Spring 2026 Syllabus
Instructor Contact

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Course Information

Course Name	• International Political Economy
Course ID & Sections	• INR4035-0001, a face-to-face class that meets on • M, W, F 10:30-11:20am, in CB1-308 room
Credit Hours	3 (three)
Term/Year	• Spring 2026 • **This class begins on 1/12/26, ends on 4/27/2026 and our Final Exam is online on 4/29/2026**
Course Format:	• This is a face-to-face Class with online assignments. • However, all our quizzes, exams, discussion postings, and other assignments are online. Students are advised to attend our class lectures during which I give hints about quizzes & exams questions as well as assignments.

COURSE DESCRIPTION & OBJECTIVES

The primary objective of **INR 4035** is to introduce students to **International Political Economy (IPE)**, a relatively new and interdisciplinary field that bridges international economics and international politics. IPE promotes a deeper understanding of global economic and political issues, institutions, processes, policies, and systems. Individuals with a solid foundation in IPE are increasingly in demand in both the public and private sectors, largely because it has

become difficult—if not impossible—to separate national from international business or domestic from foreign affairs. International actors, such as the European Union (EU), often exert as much influence on our daily lives in the United States as the U.S. (as a global power) has on the lives of people elsewhere in the world.

Given the diverse academic backgrounds of students—particularly with respect to their familiarity with international economics, politics, history, and the functioning of global institutions, I have selected **Balaam's *Introduction to International Political Economy*** as the primary textbook. This text is widely regarded as one of the most comprehensive, current, and respected introductions to the field. In addition, I have assigned a few high-quality scholarly articles that are available at no cost and linked directly to each course module. These readings are intended to encourage discussion and critical engagement with some of the most controversial and contemporary issues in global political economy.

Another key purpose of this course is to stimulate critical analysis of global events and international economic and political developments. It is not my role to shape students into conservatives or liberals; rather, my lectures and assigned readings are designed to challenge assumptions and encourage independent thinking. I have no political agenda, particularly as I am independent and do not belong to any political party. More importantly, this course aims to strengthen students' written and oral communication skills, enhance their ability to translate knowledge across contexts, and apply theory to real-world situations. Developing these skills is essential not only for students, but also for those pursuing careers in government, business, and related fields, especially in an era in which we increasingly live in a global village.

LEARNING OBJECTIVES

The UCF Course Catalog describes this course as: *"The international politics of regional and global economic interdependence, with emphasis on North–South relations, the New International Economic Order, OPEC, and multinational corporations."*

Upon successful completion of this course, students should be able to:

1. **Identify** the major actors and institutions shaping contemporary global politics and the international economy.
2. **Analyze** the relationship between domestic political economies and the international political-economic system.
3. **Compare** the evolving dynamics of political economy at regional and global levels.

FORMAT

This is a **face-to-face course** consisting of one section that meets regularly on **Mondays and Wednesdays from 10:30–11:20 a.m. in CB1-308**. In accordance with UCF standards, **attendance at all in-person class sessions is required**. During these sessions, I deliver lectures and provide important guidance and hints related to quizzes and exams. A required **in-class attendance sign-in sheet** is used at each meeting.

On **Fridays**, the course is conducted **online**, with required assignments and assessments due. Experience consistently shows that students who attend class regularly perform significantly better than those who do not.

Each week begins with a new **Reading Module (lesson plan)** released on **Mondays**, with most assignments due on **Fridays**. Weekly **Required Discussion Postings** are always due by **11:59 p.m. (EST) on Fridays**.

The course includes **three exam modules**:

- **Module 4** – First Midterm Exam (Exam 1)
- **Module 8** – Second Midterm Exam (Exam 2)
- **Module 12** – Final Exam

Each **Midterm Exam Module** begins on a Monday and includes an **in-class review session**, while the **Midterm Exams themselves are administered online on Fridays** (no in-person class). Midterm Exams are available **for one day only**, from **6:00 a.m. to 11:59 p.m.**, due to routine UCF server backups between midnight and 6:00 a.m., during which access may be restricted.

The **Final Exam**, in accordance with the UCF Final Exam Schedule, will be held **online on Wednesday, April 29, 2026, from 6:00 a.m. to 11:59 p.m.**

In addition, **weekly quizzes** (with the exception of national holidays) are available **every Friday only**, from **6:00 a.m. to 11:59 p.m.**, along with an optional online module survey.

To help students make sense of the substantial course readings, I have prepared **PowerPoint lecture presentations** that synthesize key concepts from the textbook and assigned articles. We rely heavily on diverse readings that present multiple perspectives and serve as extensions of the lectures. My goal is to expose students to a wide range of ideas rather than a single viewpoint.

Overall, the course consists of **12 modules**—**9 Reading Modules and 3 Exam Modules**. Each Reading Module includes at least one textbook chapter and several scholarly articles. Modules are designed as a **one-stop resource**, where all related materials—readings, assignments, discussions, postings, quizzes, exams, and surveys—are conveniently organized and linked for efficiency and clarity.

Structure of Each Reading Module
Each Reading Module is organized into **six instructional components** designed to guide students step by step through the learning process:

1. **Required Readings**
   Each module begins with required readings that **must be completed by Monday** prior to our in-class lecture. These include textbook chapters and assigned online articles. Students are encouraged to read ahead, as all materials—including the syllabus, schedule, readings, and modules—are available in advance.

2. **Weekly Required Discussion Posting**
   Students are required to participate in the **online Weekly Discussion**, which is **due on Fridays by 11:59 p.m. (EST)**. Each student must respond directly to the instructor's analytical questions by using the **Reply button** within the instructor's discussion thread.

   Students must:
   - Read **all assigned materials** before posting
   - Clearly **cite and document all weekly readings** in their responses

Detailed requirements and formatting instructions are provided in the **Discussion Posting Guidelines**, which are linked inside each module, along with a **Sample Posting** located in the Syllabus Folder. Please note that **Canvas does not accept late postings**, and in accordance with UCF standards, **gradable assignments cannot be submitted by email or Course Mail**.

3. **Posting Expectations and Completion Requirements**
   Students should complete all required readings—including textbook chapters, outlines, summaries, key concepts, and articles—**before submitting their discussion posting**.

There is a total of **12 discussion postings** (required and optional). Students are **strongly encouraged to complete the first six postings**, as they are generally less demanding than later ones. To earn the **full 30 points** allocated to discussion postings, students must complete **at least six postings**.

4. **Optional Question Forum (Community of Learners)**
   Each module includes an **Optional Question Forum** designed for student-to-student interaction. This forum allows students to ask questions about readings or current events, exchange ideas, and clarify difficult concepts.

This forum supports UCF's goal of fostering a **Community of Learners**, empowering students to learn collaboratively by teaching and supporting one another. Students who explain concepts often deepen their own understanding, while peers benefit from relatable explanations.

The instructor serves primarily as a **monitor**, intervening only when responses are incomplete or incorrect, or occasionally playing the role of devil's advocate to introduce alternative perspectives. This forum helps prepare students for quizzes and exams by clarifying key concepts.

5. Module Quiz
Each Reading Module concludes with a **quiz** covering all assigned readings for that module, as well as key information from the **Syllabus Folder**, including:

- Course Syllabus
- Course Requirements and Grading System
- Discussion Posting Guidelines
- Sample Discussion Posting
- Discussion Posting Rubric
- Course Protocols

There are **9 Reading Modules** and therefore **9 quizzes**. Students are required to complete **only 3 of the 9 quizzes**. However, students are strongly encouraged to take **all 9 quizzes**, as the **lowest 6 quiz scores will be dropped**, and only the **top 3 quiz scores** will count toward the final quiz total.

6. Weekly Optional Survey
Each module includes an **optional and fully anonymous survey**, accessible through the Module Description page. These surveys are designed to provide students with a private space to offer feedback.

The survey has two parts:

- Feedback on what students found helpful or effective in the readings and lectures
- Constructive criticism or suggestions for improvement

Because surveys are anonymous, students are encouraged to be honest and thoughtful. When appropriate, general feedback may be addressed by the instructor through course announcements. Participation is **entirely optional**, and students are also welcome to share positive feedback to help maintain effective aspects of the course.

7. Audiovisual Resources (as applicable)
When appropriate and when course website technology permits, **audiovisual materials** may be used to enhance understanding of course content. With the exception of the required textbook, all course materials are available online.

TEXTBOOK
The following textbook is **required** for this course:

Balaam, David N., and Bradford Dillman. *Introduction to International Political Economy*. 7th ed. New York, NY: Pearson, 2019. **ISBN:** 978-1-138-20699-1

Additional required and optional reading materials will be provided **at no cost** and will be accessible through the **Class Website** within each course module.

POWERPOINT INFORMATION
Some course content is presented in **PowerPoint format**. If you do not have Microsoft PowerPoint installed on your computer, you can access PowerPoint files using **free or alternative software**.

- **Windows or Mac users** may use **Microsoft PowerPoint Online** (free with a Microsoft account).
- **Windows or Mac users** may also use **OpenOffice** or **LibreOffice**, both of which are free and fully compatible with PowerPoint files.

Links to these options are available on the course website.

TEACHING PHILOSOPHY
Education is a powerful tool for improving quality of life. It is not an end in itself, but an ongoing process of intellectual growth and personal development. My teaching philosophy emphasizes **critical thinking**, **innovative problem-solving**, **practical application of theory**, and **respect for diverse ideas and cultures**, all from a global and comparative perspective.

To achieve these goals, I employ an **interactive teaching style** that actively engages students and encourages them to contribute to discussions of both familiar and unfamiliar topics. This approach empowers students to take ownership of their learning while developing confidence in their analytical and communication skills. My objectives as an instructor are not only to share my academic knowledge and professional experience, but also to inspire students to become **independent, reflective, and lifelong learners**.

I strongly believe in providing students with **multiple options and opportunities** to improve their overall performance and earn an excellent final grade. Participation in these options is entirely the student's choice and is offered without pressure. The course includes a **generous low-score drop policy**, under which I drop **6 of 12 discussion postings**, **6 of 9 quizzes**, and **1 of 2 midterm exams**. I do not micromanage students; instead, this policy allows them to manage their time responsibly and approach the course with a professional mindset.

While students are encouraged to complete all assignments from the beginning of the semester, secure high scores early, and learn from any initial mistakes, once the **minimum required number of assignments** in each category has been completed (as specified in the course requirements), no additional assignments are required until the **UCF-scheduled Final Exam**.

GENERAL POLICIES
In accordance with UCF rules and standards, the following general course policies apply:

1. Syllabus and Course Changes:
   The instructor reserves the right to modify the syllabus, class schedule, and/or course content as necessary. Students are responsible for staying informed of any announced changes.

2. Official Course Communication:
   Without exception, students must use Course Mail (Inbox) to contact the instructor and/or the Graduate Teaching Assistant (GTA/TA). Messages sent through other platforms may not be received or answered.

3. Response Time:
   If you do not receive a response within 48 hours during regular business days and hours (Monday–Friday, 8:00 a.m.–5:00 p.m.), and when the instructor or TA is not on official UCF travel, please assume your message was not received and resend it.

4. Student Privacy and Records:
   In compliance with UCF privacy standards, the instructor will discuss student records only with the individual student, on a one-to-one basis. No student's case will be discussed publicly, and students may not discuss their own private academic matters in public course forums. Questions about grades, records, or personal circumstances must be addressed privately via Course Mail.

5. Classroom Conduct:
   Questions and comments are encouraged. However, no student may intimidate others, dominate discussions, impose personal views, or create an unhealthy classroom environment. Such behavior violates UCF standards and will not be tolerated.

6. Participation Accountability:
   Repeated questions whose answers are clearly stated in the Syllabus Folder, course documents, or course forums may result in a penalty to the Participation Score.

7. Deadlines and Special Circumstances:
   Given the course's generous drop policy, deadline extensions are generally unnecessary. However, students

should notify the instructor promptly if they experience serious professional or personal circumstances (e.g., military deployment, extended hospitalization) not covered by the UCF academic calendar.

8. Daily Course Monitoring:
   Students are required to check Course Mail and the Announcement Board daily, at least twice per day (once in the morning and once in the evening), for updates, instructions, or time-sensitive messages.

9. Submission Format and Platform:
   All written, gradable assignments (postings, quizzes, and exams) must be submitted through Canvas. Required formatting includes:
   - Single-spaced
   - Times New Roman font
   - 10-point font size
   - Black text

   Students are responsible for grammar, spelling, and proofreading.

10. Emergency Communication:
    In emergencies or technical disruptions, the instructor may contact students via their official UCF Knight Email. Students are responsible for checking their Knight Email daily.

11. Name Changes
    If you have an official name change during the semester, you must inform the instructor immediately, as UCF systems may not update this information in a timely manner.

12. Deadlines and Canvas Clock:
    Students must regularly check the Assignments Deadline page and avoid last-minute submissions. The Canvas clock may differ from your personal device time. Late submissions are considered missed, and no gradable work will be accepted via email or Course Mail. All deadlines follow Eastern Standard Time (EST).

13. False Technical Claims:
    Students who falsely report technical issues that are not verified by UCF technical staff will be sanctioned, and such cases will be reported to UCF administration.

14. Grade Disputes:
    Any grade dispute or participation discrepancy must be raised within one week of the score being posted. Late or end-of-semester appeals will not be considered.

15. Student Engagement:
    Students who remain passive or inactive—particularly during the first four weeks of the term—may be classified as disengaged under UCF standards and penalized on a case-by-case basis.

16. Canvas Limitations:
    Canvas does not reliably display all due dates on its To-Do List or Calendar. Students must follow the official class schedule and posted deadlines.

17. Strategic Assignment Choices:
    Students may choose which midterm, discussion postings, and quizzes to complete. However, the First Midterm, Quizzes 1–3, and Discussion Postings 1–6 are significantly easier than later assessments. There are no make-ups for easier assignments; students who skip them will be required to complete more demanding ones later in the course.

MAKE-UP POLICY

As a general rule, **there are no make-up opportunities** for quizzes, exams, or Weekly Discussion Postings. Instead, the course includes a **generous low-score drop policy**, which effectively serves as a built-in make-up mechanism

for most students. Many students consider this drop policy to be a fair and flexible alternative to traditional make-ups.

The **First Midterm Exam** may be **replaced by the Second Midterm Exam** if the Second Midterm score is higher. However, **neither the First nor the Second Midterm Exam may replace the Final Exam**. There are **no make-up** for the **Final Exam** or for the **optional Extra Credit Quiz**.

Make-Up for Authorized University Events or Co-curricular Activities
Students who officially represent the University in **authorized university events or co-curricular activities** (e.g., student-athletes) and who are unable to meet a course deadline due to a documented conflict must **notify the instructor in advance** and provide appropriate documentation in order to arrange a make-up. **No academic penalty will be applied** in such cases.

For additional details, please refer to the official UCF policy on Authorized University Activities.
For more information, see UCF policy: https://policies.ucf.edu/documents/4-401.pdf>

UCF General COVID Statement
We recognize and understand that the COVID-19 pandemic has created challenging circumstances for many members of our community. These challenges may affect individuals physically, mentally, emotionally, financially, academically, and professionally. I am committed to working with students who may be experiencing difficulties related to these circumstances and to providing reasonable support to help you succeed.

At the same time, students remain responsible for meeting course expectations, particularly with respect to **online attendance, participation, and timely contributions**. Open communication is encouraged, and students should contact the instructor as soon as possible if they encounter COVID-related challenges that may affect their academic performance.

UCF COVID & 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 that appropriate contact-tracing procedures can be implemented. Students **should not come to campus** if they are ill, experiencing symptoms of COVID-19, or have tested positive.

Students who miss class due to illness should contact their instructor(s) **as soon as possible** to discuss any reasonable adjustments that may be necessary. When feasible, students are expected to notify their instructor(s) **in advance** of a class absence.

Ethics & Turnitin.com
This course utilizes **Turnitin**, an automated plagiarism-detection system integrated into Canvas. Instructors and teaching assistants use Turnitin to compare student submissions against billions of web pages and an extensive database of previously submitted student papers.

All applicable assignments must be submitted electronically through the **Canvas Assignment Tool**. After submission, Turnitin generates an **Originality Report** indicating whether, and to what extent, other sources have been used in the assignment. The instructor reviews these reports to assess proper citation and academic integrity. For more information about how Turnitin works, please visit the Turnitin website.

Class AI Policy
In this course, the use of **AI applications** (such as ChatGPT, Google Assistant, Jasper, Claude, or Perplexity) is **not permitted** for answering **quiz or exam questions** or for **writing any portion** of graded assignments.

Students **may use standard word-processing software** (e.g., Microsoft Word, WordPerfect) for basic functions such as **spell-checking and grammar correction**. These tools are allowed only for mechanical editing and not for generating content.

AI applications **may be used only as a search aid** to help identify potential sources for **Discussion Postings**. However:

- AI tools **may not be used for writing, paraphrasing, or structuring** your discussion responses.
- AI-generated citations and reading lists are often **inaccurate or fabricated**.
- **Students are fully responsible** for verifying the existence, accuracy, and legitimacy of any sources they identify, regardless of how they were found.

In accordance with **UCF professional development standards**, students are strongly encouraged to rely on **traditional academic research databases**, such as **JSTOR Advanced Search** and **EBSCOhost Academic Search**, both available through the UCF Library. Mastery of these research tools is expected for success in **graduate study and professional environments** and will save time by ensuring that sources are legitimate and verifiable.
Failure to comply with this policy may result in academic integrity violations and associated penalties.

University Writing Center
In addition to substantial reading, this course requires a significant amount of writing. If you encounter challenges with writing assignments or would like to improve the quality of your work, you are strongly encouraged to use the **University Writing Center (UWC)**.

- **University Writing Center**
- Trevor Colbourn Hall, Room 109
- **Satellite locations:** Main Library, Rosen Library, and online
- **Phone:** 407-823-2197
- **Website:** http://uwc.cah.ucf.edu/

The University Writing Center provides writing support for students from the **first year through graduate level**, across all disciplines. Tutors assist at every stage of the writing process, including understanding assignments, conducting research, drafting, revising, integrating sources, and proofreading and editing. The UWC's mission is not simply to edit papers, but to teach **effective writing strategies** that can be applied across academic and professional contexts.

Consultations are available for **individuals and small groups**. Students may schedule a **45-minute appointment** by clicking the **Success Resources** tab in Webcourses, calling the UWC, or visiting the UWC website.

The UWC also seeks **graduate and undergraduate tutors** from all majors. Students interested in becoming writing tutors are encouraged to contact the UWC directly for more information.

Rules of Conduct
One of the University of Central Florida's most enduring academic traditions is its **Rules of Conduct**. Students are expected to familiarize themselves with and adhere to UCF's Rules of Conduct, available at:
https://scai.sdes.ucf.edu/student-rules-of-conduct/

The instructor follows and enforces this code and expects all students to do the same. As outlined in the **Golden Rule Student Handbook** (https://goldenrule.sdes.ucf.edu/), failure to comply with university rules may result in appropriate action by University authorities and/or, when applicable, civil authorities. **Serious violations** of university policies may be documented in the student's official record.

UCF Course Accessibility
The University of Central Florida is committed to providing **access and inclusion** for all individuals with disabilities. Students who require accommodations due to a disability should contact the instructor **as early as possible** to discuss access to course content and any course design limitations.

Students are also encouraged to connect with **Student Accessibility Services (SAS)**, which coordinates reasonable accommodation:

- **Student Accessibility Services (SAS)**
- Ferrell Commons, Room 185
- Phone: 407-823-2371
- Website: http://sas.sdes.ucf.edu/

SAS works collaboratively with students and faculty to ensure equal access to educational opportunities.

Campus Safety Statement for Students in Online-Only Courses
Although most emergency situations primarily affect courses that meet in person, such incidents may also impact students enrolled in online courses. This may occur when students are on or near campus for other classes or activities, or when off-campus emergencies disrupt coursework.

To stay informed about emergency situations, students are strongly encouraged to enroll in **UCF Alert** text notifications by visiting **https://my.ucf.edu** and logging in. From the Student Self Service menu, scroll to the **Personal Information** section in the Student Center, select **UCF Alert**, enter your contact information (including email address, mobile phone number, and service provider), and save your changes.

Students with **special needs related to emergency situations** are encouraged to discuss their circumstances with the instructor outside of class so that appropriate considerations can be addressed.

Deployed Active-Duty Military Students
Students who are **deployed active-duty military personnel and/or members of the National Guard** who require academic accommodation should contact the instructor **as soon as possible** after the semester begins and/or upon receiving notification of deployment so that appropriate arrangements can be made.

Religious Observation
Students must notify the instructor **in advance** if they plan to miss class due to a **religious observance** so that appropriate arrangements can be made.

For additional information, please refer to the UCF policy on Religious Observances.
see the UCF policy at: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19

The UCF Title IX Statement
The University of Central Florida is committed to maintaining a safe and inclusive learning environment free from discrimination and harassment. **Title IX** prohibits sex discrimination, including **sexual misconduct, sexual violence, sexual harassment, and retaliation**.

If you or someone you know has experienced harassment or assault, UCF provides resources to support those affected, including **confidential resources** and information about **reporting options**. Additional information and assistance are available at:

- https://letsbeclear.ucf.edu
- https://cares.sdes.ucf.edu/

Students are encouraged to seek support and learn about available options.

COURSE REQUIREMENTS & GRADING SYSTEM
Final course grades are calculated using a **simple point system**, not weighted grades or percentages. Please note that I **do not use percentages** or weighted formulas when calculating grades. Although Canvas displays percentages, these are **not reliable** in this course due to our generous "drop-the-lowest" policy. Always rely on **raw point totals**, not Canvas percentages.

I also **do not assign letter grades** to individual assignments, postings, quizzes, or exams. Letter grades at the assignment level often lead to confusion and misinterpretation of final course performance. Students are therefore strongly encouraged to **avoid interpreting individual scores as letter grades**.

Required Assignments (No Exceptions)
The following four components are **required for all students**, with **no exceptions**:

- Orientation Assignments (Module 0), for which you do not need to study.
- Pre-Test (Module 1), for which you do not need to study.
- Final Exam (Module 12), for which you should study.
- Post-Test (Module 12), for which you do not need to study.

Beyond these four required components, I treat students as **professional adults**. Accordingly, the course is designed to offer **substantial flexibility**, allowing students to choose which additional assignments and assessments to complete based on their personal, academic, and professional schedules.

In accordance with **UCF standards of fairness and professionalism**, the following are **not permitted**:

- Late submissions.
- Emailed assignments or assessments.
- False technical claims.
- Deadline-related fake excuses.
- Requests for individual favors.
- Reopening missed assignments, quizzes, or exams for a single student for fake requests.

If you miss an assignment or assessment, simply move on to the next available opportunity. That is why we have many opportunities for each assignment.

Flexible Course Structure

As outlined in the **Course Requirements document**, students have significant flexibility in completing course work:

- **1 of 2 Midterm Exams**
- **6 of 12 Postings**
- **3 of 9 Quizzes**

All deadlines and opportunities are governed by the **Class Schedule**, **not** the Canvas Calendar or Canvas To-Do list.

This flexible structure places you in control of **80 out of 100 total course points**. Be aware that:

- **Midterm 1**, **Quizzes 1–3**, and the **first 6 Postings** are intentionally designed to be the **easiest opportunities** to earn high or perfect scores.
- Choosing to complete later assignments will **increase academic difficulty**, as course material becomes more advanced as the semester progresses.

Professional Engagement & Disengaged Students Policy

Consistent with UCF expectations for professional conduct and engagement, students who violate **UCF**, **College**, or **course rules** will be placed on the "**Disengaged Students List**," which results in a **penalty to the final course grade**. Please carefully review the syllabus section titled **"Disengaged Students."**

Although the **Pre-Test and Post-Test do not directly count toward the final point total**, failure to complete either will automatically place a student on the **Disengaged Students List**, resulting in a grade penalty.

Important Note on COURSE NAVIGATION

Please note that **all assignments and assessments (whether required or optional) are linked exclusively within their respective *Module Description* pages**. This course is intentionally organized to move **from one module to the next**. There are **no separate "Assignments," "Quizzes," or "Tests" pages** used for this class. Students are expected to access all course activities by carefully reading and following each Module Description in sequence.

EQUAL OPPORTUNITY & Extra Credit

This course is intentionally designed to provide **equal opportunity** for students with different learning strengths and skills. Some students perform better on quizzes, while others excel in writing-based assignments. If you struggle with one type of requirement, you can still earn sufficient points through other components to achieve a strong final grade.

In addition, students may earn **up to 5 Optional Extra Credit Points** toward the final course grade in **Module 12**.

Criteria	Points
3 (out of 9) online Quizzes, 10 points each	**30**
6 (out of 12) online Discussion Postings, 5 points each	**30**
First or Second Midterm Exam	**20**
Final Exam	**20**
TOTAL	**100**
Extra Credit (online)	**5**

Participation & Grade Review Policy
Students are expected to participate actively in the **online discussion forums**. Participation is evaluated holistically. Students who demonstrate **early and consistent engagement**, make **substantive contributions** to required Discussion Forums, participate in **Optional Forums**, and assist classmates in the Optional **Question, Technical, and "From the Grapevine" Forums** are eligible for **higher participation scores**.

In addition, when a student's final point total falls **on the borderline between two letter grades** (for example, A– and B+), the **quality and consistency of the student's participation record** is the primary factor in determining the higher final grade.

Important Note on Canvas Grades
You are welcome to check your raw scores in the Canvas Gradebook at any time. However, please be aware that Canvas grade percentages and averages are inaccurate and misleading in this course because Canvas does not account for our generous drop-the-lowest policy. Canvas simply aggregates all recorded scores without regard to ranking, quality, or dropped items.

As a result, **Canvas statistics often display inflated or incorrect performance percentages that do not reflect your actual standing in the course.** For an accurate assessment of your grade status, please email Dr. Sadri directly, and include your raw point totals in your message.

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

Since final grades are based on a **simple point system**, you should be able to **add your earned points at any time during the semester** to determine your projected course grade. Students are encouraged to monitor their progress using **raw point totals**, not Canvas percentages.

If you have any questions about your grade at any point during the term, please feel free to **contact the instructor directly**.

Final grades are assigned using a **plus/minus grading system**, which allows for a more accurate and fair evaluation of student performance. The **point ranges for each letter grade** are provided in the grading table.

QUIZZES
Understanding course topics requires engaging with **diverse political perspectives** at the national, regional, and international levels. To ensure that students are not exposed to only one dominant viewpoint (including my own) each module includes **competing perspectives**. The goal is critical thinking, not indoctrination.

Students are required to read the **assigned articles (free of cost)** linked inside each **Module Description** on our Webcourses@UCF site, in conjunction with the corresponding textbook chapters. To confirm comprehension of these readings, the course includes **nine closed-book, multiple-choice online quizzes**, each tied to one reading module.
Closed-book means that students **may not use the readings or notes while taking the quiz**.

Quiz Structure & Scoring
- There are **9 quizzes total**
- Each quiz:
  - Contains **10 questions**
  - Is worth **10 points**
  - Covers all readings for that module
  - Includes a small number of questions from the **Syllabus Folder** to ensure familiarity with course rules (per UCF Course Development Office recommendations)

Students are required to complete **only 3 of the 9 quizzes**, but are **strongly encouraged to take more**, since I automatically **drop the 6 lowest quiz scores** and count only the **top 3**.

➡️ **Maximum quiz points: 30**
Please note that **Quizzes 1–3 are intentionally easier** than later quizzes. Students who delay quiz participation will face **increased academic difficulty** as the semester progresses.

Time Limits
Based on UCF Course Development Office recommendations, a 10-question quiz should take **approximately 5 minutes**. However, to provide flexibility, I have **extended the time limit to 10 minutes** per quiz.

Our records show that the **average completion time is approximately 4.75 minutes**, which closely aligns with UCF guidelines.

⚠️ **Important:**
To avoid penalties caused by system timing differences, students should **save and submit their quiz answers before the 10th minute begins**.

If you experience a time-related issue **during your first quiz**, please **email Dr. Sadri immediately**.

Students Who Need More Time
Some students may need additional time due to:
- Study-skill challenges
- Test-taking strategies

- Learning disabilities

I can personally assist with **study habits and test-taking skills**. For documented learning disabilities, students must work with **UCF Student Accessibility Services (SAS)**.

Students registered with **UCF SAS** are legally entitled to **double time (20 minutes per quiz)**. However:

- SAS registration must be completed **early in the semester**
- The instructor must receive **official notification directly from SAS**
- Extra time **cannot be applied retroactively**

Please do not delay seeking help. I encourage students to use SAS resources early rather than repeating the mistake many of us made in our own college years by struggling without support.

Quiz Availability & Technical Considerations
Due to periodic **UCF server maintenance (typically between 12:00 a.m. and 6:00 a.m.)**, quizzes cannot remain open for extended periods.

Therefore:

- Each quiz is open **only one Friday**
- Availability window: **6:00 a.m. – 11:59 p.m.**
- Each quiz is linked **inside its corresponding module**

There are **no make-up quizzes** for missed opportunities.

Objective Testing & Strategy for Success
Quizzes represent **objective assessments**, using multiple-choice and true/false questions. Since there are no make-ups, students are **strongly encouraged to take all 9 quizzes** to:

- Maximize total quiz points
- Reduce risk from technical problems
- Take advantage of the drop-lowest policy

Canvas draws quiz questions from a **large randomized question pool**. Each student receives a **different set of questions**, even if quizzes are taken at the same time. As a result, **cheating is ineffective and impractical**.
Quizzes do become more challenging as the semester progresses, which is why early participation is strongly recommended.

Final Note on Preparation
It is normal for quizzes to feel more challenging for some students than others. The **key to success** is mastering the readings. This often requires **reading the materials at least three times**, which reflects current educational best practices—and is exactly what I do when preparing lectures.

For students who master the readings, the 10-minute limit is more than sufficient. For those who do not, the time limit will feel restrictive.

Comprehension—not memorization—is the goal. Mastering the readings early will significantly reduce your workload and stress later in the semester.
If you have questions, please contact me (Dr. Sadri) directly via **Canvas Inbox**.

EXAMS
This course includes **three exams**:

- First Midterm Exam
- Second Midterm Exam
- Final Exam

One of the two Midterm Exams and the Final Exam are required for all students, with no exceptions.
The Second Midterm Exam is required only for students who earn a low score on the First Midterm Exam (below 12 out of 20 points, commonly considered an "F"-level performance).

Closed-Book Exam Policy
All exams are **closed-book, online exams**.
A *closed-book exam* means that students may rely **only on their own understanding and memory** of course materials. Students **may not quote directly from the textbook or lectures**, list page numbers, or provide formal citations.

- **Documenting or quoting sources in a closed-book exam is considered plagiarism**
- Plagiarism is a **punishable offense under UCF academic integrity rules**

Midterm & Final Exam Coverage

- Each exam covers approximately **one-third of the course material**
- The **First Midterm Exam** is intentionally designed to be the **easiest** of the two midterms
- Students who score **below 12/20 on Exam 1** are **required** to take **Exam 2**
- For the two midterms, the **lowest score is automatically dropped**
- **Missing a midterm results in a score of zero**

⚠ **Important Notes**

- Midterm Exams **do not replace** the required Final Exam
- The **Final Exam** covers the **last third of the course** (Modules 9–11)
- There is **no make-up Final Exam**
- Students must take the Final Exam according to the **official UCF Final Exam schedule**
- The Final Exam is linked in **Module 12**

Students are strongly encouraged to **save all exam dates on their personal calendars** to avoid missing an exam for any reason.

Pre-Test and Post-Test Requirement
After completing the Final Exam, students must complete the **Post-Test** (linked in Module 12) as evidence of learning and engagement. The Post-Test uses the **same questions as the Pre-Test** (linked in Module 1).

- **Pre-Test**: required as a sign of initial engagement
- **Post-Test**: required as a sign of learning and course completion

⚠ Failure to complete **either** the Pre-Test or Post-Test will result in a **penalty to the final course grade**.

Exam Format & Point Distribution
Each exam is designed to provide **equal opportunity** for students with different learning strengths and consists of **three parts**:

Part I – Objective Questions (7 points)

- 7 multiple-choice and/or true-false questions
- 1 point per question
- **All questions must be answered**
- No choices in this section

Part II – Short-Answer Questions (6 points)

- Students choose **2 questions only**
- Each answer should be **one short sentence**
- Each question is worth **3 points**
- **Penalty applies** if students answer more or fewer than two questions

Part III – Essay Question (7 points)

- Students choose **one essay question**
- Essay includes:
    - **2 points for a required outline**
    - **5 points for essay content**

Outline Requirements (Mandatory):

- At least **five Roman numerals**
- First Roman numeral: **Introduction**
- Last Roman numeral: **Conclusion**
- Three middle Roman numerals must address the **three sub-questions** in the essay prompt
- Outline format samples are provided in **Modules 4, 8, and 12**
- The outline is worth **2 points** and must be taken seriously

Essay Requirements

- Minimum length: **500 words**
- Evaluated on:
    - Clarity
    - Content
    - Organization
    - Comprehensiveness
    - Argument quality
    - Supporting evidence (facts and examples)

Formatting Rules (Strictly Enforced):

- Single-spaced
- Times New Roman
- 10-point font
- Black font color
- Proper grammar and spelling

⚠️ Penalties apply for violations of formatting or submission rules.

Important Academic Integrity Note:
Students **may not use AI applications** to write exam essays or complete any portion of an exam. Using AI constitutes academic misconduct under UCF rules.

Exam Timing & Technical Policies

- Each exam is available **only one Friday**
- Availability window: **6:00 a.m. – 11:59 p.m.**
- Exams are linked **inside their respective modules**
- Exams are designed for **45 minutes**, but students are given **up to 60 minutes**

Due to periodic **UCF server maintenance** (typically between **12:00 a.m. and 6:00 a.m.**), exams cannot remain open longer than one day.

Student Accessibility Services (SAS)
Students registered with **UCF Student Accessibility Services (SAS)** are entitled to **double time**:

- **120 minutes per exam**

However:

- SAS documentation must be submitted **during the first week of the semester**
- Extra time **cannot be applied retroactively**
- The instructor must receive **official notification directly from SAS**

Canvas Timing Warning
Canvas **does not save answers** if a student exceeds the time limit—even by a fraction of a second. Depending on internet connection, some students may be **cut off**, while others may receive a **time violation**.

⚠️ **Strong recommendation:**
Save and submit your exam **before the 60th minute begins**.

EXTRA CREDIT
There is **one optional Extra Credit opportunity** available during the semester, worth **up to 5 points** toward the final course grade.

The Extra Credit takes the form of a **quiz** based on a small set of **Optional Reading Assignments** in **Module 12**, offered at the **end of the term**. This quiz follows the **same format and rules as regular quizzes**; students should therefore review the **Quiz section** carefully.

- The Extra Credit Quiz is:
  - Linked **inside Module 12**
  - Listed in the **Class Schedule**
  - **Optional** (not required)

Format & Timing

- **5 questions total**
- **5 points maximum**
- **5-minute time limit**

Based on UCF Course Development Office guidelines, this quiz is designed to take approximately **2.5 minutes**. To provide flexibility, the time limit has been **extended to 5 minutes**.

⚠ **Important:**
To avoid penalties caused by system timing differences, students should **save and submit their quiz before the 5th minute begins**.

Availability & Technical Considerations
Due to periodic **UCF server maintenance** (typically between **12:00 a.m. and 6:00 a.m.**), the Extra Credit Quiz cannot remain open for more than one day.

- Availability window: **6:00 a.m. – 11:59 p.m. (one day only)**
- Location: **Module 12**
- **No extensions or make-ups**

UCF Student Accessibility Services (SAS)
Students registered with **Student Accessibility Services** are entitled to **double time** for the Extra Credit Quiz:

- **10 minutes total**, in accordance with UCF rules

However:

- SAS documentation must be submitted **during the first week of the semester**
- Extra time **cannot be applied retroactively**
- The instructor must receive **official notification directly from SAS**

Canvas Timing Warning
Canvas may either **cut off submissions** or place students in **time violation**, depending on internet connection and system response. To avoid losing credit, students are **strongly advised to save and submit responses before the time limit expires**.

ATTENDANCE, ENGAGEMENT, & PARTICIPATION
Attendance:
For this face-to-face course, regular class attendance is required in accordance with UCF standards. Students who anticipate a semester in which they will miss more than four class meetings are strongly encouraged to enroll in the online version of this course when it is available.

Students should also understand that missing class sessions already places them at a disadvantage, as important guidance, clarification, and hints related to quizzes and exams are provided during class meetings.

Attendance Policy: "Carrot and Stick" Approach
To encourage professional engagement, this course follows a carrot-and-stick attendance policy:

- No penalty for up to four (4) missed 50-minute class sessions (excused or unexcused).
- After the fourth absence, penalty points will be deducted from the final course point total on a case-by-case basis.
    - In general, each additional absence results in a one-point deduction from the final grade.

Positive Incentive:
Students who miss two (2) or fewer classes during the entire semester will receive a 3-point attendance bonus, added to their total course points at the end of the term.

Attendance Concerns & Extra Credit Option
Students who believe they have a weak attendance record or have taken a passive role in class participation are strongly encouraged to complete the Optional Extra Credit assignment (worth 5 points), that is linked in Module 12.

Engagement:
Inspired by UCF's educational mission of "Full Engagement," active participation is an essential expectation in this course, consistent with UCF standards and academic tradition. Students who are placed on the "Disengaged Students List" may remove themselves from the list by re-engaging and becoming active in the course. However, students who remain disengaged will receive a penalty to their final course grade, proportional to the level of passivity, in accordance with UCF standards and practices.

To avoid being classified as disengaged, students must pay close attention to the following five key engagement expectations:

1. Following Instructions and Course Communications
Initial engagement is measured by how carefully students follow:
- UCF rules and course instructions (posted in the Syllabus Folder)
- Course Announcements
- Emails from the instructor and Teaching Assistants (TAs)

Students who repeatedly ask questions already answered in these materials demonstrate lack of engagement. To encourage careful review of course policies, each quiz includes at least one question drawn from the Syllabus Folder, following recommendations from the UCF Course Development Staff.

2. Completing the Pre-Test and Post-Test
Engagement is also measured by completion of:
- Pre-Test (Module 1)
- Post-Test (Module 12)

These assessments do not require studying. Their purpose is to:
- Measure baseline knowledge at the start of the term (Pre-Test)
- Measure learning outcomes at the end of the term (Post-Test)

Failure to complete either test is considered a sign of disengagement.

3. False Technical Reports
Another form of disengagement is submitting false reports of technical issues with Canvas. Any technical problem reported must be immediately forwarded by the instructor to the UCF Course Development Office, which investigates all claims according to university procedures.

Due to an increase in false or unsupported claims (often related to last-minute submissions or misuse of the Canvas system) students who submit false technical reports will be automatically placed on the "Disengaged Students List."

4. Financial Aid Engagement Requirement
Students must also meet the UCF Financial Aid Engagement Requirement, located in Module 0, by completing the Canvas Orientation Quiz.

Failure to complete this required activity may result in serious financial consequences, including disruptions to financial aid, student loans, or scholarships, throughout the semester.

5. Participation in Optional Forums
Engagement is further reflected in students' activity within the Optional Discussion Forums, which include:

- Questions Forum
- Technical Help Forum
- "From the Grapevine" Forum

Students seeking recognition for engagement should actively assist classmates in these forums. Those with a strong and consistent participation record may receive favorable consideration when final point totals fall on the borderline between two grades (for example, A– and B+). In such cases, participation quality and helpfulness are key factors in determining the higher grade.

Students who believe they have taken a passive role in the course are strongly encouraged to complete the Optional Extra Credit assignment (worth 5 points), which is linked to Module 12.

Participation:
Active participation is essential in this course and occurs **both in class discussions and through weekly course assignments**. Participation includes offering explanations, opinions, and relevant analytical comments in response to the prompts provided in the **Discussion Posting Forum**, which is linked within each module.

Simply asking questions—especially those already answered in the syllabus—or repeatedly emailing the instructor or Teaching Assistants (TAs) does **not** constitute active participation.

Discussion Postings & Evaluation
Weekly discussion postings are evaluated using a point**-based rubric** (located in the **Syllabus Folder**). Each posting is graded on a **0–5 point scale**. Additional instructions are provided in the **Discussion Posting Guidelines**, which are linked within each module.

If you are unsure whether your work meets expectations, you should **contact the instructor or a TA at least three (3) days before the posting deadline**. This allows sufficient time for feedback and revision **before the Friday 11:59 p.m. deadline**.

Please note:

- Messages sent less than three days before a deadline **may not receive a response in time**
- Submitting work without clarification is done **at your own risk**
- Incomplete or unacceptable postings may receive **zero points**, even if effort was made

Number of Postings & Flexibility
There are **12 discussion posting opportunities** during the semester, including **one optional posting in Module 12**.

- Students are required to complete **only 6 postings**
- The **first 6 postings are intentionally easier**
- Discussion prompts become **more challenging as the term progresses**

Students are **strongly encouraged to complete the earlier postings** to maximize scores and reduce academic difficulty later in the semester.

Calculating Your Participation Score
Calculating your participation score is straightforward:

- Add the scores earned for each posting
- The **6 highest posting scores** are counted
- The **6 lowest scores are automatically dropped**

Each posting is worth up to **5 points**, allowing students to earn **up to 30 total participation points**.
For examples of strong submissions, please review the **Sample Posting**, **Posting Rubric**, and **Discussion Posting Guidelines** linked within each module description page.

Important Participation Note
The instructor reserves the right to **deduct points from the final participation score** for students who repeatedly violate syllabus rules, including:

- Failing to use **Course Mail**
- Repeating errors after receiving instructor or TA feedback
- Asking questions already answered in the **Syllabus Folder**

OTHER ASSIGNMENTS
If students adopt a **passive or disengaged approach** toward course readings or class discussions, the instructor **reserves the right to assign additional oral and/or written work**, such as short reports or research-based assignments, to encourage academic engagement and participation.

TECHNICAL CHALLENGES
Unless there is a **well-documented UCF computer server or network outage** affecting one of the UCF campuses, responsibility for technical issues rests **entirely with the student**, in accordance with **UCF standards**.

To help minimize the impact of potential technical difficulties, this course includes a **generous drop-the-lowest policy**. This policy is designed specifically to reduce the academic impact of unavoidable technical problems.

Preventing Technical Issues
Students are strongly encouraged to:

- Use **UCF campus computer labs and internet networks**, available across **multiple UCF campuses in Central Florida**, whenever possible
- Pay special attention to technical reliability when completing **quizzes and exams**, which are available **only one day** (Friday, **6:00 a.m. – 11:59 p.m.**)

Weekly discussion postings are available for an entire week, allowing flexibility if technical access is temporarily unavailable on a particular day.

System Maintenance & Access Windows
One reason quizzes and exams are available only between **6:00 a.m. and 11:59 p.m.** is that many UCF servers undergo **backup or maintenance processes between 12:00 a.m. and 6:00 a.m.** Restricting assessment windows reduces the risk of students being disconnected during exams or quizzes.

Student Responsibility & Compatibility
Because students use a wide range of personal devices, software, and internet connections, it is the **student's responsibility** to ensure their system is compatible with **UCF and Canvas servers**.
Students must:

- Review the **Technical Support** link on the course website
- Complete the **Browser Check** prior to submitting assignments, quizzes, or exams

Failure to prepare technically does **not** constitute an excusable reason for missed or incomplete work.

Practical Technical Tips (Strongly Recommended)
The following suggestions can help you avoid technical problems when using Webcourses@UCF:

1. When possible, use UCF computers and networks rather than less secure home or office internet services.
2. If available, use a wired connection instead of wireless service, which may disconnect unexpectedly.
3. Use reliable, up-to-date internet browsers that are fully compatible with the UCF network.
4. Avoid internet peak hours when taking quizzes or exams.
5. Temporarily disable your firewall software while connected to UCF systems to complete quizzes or exams.
6. Never share your PID, NID, username, or password with anyone.
7. When possible, use UCF-supervised computer labs, which provide an authorized environment and a potential witness if a local system crash occurs.
8. If you use another person's computer to take a quiz/exam, log out and wait at least three minutes after the computer is shut down before logging into Canvas again. Failure to do so may result in technical issues.
9. For any technical difficulties, contact UCF Online Support directly: http://learn.ucf.edu/support/

Class Schedule & Assignments 2026

***All Assignments are due on EST according to the UCF Canvas clock.**

Date	Topic	Reading & Assignments
Mon 1/12/26	**Spring Term Begins**	**UCF Term officially begins**
Mon 1/12/26	**Module 0: Course Orientation**	**Assignment:** • In-class Lecture & Discussion. **Watch before our class:** • Module Zero Videos • Orientation Videos: a. Course Structure b. Modules c. Assessments d. Discussion Postings **Read:** • Instructor's Welcome & Orientation Postings • Syllabus, Class Schedule, & All Instructor's Postings on All Forums in Discussion Section • **NOTE**: Reading class rules is important, since quizzes cover them. Violation of class & UCF rules leads to participation penalty points for the lack of full **engagement** in the class. **Assignments:** • Read background lecture on **Political Science/IR**. • **NOTE**: You must **always** use our Course Mail for e-mailing Dr. Sadri and our class Teaching Assistant.

Wed 1/14/26	**Module 0**: **Course Orientation**	**Assignments:** • Read background lecture on **Political Science/IR**. • In-class Lecture & Discussion. **Two Required Assignments for UCF Financial Aid Report & Our Class:** • Take the Required **Orientation Quiz: No need to study for this.** • Reply to instructor's **"I am" Message by introducing yourself**
Fri 1/16/26	**Module 0**: **Course Orientation**	• UCF Late Registration: **Last Day to Add & Drop** **Online Session Assignments:** • If you have not already completed M-0 assignments, then o Take the Required & Ungraded **Orientation Quiz** o Reply to instructor's **"I am" Message by introducing yourself**.
Mon 1/19	**Module 1: Introduction & Mercantilism** **Matin Luther King Day**	**Assignments:** • **National Holiday: No Class**
Wed 1/21	**Module 1: Introduction & Mercantilism**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 1/23	**Module 1: Introduction & Mercantilism**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 1:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)
		• **Take Pre-Test: NO need to study for that is required to estimate your background on this topic.**
		• Weekly Optional Survey Opens today.

Mon 1/26	**Module 2: Classic Liberalism**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 1/28	**Module 2: Classic Liberalism**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 1/30	**Module 2: Classic Liberalism**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 2:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 2/2	**Module 3: Structuralism**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 2/4	**Module 3: Structuralism**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 2/6	**Module 3: Structuralism**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 3:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 2/9	**Module 4**: **First Midterm Review**	**In-Class Review Session:** • Review all your class notes before our in-class review session today.
Wed 2/11	**Module 4**: **First Midterm Review**	**Second In-Class Review Session:** • Review all your class notes before our in-class review session today. • I also hold extended Online Office Hours by Emails, Teams, or Zoom.
Fri 2/13	**Module 4**: **First Midterm Day**	**Assignments:** • **First Midterm Exam Day: Online.** • **No Class:** Exam 1 is suggested for all students since it is easier than Exam 2. • Exam 1 is available online **ONLY today** from 6:00am to 11:59pm on the website (covering Modules 1-3).

Mon 2/16	**Module 5: Alternative & Constructivism Perspectives**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 2/18	**Module 5: Alternative & Constructivism Perspectives**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 2/20	**Module 5: Alternative & Constructivism Perspectives**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 4:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 2/23	**Module 6: Trade & Development**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 2/25	**Module 6: Trade & Development**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 2/27	**Module 6: Trade & Development**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 5:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 3/2	**Module 7: Technology & MNCs**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 3/4	**Module 7: Technology & MNCs**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 3/6	**Module 7: Technology & MNCs**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 6:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 3/9	**Module 8**: **Second Midterm Review**	**In-Class Review Session:** • Review all your class notes before our in-class review session today.
Wed 3/11	**Module 8**: **Second Midterm Review**	**Second In-Class Review Session:** • Review all your class notes before our in-class review session today. • I also hold extended Online Office Hours by Emails, Teams, or Zoom.
Fri 3/13	**Module 8**: **Second Midterm Exam**	**Assignments:** • **Second Midterm Exam Day: Online.** • **No Class:** Our Exam 2 is suggested for those who earned a score of 12 (or less) on Exam 1. • Exam 2 is available online **ONLY today** from 6:00am to 11:59pm at website (covering Modules 5-7).

Mon 3/16-Fri 3/20	**UCF Spring Break**	**No Class**
Mon 3/23	**Module 9-1: State-Market Tensions in the North Part 1: The EU**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 3/25	**Module 9-1: State-Market Tensions in the North Part 1: The EU**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 3/27	**Module 9-1: State-Market Tensions in the North Part 1: The EU**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• No Quiz till we finish this Module

Mon 3/30	**Module 9-2: State-Market Tensions in the North Part 2: Japan**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 4/1	**Module 9-2: State-Market Tensions in the North Part 2: Japan**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 4/3	**Module 9-2: State-Market Tensions in the North Part 2: Japan**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 7:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 4/6	**Module 10-1: State-Market Tensions in the South Part 1: Transitional States**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 4/8	**Module 10-1: State-Market Tensions in the South Part 1: Transitional States**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 4/10	**Module 10-1: State-Market Tensions in the South**
	Part 1: Transitional States
		Online Class Session Assignments:
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• No Quiz till we finish this module.

Mon 4/13	**Module 10-2: State-Market Tensions in the South** **Part 2: The Middle East**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 4/15	**Module 10-2: State-Market Tensions in the South** **Part 2: The Middle East**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 4/17	**Module 10-2: State-Market Tensions in the South**
	
	Part 2: The Middle East
		Online Class Session Assignments:
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 8:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 4/20	**Module 11: Environment & the Future of IPE**	**Assignments:** • Complete all required readings listed in this module *before* attending the lecture. • In-class Lecture & Discussion.
Wed 4/22	**Module 11: Environment & the Future of IPE**	**Assignment:** • Read all listed readings in this module before our class session. • In-class Lecture & Discussion.

Fri 4/24	**Module 11: Environment & the Future of IPE**	**Online Class Session Assignments:**
		• Your **Required Discussion Posting** is due by 11:59pm tonight.
		• Before posting carefully read:
		  ○ Grading Rubric,
		  ○ Posting Guidelines, &
		  ○ Sample Posting, whose format you must follow EXACTLY.
		• **Quiz 9:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder Materials)

Mon 4/27/26	**Module 12:**
	Optional Posting,
	
	Extra Credit, and
	
	In-Class Review Session
		Optional Posting & Extra Credit:
		• If you do not have 6 postings, you can complete the Optional Posting.
		• Finish listed Optional readings before submitting Optional Posting.
		• The Optional Discussion Posting is due by 11:59pm tonight.
		• Before posting carefully read:
		  o Grading Rubric,
		  o Posting Guidelines, &
		  o Sample Posting, whose format you must follow EXACTLY.
		• **Optional Extra Credit** in form of a Quiz available today 6am-11:59pm
		
		In-Class Review Session:
		• Review all your class notes before our in-class review session today.
		• I also hold extended Online Office Hours by Emails, Teams, or Zoom.

Wed 4/29/26	**Module 12:** **Final Exam Day**	**Assignment:** • **Today, Final Exam Day is online (in Module 12 Description Page).** • **No Class**: Based on UCF Final Exam schedule, Our Final Exam is available **ONLY today** from 6:00am to 11:59pm at course website (covering Modules 9-11). • Final Exam has the exact format and instructions of Exams 1 & 2. • **Post-Test is also available today and is due tonight by 11:59pm. You are required to take it.**