps to minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism.

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments.

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.” Missed quizzes may be made up for one of the aforementioned reasons, but they will not be made up otherwise. Once the deadline for a paper passes by more than two hours, late papers will only be accepted if there is a verifiable, compelling, significant, and unexpected reason or if a 20-point late penalty is imposed. Thus, you should think carefully about which topic you think you would do best on before you decide to pass up writing on a topic in favor of doing a later topic.

**Grading Scale:** Assignment grades will be recorded in Webcourses.

| Letter Grade | Points          |
|--------------|-----------------|
| A            | 93 – 100 points |
| A-           | 90 – 92 points  |
| B+           | 87 – 89 points  |
| B            | 83 – 86 points  |
| B-           | 80 – 82 points  |
| C+           | 77 – 79 points  |
| C            | 73 – 76 points  |
| C-           | 70 – 72 points  |
| D+           | 67 – 69 points  |
| D            | 63 – 66 points  |
| D-           | 60 – 62 points  |
| F            | 59 and below    |

**Communicating with the Instructor Online:** This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. Communicate online with the instructor using either his UCF email address ([Paul.Vasquez@ucf.edu](mailto:Paul.Vasquez@ucf.edu)) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly. Check the class announcements in Webcourses several times each week for any changes or updates from Dr. Vasquez.

**Student Conduct and Academic Integrity Expectations:** All Knights should familiarize themselves with UCF’s Rules of Conduct (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). Relatedly, when it comes to assignments, **do not cheat.** It’s much better to have a low assignment grade or even a low score on your transcript than an indicator of cheating. None of us can be smart about everything, but we can all choose to be

people who are honest and humble with integrity. Good employers want those kinds of people, even if their grades are a little lower because of it.

Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit; 3) buying and 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 a) using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own, b) submitting work for more than one class without the instructor's approval or c) use of tools related to **Artificial Intelligence (AI)**. After hearing my lecture on proper citation practices using the Chicago Manual of Style, you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult UCF's 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>). Particularly bad behavior in this regard could result in dismissal from UCF, if decided upon by higher authority.

## Campus Safety and Title IX

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Also related to campus safety, Title IX (of the Education Amendments of 1972; AKA, Title IX) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or

assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**UCF Cares:** 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](http://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](mailto: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 (Bldg. 27) to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**University Writing Center:** The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

### Important Dates:

| Date                        | Event               |
|-----------------------------|---------------------|
| Friday, Aug. 25, 11:59 P.M. | Drop/Add deadline   |
| Friday, Oct. 27, 11:59 P.M. | Withdrawal deadline |

### Course Schedule

| Topic                                                                                                            | Assignments                           | open & close dates                             | open & close times                               |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------|--------------------------------------------------|
| Syllabus                                                                                                         | Syllabus Quiz                         | Aug. 21 - Aug. 25 (or ASAP for late enrollees) | 12:01 AM & 11:59 PM (or ASAP for late enrollees) |
| Module 1<br>Chapter 1: What is "Intelligence"? & Chapter 2: The Development of US Intelligence, approx. 33 pages | Quiz                                  | Aug. 21 - Sep. 3                               | 12:01 PM & 11:59 AM                              |
| Module 2<br>Chapter 3: The US Intelligence Community & Chapter 4: The Intelligence Process, approx. 43 pages     | Quiz<br><br>Information Literacy Quiz | Sep. 4 - Sep. 17                               | 12:01 PM & 11:59 AM                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |                                                                    |                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------|--------------------------------|
| <p>Module 3</p> <p>Chapter 5: Collection &amp; Collection Disciplines, approx. 60 pages</p> <p><b><i>JFK &amp; The Crisis Crusader</i>. Films On Demand. 2007. Accessed August 18, 2020.</b><br/> <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=205794">https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=205794</a>.</p> <p><a href="https://fod-infobase-com.eu1.proxy.openathens.net/pViewVideo.aspx?xtid=205794">https://fod-infobase-com.eu1.proxy.openathens.net/pViewVideo.aspx?xtid=205794</a><br/> 45minutes</p> | <p>Quiz</p> <p>Course Paper 1</p> | <p>Sep. 18 - Oct. 1</p> <p>(prompt released 9/28; due on 10/1)</p> | <p>12:01 PM &amp; 11:59 AM</p> |
| <p>Module 4</p> <p>Chapter 6: Analysis, approx. 43 pages</p> <p>Recommended, but not required:</p> <p><u>Retropod   Podcast. The Soviet officer who stopped World War III. Lt. Col. Stanislav Petrov.</u><br/> <a href="https://www.washingtonpost.com/news/retropolis/wp/2017/09/18/the-former-soviet-officer-who-trusted-his-gut-and-averted-a-global-nuclear-catastrophe/">https://www.washingtonpost.com/news/retropolis/wp/2017/09/18/the-former-soviet-officer-who-trusted-his-gut-and-averted-a-global-nuclear-catastrophe/</a></p>                             | <p>Quiz</p>                       | <p>Oct. 2 - Oct. 15</p>                                            | <p>12:01 PM &amp; 11:59 AM</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Midterm Exam</p>               | <p>Oct. 16 - Oct. 17</p>                                           | <p>12:01 PM &amp; 11:59 AM</p> |
| <p>Module 5</p> <p>Chapter 7: Counterintelligence &amp; Chapter 8: Covert Action, approx. 44 pages</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Quiz</p>                       | <p>Oct. 16 – Oct. 22</p>                                           | <p>12:01 PM &amp; 11:59 AM</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                   |                                                                      |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------|---------------------|
| <p>Module 6</p> <p>Chapter 9: The Role of the Policy Maker &amp; Chapter 10: Oversight &amp; Accountability, approx. 60 pages</p> <p><i>Cuban Missile Crisis: Three Men Go to War.</i> Films On Demand. 2012. Accessed August 18, 2020.<br/> <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=151202">https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=151202</a>.<br/> <a href="https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=151202&amp;tScript=0">https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=151202&amp;tScript=0</a><br/> 56 minutes</p>                                                           | Quiz                              | Oct. 23 – Nov. 5                                                     | 12:01 PM & 11:59 AM |
| <p>Module 7</p> <p>Chapter 11: The Intelligence Agenda: Nation-States, Chapter 12: The Intelligence Agenda: Transnational Issues, approx. 66 pages</p> <p>Recommended, but not required:</p> <p>“Acid, Spies, &amp; Secret Experiments.” <i>Films On Demand</i>, Films Media Group, 2017, <a href="https://fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=160858">fod.infobase.com/PortalPlaylists.aspx?wID=150523&amp;xtid=160858</a>. Accessed 18 Aug. 2020.<br/> <a href="https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=160858&amp;tScript=0">https://fod-infobase-com.eu1.proxy.openathens.net/p_ViewVideo.aspx?xtid=160858&amp;tScript=0</a><br/> 124 mins</p> | <p>Quiz</p> <p>Course paper 2</p> | <p>Nov. 6 – Nov. 19</p> <p>(prompt released 11/16; due on 11/19)</p> | 12:01 PM & 11:59 AM |
| <p>Module 8</p> <p>Chapter 13: Ethical &amp; Moral Issues in Intelligence, Chapter 14: Intelligence Reform, approx. 41 pages</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Quiz                              | Nov. 20 - Dec. 2                                                     | 12:01 AM & 11:59 PM |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Final Exam                        | December 5 – December 6                                              | 12:01 AM - 11:59 PM |

## General procedures for each module

### Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading in each module.
2. **Online Materials:** Watch and take notes over the assigned videos.
3. **Quiz:** Go to the Assignments Tool and complete the quiz for each module between the last Saturday of the module and the Sunday when it closes. Take the quiz when you have sufficient command of the information because I intentionally do not allow a long time to discourage cheating.



# INR2002.0001 IR Theory & Practice

## Fall 2023 Syllabus

### Course Information

|                     |                                                                                     |
|---------------------|-------------------------------------------------------------------------------------|
| Course Name         | International Relations Theory & Practice                                           |
| Course ID & Section | INR 2002.0001                                                                       |
| Credit Hours        | 3 credit hours                                                                      |
| Semester/Year       | Fall 2023                                                                           |
| Time & Location     | Monday, Wednesday & Friday 10:30-11:20 PM<br>in CB1 (Classroom Building 1) Room 318 |

### Instructor Contact

|                             |                                                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor                  | Dr. Joseph Paul Vasquez, III<br>School of Politics, Security & International Affairs<br>(SPSIA)                                                                                    |
| Office                      | 102 Howard Philips Hall                                                                                                                                                            |
| Office Hours                | Monday 12:30-3:00 PM; Wednesday 12:30-2:30 PM;<br>and by appointment in person or over Zoom<br>( <a href="https://ucf.zoom.us/j/3142725238">https://ucf.zoom.us/j/3142725238</a> ) |
| SPSIA Phone #               | (407) 823-2608                                                                                                                                                                     |
| E-mail                      | <a href="mailto:paul.vasquez@ucf.edu">paul.vasquez@ucf.edu</a>                                                                                                                     |
| Graduate Teaching Assistant | Thomas Matthews ( <a href="mailto:Thomas.Matthews@ucf.edu">Thomas.Matthews@ucf.edu</a> )                                                                                           |

### Course Description

There are a lot of countries out there. In fact, the world is full of them! In this course we will examine factors that influence the behavior of states and other international actors. We will begin by reviewing some important events in world history and explore the issue of globalization today. Second, we will delve into issues related to war, peace, and international security. Our study of these topics will focus on issues related to power politics among states and some alternative perspectives. Specifically, we will consider phenomenon such as foreign policy, military force, and terrorism. In the final half of the course, we will examine issues

related to international political economy, international organizations and human rights, the gap between rich and poor countries and global environmental challenges. In a curricular sense, this course can be used to satisfy Basic Core Requirements for IGS Majors or the Area B requirement for students majoring in Political Science.

Prerequisite: ENC 1102 or consent of the instructor.

Note: This course provides a good foundation for students planning to take INR 4603 to help satisfy the Advanced Core Requirements for the IGS Major or the Area C requirement for student majoring in Political Science.

**Important Advice:** I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness—without compromising on standards—to help you do your best. You should do the readings and take notes when you read and watch lectures. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

## Course Objectives

- Objective One: help students understand trends and developments in the practice of international relations as well as major theoretical perspectives and insights offered by political scientists
- Objective Two: help students understand the influence of international relations on their own lives
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication

## Required Materials

- REVEL for International Relations by John C. Pevehouse and Joshua Goldstein, Brief Edition, 8e is the digital/ e-text you'll be using to access assigned readings throughout the semester. The e-text includes videos you should watch as well as practice quizzes and tests, which are optional to complete that do not count toward your grade. All graded assignments will be completed in Webcourses/Canvas. None of them will be done in REVEL for a grade.
- To access your materials, follow the link address (unique to this course) below.
  - Go to: <https://console.pearson.com/enrollment/m8xyg1>
  - Sign in to create a Pearson Account.
  - Click view access options to redeem the access code you bought from the bookstore or buy instant access online. (If you are waiting for financial aid, you can use course materials for free temporarily until your 14-day temporary access expires.)
  - If you need help, check out these Revel student resources: <https://www.pearsonhighered.com/revel/students/support/>

- The e-text includes videos you should watch as well as practice quizzes and tests, which are optional to complete that do not count toward 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. Of course, if you prefer to work with hardcopies of the text, you can order a hardcopy on your own and use the E-text until the hardcopy arrives.

## Course Mode and Use of Webcourses

In-person course attendance is expected for this course. This course will use Webcourses primarily as a platform for housing our course syllabus, posting course announcements and using email for communication, and submitting some assignments. To do so, you will need access to a computer and adequate Internet bandwidth. You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical problems. Once you access the course from Dashboard in Webcourses, please check out the course home page and the Announcements from the navigation column to the left of the center of your screen.

### Illness Notification

If you become ill, please stay home, and contact your primary care physician. Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class. If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

## Course Requirements and Grade Table

| <b>A</b>            | <b>B</b>                | <b>C</b>                                                                                     | <b>D</b>                                     | <b>E</b>                                                   |
|---------------------|-------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------|
| <b>Assignments</b>  | <b>% of Final Grade</b> | <b>Assignment average (add grades for each row &amp; ÷ by the # of grades for this task)</b> | <b>Component Score = column B x column C</b> | <b>Open/Due Date</b>                                       |
| Class Participation | 5                       |                                                                                              |                                              | Daily                                                      |
| Quizzes             | 25                      |                                                                                              |                                              | To be announced (administered in class) & by Mon., Sep. 18 |

|                              |      |                                             |  |                                                         |
|------------------------------|------|---------------------------------------------|--|---------------------------------------------------------|
| Midterm Exam                 | 25   |                                             |  | Wed., Oct. 11<br>(administered in class)                |
| 1 <sup>st</sup> Course Paper | 10   |                                             |  | See the Course<br>Schedule below                        |
| 2 <sup>nd</sup> Course Paper | 10   |                                             |  |                                                         |
| Final Exam                   | 25   |                                             |  | Mon., Dec. 4, 10:00-<br>Noon (administered<br>in class) |
| Total                        | 100% | <b>Add Column D to<br/>estimate grade →</b> |  |                                                         |

If you have questions about your final course grade and want to double check the final course grade reported in Webcourses at the end of the semester, you can take the grades for particular assignments and plug them into the grade table above and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

**Class Participation:** Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions. If you have questions about the course readings or international events, raising them in class is a welcome way to participate.

**Quizzes:** These will include multiple-choice quizzes, which will be administered in class. Occasionally, you will be allowed to take quizzes in small groups in class. These quizzes will usually cover substantive information from class, including any assigned courses materials, including course readings, videos, lectures, etc. Information from assigned readings or videos should be mastered by the day it is listed on the syllabus, at which point it could be included on a quiz. By Monday, Sep. 18, you will also be expected to complete a quiz about proper citation practices using the Chicago Manual of Style.” This exercise should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. The lowest quiz grade for each student will be dropped when calculating final course grades.

**Important Note:** All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, Aug. 25, or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a possible delay in the disbursement of any financial aid. To do this task, go to the myUCF portal (<https://my.ucf.edu>) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password and access the course from the Dashboard. From the course homepage, click on the

Assignments tab to left, click on the Syllabus Quiz under the Quizzes banner, complete the quiz, and submit it.

**Midterm Exam and Final Exam:** Multiple choice exams will be administered in class after Chapter 4 and Chapter 8. The final exam will be cumulative to the extent that it will cover some material from the midterm exam, but it will be much more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester.

**Course papers:** You will write **two** short course papers in response to **three** discussion prompts that will be released over the course of the semester. Obviously, this gives you a degree of choice as to which two you will complete. The first option will be about a topic related to realism and international security, the second option will be about economics and international organizations, and the third option will be about North-South relations. The topics will not be released earlier to discourage collaborative cheating, and they are more like very glorified take-home essay exams than they are a full-blown term paper that requires original research beyond what is assigned for this class. Consult the Course Schedule below to see when the prompts will be released. Thus, you should think carefully about which topic you think you would do best with before you decide to pass up writing on a topic in favor of doing a later topic.

Papers should have a) a title page with your name and the word count for the main text only, b) be between 1,000-1,100 words in length, and c) cite relevant assigned course materials to support your analysis. While other academic sources can be used such as an academic journal article or book, you are not required to do so. Course materials (textbook, videos, etc.) and any other sources should be appropriately cited using Chicago Style when referring to either course concepts or facts that are not common knowledge. Include a references page at the end that is not included in your 1,000-1,100-word limit. Papers should use 12-point font, double-spacing and 1-inch margins with page numbers inserted in the document. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

When each discussion prompt is released, it will include a breakdown of how points will be allocated. Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically, most students lose points on papers for me because of mechanical flaws in their writing, so take steps to minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you

secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism.

**Missed Assignments/Make-Ups/No Extra Credit:** Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are missed for 1) a verifiable medical or funeral excuse, 2) a reason that is sufficiently verifiable, compelling significant, and unexpected, or 3) an officially UCF excused absence (<https://policies.ucf.edu/documents/4-401.pdf>), such as an excused religious holiday (<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or a military deployment. Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact the instructor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from completing a quiz.

Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse or a reason that is sufficiently verifiable, compelling significant, and unexpected. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 20 points "off-the-top." Missed quizzes may be made up for the aforementioned reasons mentioned regarding exams, but they may not be made up without such circumstances. However, recall that the lowest quiz grade will be dropped for everyone. 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](mailto:Paul.Vasquez@ucf.edu)) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly. Check the class announcements in Webcourses several times each week for any changes or updates.

## Behavior

**Disruptions:** If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn, and it may be distracting to me as I attempt to do my job. If your use of electronic devices, including laptops, becomes disruptive, you may be required to discontinue their use.

**Student Conduct and Academic Integrity Expectations:** All Knights should familiarize themselves with UCF's Rules of Conduct (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). Relatedly, when it comes to assignments, **do not cheat**. It's much better to have a low assignment grade or even a low score on your transcript than an indicator of cheating. None of us can be smart about everything, but we can all choose to be people who are honest and humble with integrity. Good employers want those kinds of people, even if their grades are a little lower because of it.

Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit; 3) buying and 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 a) using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own, b) submitting work for more than one class without the instructor's approval or c) use of tools related to [Artificial Intelligence \(AI\)](#). After hearing my lecture on proper citation practices using the Chicago Manual of Style, you should clearly understand my expectations of you with regards to correctly citing material. For more details on academic integrity matters, you are encouraged to consult UCF's 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>). Particularly bad behavior in this regard could result in dismissal from UCF, if decided upon by higher authority.

## Campus Safety and Title IX

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[www.getrave.com/login/ucf](http://www.getrave.com/login/ucf)> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.



- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).
- Also related to campus safety, Title IX (of the Education Amendments of 1972; AKA, Title IX) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Academic Support Services

**Student Academic Resource Center (SARC)** (Trevor Colbourn Hall, Room 117/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

**UCF Cares:** 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](http://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](mailto: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 (Bldg. 27) to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-

2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**University Writing Center:** The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC is located in Trevor Colbourn Hall Room 109 with satellite Locations in the Main Library, Rosen Library, and online. They can be reached at 407-823-2197 or <http://uwc.cah.ucf.edu/>

### **Important UCF administrative deadlines:**

| <b>Date</b>                 | <b>Event</b>        |
|-----------------------------|---------------------|
| Friday, Aug. 25, 11:59 P.M. | Drop/add deadline   |
| Friday, Oct. 27, 11:59 P.M. | Withdrawal deadline |

### **Course Schedule**

|                             |                                                                         |
|-----------------------------|-------------------------------------------------------------------------|
| <b>Monday, August 21</b>    | <b>Course Welcome Lecture</b>                                           |
| <b>Wednesday, August 23</b> | <b>Lecture</b>                                                          |
| <b>Friday, August 25</b>    | <b>Lecture, **Syllabus Quiz deadline or ASAP for late enrollees**</b>   |
| <b>Monday, August 28</b>    | <b>Lecture</b>                                                          |
| <b>Wednesday, August 30</b> | <b>Lecture, Chapter 1. The Globalization of International Relations</b> |
| <b>Friday, September 1</b>  | <b>Lecture</b>                                                          |

|                                |                                                        |
|--------------------------------|--------------------------------------------------------|
| <b>Monday, September 4</b>     | <b>Labor Day Holiday-Class will not meet</b>           |
| <b>Wednesday, September 6</b>  | <b>Lecture</b>                                         |
| <b>Friday, September 8</b>     | <b>Lecture</b>                                         |
| <b>Monday, September 11</b>    | <b>Lecture</b>                                         |
| <b>Wednesday, September 13</b> | <b>Lecture, Chapter 2. Realist Theories</b>            |
| <b>Friday, September 15</b>    | <b>Lecture</b>                                         |
| <b>Monday, September 18</b>    | <b>Lecture, **Proper Citation Practices Quiz**</b>     |
| <b>Wednesday, September 20</b> | <b>Lecture</b>                                         |
| <b>Thursday, September 21</b>  | <b>Paper A Realism topic released</b>                  |
| <b>Friday, September 22</b>    | <b>Lecture</b>                                         |
| <b>Sunday, September 24</b>    | <b>Paper A due before midnight</b>                     |
| <b>Monday, September 25</b>    | <b>Lecture, Chapter 3. Liberal and Social Theories</b> |
| <b>Wednesday, September 27</b> | <b>Lecture</b>                                         |
| <b>Friday, September 29</b>    | <b>Lecture</b>                                         |
| <b>Monday, October 2</b>       | <b>Lecture</b>                                         |
| <b>Wednesday, October 4</b>    | <b>Lecture</b>                                         |
| <b>Friday, October 6</b>       | <b>Lecture, Chapter 4. Conflict, War and Terrorism</b> |
| <b>Monday, October 9</b>       | <b>Lecture</b>                                         |
| <b>Wednesday, October 11</b>   | <b>**Mid-term Exam**</b>                               |
| <b>Friday, October 13</b>      | <b>Lecture</b>                                         |

|                                                                                                                                                                                                                                                                                |                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Monday, October 16</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Wednesday, October 18</b>                                                                                                                                                                                                                                                   | <b>Lecture</b>                                                                |
| <b>Thursday, October 19</b>                                                                                                                                                                                                                                                    | <b>Paper B Economics &amp; International Organizations topic released</b>     |
| <b>Friday, October 20</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Sunday, October 22</b>                                                                                                                                                                                                                                                      | <b>**Paper B due before midnight</b>                                          |
| <b>Monday, October 23</b>                                                                                                                                                                                                                                                      | <b>Lecture, Chapter 5. Trade and Finance</b>                                  |
| <b>Wednesday, October 25</b>                                                                                                                                                                                                                                                   | <b>Lecture</b>                                                                |
| <b>Friday, October 27</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Monday, October 30</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Wednesday, November 1</b>                                                                                                                                                                                                                                                   | <b>Lecture, Chapter 6. International Organizations, Law, and Human Rights</b> |
| <b>Friday, November 3</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Monday, November 6</b>                                                                                                                                                                                                                                                      | <b>Lecture</b>                                                                |
| <b>Wednesday, November 8</b>                                                                                                                                                                                                                                                   | <b>Lecture</b>                                                                |
| <b>Friday, November 10</b>                                                                                                                                                                                                                                                     | <b>Veterans' Day Holiday—Class will not meet</b>                              |
| <b>Monday, November 13</b>                                                                                                                                                                                                                                                     | <b>Lecture</b>                                                                |
| <b>Wednesday, November 15</b>                                                                                                                                                                                                                                                  | <b>Lecture, Chapter 7. North-South Relations</b>                              |
| <b>Watch the documentary: Firestone and the Warlord   Watch S2014 E3   FRONTLINE   PBS   Official Site or <a href="https://www.pbs.org/wgbh/frontline/film/firestone-and-the-warlord/">https://www.pbs.org/wgbh/frontline/film/firestone-and-the-warlord/</a> 1:23 minutes</b> |                                                                               |
| <b>Thursday, November 16</b>                                                                                                                                                                                                                                                   | <b>Paper C topic released</b>                                                 |

|                                      |                                                       |
|--------------------------------------|-------------------------------------------------------|
| <b>Friday, November 17</b>           | <b>Lecture</b>                                        |
| <b>Sunday, November 19</b>           | <b>Lecture, **Paper C due**</b>                       |
| <b>Monday, November 20</b>           | <b>Lecture</b>                                        |
| <b>Wed., Nov. 22 – Fri., Nov. 24</b> | <b>Thanksgiving Holiday-Class will not meet</b>       |
| <b>Monday November 27</b>            | <b>Lecture</b>                                        |
| <b>Wednesday, November 29</b>        | <b>Lecture</b>                                        |
| <b>Friday, December 1</b>            | <b>Lecture, Chapter 8. Environment and Technology</b> |
| <b>Monday, December 4</b>            | <b>**Final Exam, 10:00 AM – 12:00 PM**</b>            |

# Syllabus Fall/2023

## Instructor Contact

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual/by appointment

Email: [brian.yeitz@ucf.edu](mailto:brian.yeitz@ucf.edu) (All emails regarding the course must be sent through Canvas Email)

## Course Information

Course ID & Section: GEO3471-0W60

Credit Hours: 3 Credit Hours

Semester/Year: Fall/2023

Location: Online

## Course Description

Analysis of factors which affect power relations among nations, including area, location, political styles, ethnic divisions, and the politics of energy.

Prerequisite(s): ENC 1102 or POS 2041 or C.I. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None

## Course Objectives

- Define key concepts relating to political geography.
- Gain an understanding of major themes in political geography.
- Apply geographical concepts to political processes.

## Required Texts

- Geopolitics: Making Sense of a Changing World, 1st edition by John Rennie Short

## Course Requirements

- 4 tests – each test will be worth 50 points for a total of 200 points. Questions will be multiple choice and/or true false. These tests will be based on the readings for each unit of the course.
- 4 discussions - each discussion is worth 40 points for a total of 160 points.
- Syllabus quiz - worth 10 points.

NOTE: No make up tests will be given. **NO LATE WORK WILL BE ACCEPTED.** All assignments must be turned in by the deadline posted and through the appropriate links in webcourses. They will NOT be accepted through webcourses email or through my UCF email address.

## Evaluation and Grading

There will be a total of 370 points available in this course. The following chart shows a breakdown of the point range for the final grade in the course. Point values for individual assignments will show up in the Modules and Assignments tabs.

Letter Grade/Points:

A/333-370 points

B/296-332 points

C/259-295 points

D/222-258 points

F/0-221 points

## UCF Financial Aid Statement

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (syllabus acknowledgement) by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, January 13th. Failure to do so may result in a delay in the disbursement of your financial aid. Even if you are not getting Financial Aid, you will need to complete this assignment.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden*

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# **Syllabus - Fall 2023**

## **Instructor Contact**

Instructor: Brian Yeitz

Office: N/A

Office Hours: Virtual hours by appointment

Email: [brian.yeitz@ucf.edu](mailto:brian.yeitz@ucf.edu) (for course related questions use the Canvas mail system)

## **Course Information**

Course Name: Physical Geography

Course ID & Section: GEO1200-0W60

Credit Hours: 3 credit hours

Semester: Fall 2023

Location: Online

## **Course Description**

Basic physical elements of geography, including climate, landforms, soils, natural vegetation, minerals, and their integrated patterns of world distribution.

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

## **Course Objectives**

- Describe the geographic spatial patterns to the earth's physical environment, including global patterns of climate, ecosystems, soils, and landforms.
- Explain the basic environmental processes operating between the atmosphere, biosphere, hydrosphere, and lithosphere that produce geographic patterns.
- Give examples of connections between the atmosphere, biosphere hydrosphere, and lithosphere.
- Apply technical skills of reading, interpreting, creating, and analyzing geographic data.
- Apply the knowledge gained throughout the semester to understand the characteristics of different places and to analyze situations related to the physical geography processes.

## Required Text

- Living Physical Geography. Author: Bruce Gervais. Publisher: Macmillan. Edition: 2nd.

## Course Requirements

- 5 Tests – each test will be worth 50 points for a total of 250 points. Questions will be multiple choice and/or true false. These tests will be based on the readings completed for each unit.
- 4 Assignments - each worth 30 points for a total of 120 points.
- 1 Syllabus Quiz - 10 points.

NOTE: Each assignment/test will have a specific due date to keep you on at a steady pace for the semester. **NO LATE WORK WILL BE ACCEPTED OR DUE DATES EXTENDED.**

## Evaluation and Grading

There will be a total of 380 points available in this course. The following chart shows a breakdown of the point range for the final grade in the course. Point values for individual assignments will show up in the Modules and Assignments tabs.

Letter Grade/Points

A: 342-380 points

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Credit Hours: 3 credit hours

Semester: Fall 2023

Location: Online

## **Course Description**

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Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

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