INR 4008 - Global Perspectives

Section: 0W60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

Name: Nikola Mirilovic
Title: Associate Professor, School of Politics, Security, and International Affairs (SPSIA)
Office Location: 311 D, Howard Phillips Hall
Office Hours
Tue 1:30-2:30 PM & Thu 1:30-3:30 PM (or by appointment)
Email: Nikola.Mirilovic@ucf.edu; please contact me via Webcourses mail for course related emails

Office Hours

Tue 1:30-2:30 PM & Thu 1:30 -3:30 PM and (or by appointment).

Location: 311 D, Howard Phillips Hall

Teaching Assistants

GTA: Olusumbo Adeyemi. Contact: via Webcourses mail.

Course Description

INR 4008 COS-POLS 3(3,0)Global Perspectives: PR: ENC 1102 or C.I. The historical and contemporary contexts of globalization. Fall,Spring.

Student Learning Outcomes

- Students will develop a strong grasp of the analytical tools and theoretical perspectives and debates needed to understand the causes and consequences of globalization.
- Students will further their knowledge of facts about globalization and global issues.
- Students will improve their writing and analytical skills.

Required Course Materials and Resources

The Globalization Reader
ISBN: 9781119409946
Authors: Frank J. Lechner and John Boli (eds).
Publication Date: 2019
Edition: 6th edition

Global Inequality
ISBN: 9780674984035
Authors: Branko Milanovic
Publication Date: 2016

Course Assessment and Grading Procedure

The final grade will be based on six quizzes, two discussions, a verbal assessment, and a paper. The paper (up to 1,800 words maximum) will count for 30% of your final grade. It will assess your analytical and writing skills. The source materials for the paper are the course readings and lectures: external research is neither required nor expected.

The verbal assessment will count for 30% of your final grade. On Webcourses, please choose and sign up for one (i.e., one per the entire semester) of the 20 minute verbal examination time slots that are listed on the Webcourses calendar. Go to calendar and select “choose appointment time.” Choose an available time slot in one of the modules 1-6 (these will be allocated on a first come, first served basis). During the verbal examination you will be asked about the class readings in that module. You may be asked questions about a reading’s main argument, the evidence the author or authors are examining or factual claims they are making, the strengths and weaknesses of the arguments in the readings, or the overall themes addressed by the module materials. You should clearly express what the relevant arguments and empirical evidence are, and use sound analysis to assess their strengths and weaknesses. Please note that students must have access to Zoom and a microphone and a webcamera for this assessment. The link to the Zoom meeting room is provided in the description of the assignment in Webcourses.

The quizzes will count for 25% of your final grade. I will drop the lowest of your quiz grades. Each quiz will consist of ten multiple choice or true/false questions. You will have fifteen minutes to complete each quiz. There is a one week window to complete each quiz (please see the exact dates below). Quizzes can only be completed within this window with exceptions potentially granted only in the case of an emergency and/or a university documented absence. The quizzes are closed book and notes and external sources are not allowed while taking the quiz. The quizzes require the use of Respondus Lockdown Browser and monitor and a webcam.

Discussions will count for 15% of your final grade. Students will be assigned to small groups of up to twelve students each. In each discussion you will post an answer to a prompt from the professor, and a response to a post from a classmate. Responses to a prompt from the professor will count for 85% of the discussion grade, while responses to classmates’ discussion posts will count for 15% of the discussion grade.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Verbal assessment	Assignment	100
1/16/26	Class interest	Assignment	0
1/16/26	Technical Test Quiz - Requires Respondus LockDown Browser + Webcam	Quiz	0
2/1/26	Quiz 1 - Requires Respondus LockDown Browser + Webcam	Quiz	100
2/15/26	Discussion 1	Discussion	100
2/22/26	Quiz 2 - Requires Respondus LockDown Browser + Webcam	Quiz	100
3/8/26	Quiz 3 - Requires Respondus LockDown Browser + Webcam	Quiz	100
3/15/26	Discussion 2	Discussion	100
3/29/26	Quiz 4 - Requires Respondus LockDown Browser + Webcam	Quiz	100
3/31/26	Paper	Assignment	100
4/12/26	Quiz 5 - Requires Respondus LockDown Browser + Webcam	Quiz	100

Due Date	Assignment Name	Assignment Type	Points
4/29/26	Quiz 6 - Requires Respondus LockDown Browser + Webcam	Quiz	100

Grading Scale

Grading Scale

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	0-60%

Policies for Course Grade

Paper Lateness Policy: The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Discussion Post Lateness Policy: The penalty for submitting a discussion post late is a 10 points (one letter grade) reduction for each calendar day of lateness. No responses

will be accepted once a discussion section closes (i.e., it is not possible to post a late response to another students' discussion post).

Artificial Intelligence (AI) Use Policy

Use of Generative Artificial Intelligence (GenAI) is prohibited. Use of GenAI tools via website, app, or any other access, is not permitted in this class. All components of assignments in this course must be independently and originally completed by the student. Representing work created by GenAI as your own will be treated as plagiarism.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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" designated 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.

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 Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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 arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.

    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Class Schedule

January 12-16: Module 0: Introduction, Technical Test Quiz, Class Interest

No readings. Please see the list of Module 0 tasks in Webcourses.

Part I: Overview, History and Global Political Economy

January 14-Febraury 1: Module 1: Overview and Historical Background

Defining Globalization and Theoretical Debates

Hamelink, Cees J. “The Elusive Concept of Globalization.” Ch. 3 in Lechner & Boli, pp. 25-31.

Micklethwait, John and Adrian Wooldridge. “The Hidden Promise: Liberty Renewed.” Ch. 1 in Lechner & Boli, pp. 11-18.

Wallerstein, Immanuel. “The Modern World-System as a Capitalist World-Economy.” Ch. 6 in Lechner & Boli, pp. 52-59.

Globalization and History

Sen, Amartya. “How to Judge Globalism.” Ch. 2 in Lechner & Boli, pp. 19-24.

Lechner, Frank J. “Waves in the History of Globalization.” Ch. 12 in Lechner & Boli, pp. 105-111.

Ferguson, Niall. “Sinking Globalization.” Available at JSTOR: weblink

Contemporary International Economic Integration

Fallows, James. “China Makes, the World Takes.” Ch. 20 in Lechner & Boli, pp. 167-172.

Korzeniewicz, Miguel. “Commodity Chains and Marketing Strategies: Nike and the Global Athletic Footwear Industry.” Ch. 21 in Lechner & Boli, pp. 173-183.

Edey, Malcolm. “The Global Financial Crisis and its Effects.” Ch. 25 in Lechner & Boli, pp. 200-206.

Quiz 1 open: January 26-February 1

Week of January 26: Module 1 verbal assessment time slots

February 2 – February 22: Module 2: Global Inequality

Milanovic, Branko. *Global Inequality*. Required reading: chapters 1, 2 (p. 46-59; 103-112), 3 (p. 118-137) and 4 (161-176, 191-211). The rest of the book is not required.

NOTE: this required reading refers to Milanovic’s book, not to his chapter in Lechner & Boli.

International trade, investment, and economic development

Dollar, David and Aart Kraay. “Trade, Growth, and Poverty.” Available at JSTOR: weblink

Harvey, David. “A Brief History of Neoliberalism.” Ch. 8 in Lechner & Boli, pp. 67-72.

Collier, Paul. “The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It.” Ch. 24 in Lechner & Boli, pp. 194-199.

Kristof, Nicholas D. and Sheryl WuDunn. “Two Cheers for Sweatshops.” Available at: weblink

Also available: weblink

D'Mello, Bernard. “Reebok and the global footwear sweatshop.” Available at UCF Library: weblink

Discussion1: deadline to submit the discussion post: February 15; deadline to submit the response to another student’s discussion post: February 22

Quiz 2 open: February 16 – February 22

Week of February 16: Module 2 verbal assessment time slots

Part II: Global Governance and Rising Powers

February 23 - March 8: Module 3: International Institutions

International Institutions: Theoretical Perspectives

Mearsheimer, John. “The False Promise of International Institutions.” Available at JSTOR: weblink

Keohane, Robert O. and Lisa L. Martin. “The Promise of Institutionalist Theory.” Available at JSTOR: weblink

International Economic Institutions

Vreeland, James. “The International Monetary Fund.” Ch. 33 in Lechner & Boli, pp. 266-272.

Stiglitz, Joseph E. “Globalism’s Discontents.” Ch. 27 in Lechner & Boli, pp. 210-217.

Rogoff, Kenneth. “The IMF Strikes Back.” Available at:
weblink

McBride, James and Anshu Siripurapu. “What’s Next for the WTO?” Available: weblink

Quiz 3 open: March 2-8

Week of March 2: Module 3 verbal assessment time slots

March 9-29: Module 4: Rising Powers

China

Brzezinski and Mearsheimer. “Clash of the Titans.” Available at:
weblink

Ikenberry, John. “Why the Liberal World Order Will Survive.” Available at: weblink

Christensen, Thomas J. “Fostering Stability or Creating a Monster? –The Rise of China and U.S. Policy toward East Asia” Available at JSTOR: weblink

Sutter, Robert. “Washington's "Whole-of-government" Pushback Against Chinese Challenges—Implications and Outlook” Available at: weblink

India

Schaffer, Teresita. “The United States, India, and Global Governance” Available at:
weblink

Mohan, C. Raja. “India’s pivot to the United States” Available at: weblink

The Economist. “Why India avoids alliances.” Available at: weblink

Lalwani, Sameer & Heather Byrne. “Great Expectations: Asking Too Much of the US-India Strategic Partnership.” Available at: weblink

Interdependence and Conflict

McMillan, Susan. “Interdependence and Conflict” Available at JSTOR: weblink

Discussion 2: Deadline to submit the discussion post: March 15; deadline to submit the response to another student’s discussion post: March 29

Quiz 4 open: March 23-29

Week of March 23 and March 13: Module 4 verbal assessment time slots

Note: March 16-21 UCF Spring break (no office hours)

Part III: Identity, Nation States, Environmental Issues

March 30-April 12: Module 5: Globalization and Identity

Globalization as Americanization?

Nye, Joseph. “Globalization and American Power.” Available at: weblink

Watson, James L. “McDonald’s in Hong Kong.” Ch. 13 in Lechner & Boli, pp. 112-120.

Yates, Joshua J. “American Evangelicals: The Overlooked Globalizers and Their Unintended Gospel of Modernity.” Ch. 55 in Lechner & Boli, pp. 437-442.

Tyrrell, Heather. “Bollywood versus Hollywood: Battle of the Dream Factories.” Ch. 50 in Lechner & Boli, pp. 397-404.

Cowen, Tyler. “Why Hollywood Rules the World, and Whether We Should Care.” Ch. 51 in Lechner & Boli, pp. 405-411.

Identity and a Backlash to Globalization?

Huntington, Samuel P. “The Clash of Civilizations?” Ch. 4 in Lechner & Boli, pp. 32-39.

Roy, Olivier. “Globalized Islam: The Search for a New Ummah.” Ch. 53 in Lechner & Boli, pp. 423-428.

Lechner, Frank J. “Religious Rejections of Globalization.” Ch. 57 in Lechner & Boli, pp. 449-455.

Fox, Jonathan. “A world survey of secular-religious competition: state religious policy from 1990 to 2014.” Available at: weblink

Quiz 5 open: April 6 – April 12

Week of April 6: Module 5 verbal assessment time slots

NOTE: March 31 11:59 PM: paper due. Upload on Webcourses as a pdf or docx file.

April 13-April 29: Module 6: Nation State, Diasporas, Environmental Issues

Globalization and the Nation-State

Strange, Susan. "The Declining Authority of States" Ch. 28 in Lechner & Boli, pp. 224-230.

Rodrik, Dani. "Has Globalization Gone Too Far?" Ch. 30 in Lechner & Boli, pp. 237-243.

Glenn, John. "Welfare Spending in an Era of Globalization: The North—South Divide." Available at: weblink

Wolf, Martin. "Will the Nation-State Survive Globalization?" Available: weblink

Diaspora Politics

Mirilovic, Nikola. "Regime type, international migration, and the politics of dual citizenship toleration"
Available at: weblink

Kirk, Jason. "Indian-Americans and the U.S.–India Nuclear Agreement." Available at: weblink

Levitt, Peggy. "The Transnational Villagers." Ch. 14 in Lechner & Boli, pp. 121-128.

Environmental Issues

Pachauri, Rajendra K. Speech of the IPCC Chairman, Rajendra K. Pachauri, at the opening session of the World Economic Forum, Davos, Switzerland. Ch. 69 in Lechner & Boli, pp. 539-542.

Keck, Margaret E. and Kathryn Sikkink. "Environmental Advocacy Networks." Ch. 65 in Lechner & Boli, pp. 510-518.

Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. "Ozone Depletion." Ch. 67 in Lechner & Boli, pp. 526-530.

Week of April 20: Module 6 verbal assessment time slots

Quiz 6 open: April 20-April 29

Course Correspondence

All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Required Readings

In addition to the two required books listed above on the syllabus, required readings include articles listed under “class schedule” along with webpages where those articles can be downloaded. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

Recorded Lectures and PowerPoints

In addition to the materials found in the books and articles described above, required class materials include recorded lectures by the professor and associated PowerPoint files (one for each module). The lectures and PowerPoints summarize and explain the material from the books and readings above, as well as include additional relevant information. The best way to do well in the course and develop a strong grasp of the material it covers is to read and carefully consider the required readings, watch the recorded lectures, and study the PowerPoint slides.

This class does not have study guides.

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 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.

Respondus Lockdown Browser and 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 GTA 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 or the GTA via webcourses mail.

For assistance with setup, contact Webcourses@UCF Support at 407-823-0407 or visit their webpage.

Quiz Audit Log

For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. The instructor or the GTA may be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

Class Recording Statement

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

Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University's Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

Unauthorized Use of Technology for Graded Work

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on

how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an “F” in the course depending on the act.

Syllabus disclaimer

This syllabus is subject to change at the instructor’s discretion if necessary.