



IDH 4200 – 010

Geographical Perspectives (Human & Cultural Diversity)

COURSE SYLLABUS

Contemporary Middle East: Political Challenges in a Global Age

Instructor Name:	Arman Mahmoudian	Semester & Year:	Fall 2020
Office Number:	TBA	Class Meeting Days:	Tuesdays & Thursdays
Phone Number:	TBA	Class Meeting Time:	2:00-3:15
E-Mail:	Armanm@usf.edu	Class Meeting Location:	MSC 3708
Office Hours:	Office hours are available by appointments via Microsoft Team	Credit Hours:	3

I. Welcome!

Since the dawn of Civilization, the Middle East has been placed of conflict and challenge among significant powers. The rivalry began with the Persian Empire and ancient Greeks. Later the rivalry shifted to the Persians and Roman Empire, which later developed into a rivalry between the Arabs and Mongols. To this day, the conflictual nature of the region has stood the test of time, and only the actors have been replaced with one another throughout the centuries. In our era, given to the Middle East geographical location and its resources, conflicts in Middle East effects the rest of the world, thus its vital for the all of us to have general understanding on the development.

II. General Education Statement

This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *Intellectual & Practical Skills: Human & Cultural Diversity*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

III. Course Description

Using regions in the Majority World as sites of study, this course explores how the interconnectedness of diverse spaces, places, and peoples constitute community. Through the examination of locales, historical periods, and the people who inhabit them, students will take an interdisciplinary approach to the relationships between the local, regional and global. An important goal of the general education is to create “**Intentional Learners**” who understand their full undergraduate experience and how all of their courses are connected. This course builds on skills gained from prior university coursework for the USF general education program, including Critical/Analytical Thinking, Problem Solving, and Written Communication. At the same time, students will learn important knowledge and skills related to Human and Cultural Diversity as part of the general education program. With an emphasis on cultural and intellectual elements of a specific region, students cultivate a keen attentiveness to the variety of complex socio-political dynamics ways of making meaning that inform how perspectives are developed.

IV. Section Description

The Middle East is conceived as a region that breeds fundamentalism and an area of long-lasting conflicts. Due to the distorted notions and misrepresentations of the Middle East circulated and promoted in corporate media, and in conventional media outlets as well, this course is set to create a constructive dialogue. Throughout the semester, students will be approached with an authentic understanding of the diversified multi-layered facets of the Middle East, to expose them to the breadth of Middle Eastern cultures, and their political and social landmarks within historical and contemporary contexts. We will evaluate the main social, economic, and political developments in the Middle East from the 19th century onward. Topics covered include: legacies of European imperialism, Islamic Sharia Laws, ideology, identity politics, human rights, civil society, non-governmental organizations, social movements and social justice, and development. Together through our readings and class discussions we will be critically analyzing the recent trends that have been shaping the modern Middle East. By the end of the term, students should be more of an expert on the region and be ready to write a research paper on a related area, based on their own particular interests.

V. Major Topics

- Terrorism
- Regional Security
- History of Middle East
- Democracy and
- Sectarianism and regional rivalry

VI. Course Objectives

This Honors Geographical Perspectives course seeks to cultivate students' ability to:

- a. Analyze how social, cultural, and political concepts, issues, and beliefs are constituted in various geographic regions and communities.
- b. Participate in active learning approaches that foster multiple modes of intellectual and personal exploration as they relate to different cultures and geographies.
- c. Describe relationships between geography and culture and how these relate to difference, including varying interpretations of these relationships and differences.
- d. Describe multiple dimensions of cultures (e.g., environmental, ideological, linguistic, communicative, historical, geographic, technological, and/or artistic)
- e. Analyze cultural interrelationships and interdependencies across place and time, including local, regional and global.

VII. Student Learning Outcomes

Students will demonstrate the ability to:

- a. See issues from the perspective(s) of other groups/culture by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication. **(GEA SLO 1 - Human and Cultural Diversity Perspectives)**
- b. Analyze how diversity affects interactions with major societal institutions (such as health care, criminal justice, education, employment, voting, military) from contemporary and/or historical perspectives. **(GEA SLO 2 - Human and Cultural Diversity Interactions)**
- c. Use critical thinking to analyze how social, cultural, and political concepts, issues, and beliefs are constituted in various geographic regions by developing the capacities to critically engage with scholarly works and intellectual inquiry related to subject matter. **(Critical Thinking)**
- d. Engage in self-driven inquiry through documenting an active learning process of employing questioning skills, synthesis of material, comparison and contrast, and discovering meaning/acquiring knowledge from experiences. **(Inquiry-based Learning)**
- e. Apply interdisciplinarity to describe multiple dimensions of cultures (e.g., environmental, ideological, linguistic, communicative, historical, geographic, technological, and/or artistic) by acquiring discipline-specific vocabulary, practicing techniques used in the Humanities and social sciences, and developing a basic understanding of key theories/theorists in the field. **(Interdisciplinarity)**
- f. Show literacy with the local and global through identifying and describing the ways that global issues and systems (such as colonialism, urbanization, international trade,

technological advance, war, etc.) are experienced differently at local scales and have historically influenced and defined human differences. They also will demonstrate the capacity to situate themselves within a) the complex interrelationships amongst place, space and people and b) local, regional and global contexts. (Literacy with Local & Global Processes)

- g. Develop knowledge of global and cultural systems and issues, recognizing that cultural systems experience historical and geopolitical processes differently (**GCP SLO 1** - Global Student Outcomes: Knowledge)
- h. Analyze global and cultural interrelationships and interdependencies across place and time, analyzing global issues and challenges, their histories and impacts (**GCP SLO 2** - Global Student Outcomes: Analysis)

VIII. Intentional Learner: Integration of this Course into Your Academic Experience

Like most courses in the Honors College, **IDH 4200** brings together students from a variety of different majors in interdisciplinary inquiry. These diverse groups of students engage in conversations and projects that address the complex nature of twenty-first century problems. This collaborative, interdisciplinary approach is part of the Honors College website, the course description for **IDH 4200**, and many of the course assignments. The course builds on Intellectual & Practical skills developed by students in other Honors courses, such as IDH 2010 AOK, and prepares them for Integrative & Applied learning through High-Impact practices such as the Honors Thesis and Honors Capstone experiences.

IX. Required Texts and/or Readings and Course Materials

Kamrava, Mehran., The Modern Middle East: A Political History since the First World War. 3rd ed. Berkeley: University of California Press, 2013. Print.

Additional readings have been assigned throughout the semester and are posted on Canvas. Optional readings may also be posted

X. Major Assignments/Projects

Attendance: GCP SLO 1&2 (including GCP_ Portfolio)

All students are required to attend class regularly, read the assigned materials, and participate actively in class discussions. Open-ended questions will be asked to promote constructive dialogue with and amongst students. In addition to regular participation in class session, on November 5th, we will hold a debate over US role in Middle East. Students



will be divided into two groups. One group will positively elaborate the role of US in the region, the other group will present a critical point of view.

Upon to instructor's request students will be asked to gather in groups of two and exchange their thoughts and ideas on the session's topic. Each group must settle for collective opinion on the topic and present it to their colleagues.

Students must exchange with one another respectfully. All electronic devices must be silenced, and students are required to pay attention to all discussions either provided by instructor or their classmates.

Weekly Assignments: GEA1_Reflection on weekly topic

Each week students will be asked to write a summary and self-reflective essay of at least 400 words that critically analyzes the weekly readings. Weekly essays must be posted to the CANVAS Discussion board by or before every Saturday, 11:59pm. Each weekly assignment will have 3 points.

In addition, all students are asked to at minimum write two comments/responses on their peers' essays. Each comment should be 100-150 words. Weekly essays must be posted to the CANVAS Discussion board by or before every Sunday, 11:59pm.

Each weekly assignment will have 3 points.

Presentation:

All students are required to work on their presentation skills and lead a 25-minute presentation on **one** of the week's readings in class. Presenters must provide their colleagues with critical analysis of the reading and when applicable a short background on the countries discussed. All students need to sign up for presentation dates by August 27th.

Final Research Paper: GEA_2 (GEA SLO 1& 2 covered in this assignment)

All students are required to hand in a research paper of no less than 15 pages (double-spaced, Bibliography is not included) on a related and relevant topic of their choice.

Students' final paper should be written in organized way and present a conceptual argument. The final paper should prove that student has achieved enough skill and knowledge to make deep analysis. The ultimate goal of this assignment for students is to prove that they have mastered critical thinking skill.

Students must email me with their chosen subject for their final research paper by October 6th. Final papers are due on December 8th, 11:59pm and must be submitted electronically through CANVAS Turn-It-In.

XI. Grade Distribution

Assessment	% of Final Grade
Weekly Assignments	36 %
Attendance and active class participation	25 %
Chapter Presentation	14 %
Final Paper	25 %
Total	100 %

XII. Grading Scale

Grading Scale (%)	
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

XIII. Course Schedule*

THIS SCHEDULE IS SUBJECT TO CHANGE

Week One: Introduction

- Tuesday August 25th: Introductory Session

Introducing Course and talking over Syllabus

Assignment: All students must bring a Copy of Syllabus

Reading Requirements: Syllabus

- Thursday August 27th: Middle East a Geographical phenomenon or socio-cultural fact?

Overview of geography of what is considered Middle East

Discussion on Middle Eastern Identity.

Reading Requirements: Kamrava, Mehran., *The Modern Middle East: A Political History since the First World War*. 3rd ed. Berkeley: University of California Press, 2013.3rd Print. Part 1, Chapter 2 : From Territories to Independent States.

Week Two: The beginning of long-lasting conflict

- Tuesday September 1st: Artificial Borders

Discussing how France and Britain in 1916 defined the current border of Middle Eastern Countries in Sykes-Picot Agreement. A Secret which ignored ethnic-religious demography in the region.

Reading Requirements: Pinar Bilgin (2016) What is the point about Sykes–Picot? *Global Affairs*, 2:3, 355-359.

- Thursday September 3rd: Problematic Nation-Building

Discussing the forceful nation-building in the region by dictatorial regimes, with major focus on Iran and Turkey.

Reading Requirements: Blaydes, Lisa. (2017) State Building in the Middle East. *The Annual Review of Political Science* . 20:487–504

Weede, E (2007) Nation-building in the Middle East: The new imperialism. Paper presented at the conference Global Freedom? The Future of International Governance, Liberal Institute of Friedrich Naumann Foundation.

Week Three: Social Justice and Ethnic-Religious Inequality

- Tuesday September 8th: Privileged Majorities Vs. Challenged Minorities

Studying Iran, Saudi and Turkey where Majorities are in charge, but minorities are marginalized.

Reading Requirements: Kamrava, Mehran., *The Modern Middle East: A Political History since the First World War*. 3rd ed. Berkeley: University of California Press, 2013.3rd Print. Part 2, Chapter 7: States and Their Opponents

- Thursday September 10th: Privileged Minorities Vs. Challenged Majorities

Studying Bahrain, Syria where minorities have total control over leadership, but majorities are the outsiders in eyes of establishment.

Reading Requirements: KEDOURIE, E. (1984). Minorities and majorities in the Middle East. *European Journal of Sociology / Archives Européennes De Sociologie / Europäisches Archiv Für Soziologie*, 25(2), 276-282.

Kamrava, Mehran., *The Modern Middle East: A Political History since the First World War*. 3rd ed. Berkeley: University of California Press, 2013.3rd Print. Part 2, Chapter 7: States and Their Opponents

Week Four: Regimes' interest Vs. States efficiency

- Tuesday September 15th: Adventurous Foreign Policies

Turkey, Iran and Saudi's adventurous policies in Syria and Yemen is turning to financial blackhole for them.

Reading Requirements: Nuruzzaman, M. (2019). Chasing the Dream: The Salman Doctrine and Saudi Arabia's Bid for Regional Dominance. *Insight Turkey*, 21(3), 41-52.

- Thursday September 17th: COVID-19: A Contemporary Example

Review how political matters in Turkey, Iran and Israel postponed states' proper response to COVID-19.

Reading Requirements: Fishere, Ezzedine. (2020). The Middle East's leaders are continuing their march to self-destruction. *The Washington Post*.

<https://www.washingtonpost.com/opinions/2020/05/04/middle-easts-leaders-are-continuing-their-march-self-destruction/>

Week Five: Source of National Revenue and Nations Path to Democracy

- Tuesday September 22th: Oil an obstacle for Democracy?

Reading Requirements: Ross, M. (2001). Does Oil Hinder Democracy? *World Politics*,53(3), 325-361.

- Thursday September 24th: Taxation holds states accountable?

Reading Requirements: Schön, Wolfgang, Taxation and Democracy (2018). *Tax Law Review*, Vol. 72, Forthcoming; Working Paper of the Max Planck Institute for Tax Law and Public Finance No. 2018-13.

Week Six: Social Movements

- Tuesday September 29th: Social Movements and Social Activity in the Middle East

Reading Requirements: Bayat, A. (2002). Activism and Social Development in the Middle East. *International Journal of Middle East Studies*, 34(1), 1-28.

- Thursday October 1st: Iran's Green Movements

We will discuss Iran's Green Movements as a case-study

Reading Requirements: Sundquist, Victor H. (2013). "Iranian Democratization Part I: A Historical Case Study of the Iranian Green Movement." *Journal of Strategic Security* 6, no. 1: 19-34.

Week Seven: Arab Spring ended in Fall

- Tuesday October 6th: how it began?

Analyzing the roots of the Arab Spring, and how it began in Tunisia and why it quickly spread to other countries.

Reading Requirements: Kumaraswamy, P. (2011). The Arab Spring. *India International Centre Quarterly*, 38(1), 52-62.

- Thursday October 8th: where it ended?

Discussing how political unrest in Syria and Yemen turned to dreadful armed confrontation.

Reading Requirements: Gause, F. (2011). Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability. *Foreign Affairs*, 90(4), 81-90.

Week Eight: Bloody Civil Wars and Endless Rivalry

- Tuesday October 13th: Regional Rivalry

Regional Competition Between Iran, Arab powers and Turkey in Syria and Yemen

Reading Requirements: ULUTAŞ, U., & DURAN, B. (2018). Traditional Rivalry or Regional Design in the Middle East? *Insight Turkey*, 20(2), 81-106. Retrieved June 8, 2020, from www.jstor.org/stable/26390309

- Thursday October 15th: International Rivalry

Competition between US and Russia in region, with focus on Syria

Reading Requirements: Friedman, B. (2015). Putin's Russia in the Middle East. *Bustan: The Middle East Book Review*, 6(1-2), 92-119.

Week Nine: Terrorism

- Tuesday October 20th: ISIS

We will discuss how ISIS slowly is moving to Yemen and Egypt from Syria and Iraq

Reading Requirements: Hashim, A. (2019). The Islamic State's Way of War in Iraq and Syria: From its Origins to the Post Caliphate Era. *Perspectives on Terrorism*, 13(1), 22-31

Oosterveld, W., Bloem, W., Farnham, N., Kayaoğlu, B., & Sweijs, T. (2017). (Rep.). Hague Centre for Strategic Studies.

- Thursday October 22th: The Return of Al-Qaeda to Middle East

Reading Requirements: Ibrahim, A. (2014). (Rep.). Strategic Studies Institute, US Army War College.

Week Ten: Humanitarian Crisis

- Tuesday October 27th: Documentary film on Iraqi Yazidis
- Thursday October 29th: Refuge Crisis

Reading Requirements: Bakare Najimdeen. (2016). Middle East Refugees' Crisis: Europeans' Three-Dimensional Approaches. *Policy Perspectives*,13(2), 63-91.

Week Eleven: Path to Democratization

- Tuesday November 3rd: Obstacles

Reading Requirements: Springborg, R. (2007). The Middle East's Democracy Gap: Causes and Consequences. *The Brown Journal of World Affairs*,13(2), 233-245.

Ottaway, M., & Carothers, T. (2004). Middle East Democracy. *Foreign Policy*, (145), 22-29.

- Thursday November 5th: The Role of US- **Debate Session**

Reading Requirements: Latif, M., & Abbas, H. (2011). US Democracy Promotion and Popular Revolutions in the Middle East: Challenges and Opportunities. *Pakistan Horizon*, 64(3), 25-42.

Albrecht, H., & Schlumberger, O. (2004). "Waiting for Godot": Regime Change without Democratization in the Middle East. *International Political Science Review / Revue Internationale De Science Politique*, 25(4), 371-392

Week Twelve: Nations without States

- Tuesday November 10th: The Kurdish issue

Reading Requirements: GUNTER, M. (2004). The Kurdish Question in Perspective. *World Affairs*, 166(4), 197-205.

Glavin, T. (2015). NO FRIENDS BUT THE MOUNTAINS: The Fate of the Kurds. *World Affairs*, 177(6), 57-66.

- Thursday November 12th: The future of Palestine

Reading Requirements: Falk, R. (2013). Rethinking the Palestinian Future. *Journal of Palestine Studies*, 42(4), 73-86.

Edward P. Djerejian, Marwan Muasher, Nathan J. Brown, Samih Al-Abid, Tariq Dana, Dahlia Scheindlin, Gilead Sher, Khalil Shikaki. (2018). Two States or One? Reappraising the Israeli-Palestinian Impasse. Carnegie Endowment for International Peace.
<https://carnegieendowment.org/2018/09/18/two-states-or-one-reappraising-israeli-palestinian-impasse-pub-77269>

Week Thirteen: Time for Critical Thinking, what are the solutions?

- Tuesday November 17th: Israelis-Palestinians Conflict

Reading Requirements: Kamrava, Mehran., *The Modern Middle East: A Political History since the First World War*. 3rd ed. Berkeley: University of California Press, 2013.3rd Print. Chapter: From Territories to Independent States. Part 2, Chapter 9: The Palestinian-Israeli Conflict.

- Thursday November 19th: Iran

What are your prospective on Iran and its tension with Israel, Arab States of Persian Gulf and U.S.?

Reading Requirements: KEDDIE, N., & MATTHEE, R. (Eds.). (2002). *Iran and the Surrounding World: Interactions in Culture and Cultural Politics*. Seattle; London: University of Washington Press.

Week Fourteen: Conclusion

- Tuesday November 24th: Course Evaluation

We will review what we learned from this course.

- Thursday November 26th: Happy Thanksgiving

Week Fifteen: Final Papers

Thursday DECEMBER 8th by Midnight Final Paper is DUE through Turn it in!

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

XIV. Standard University Policies: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Academic Integrity of Students:

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation

3.027: <http://www.usf.edu/undergrad/documents/academic-policies/1academic-integrity-of-students.pdf>.

Disruption to Academic Process:

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic

discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures:

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the USF community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Conduct Expectations for all members of the community may be accessed at [Conduct Expected to Support USF Health and Safety Standards](#) with details provided below:

Students and faculty will be guided by established USF processes to ensure the safest possible non-disruptive environment including the:

- (1) [Academic Disruption Regulation](#) which provides for an immediate removal or restriction from a classroom setting with academic sanctions and/or
- (2) [Student Conduct Regulation](#) to address conduct that is inconsistent with the expectations as outlined below:

1. **Complete daily screening as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider immediately and follow their guidance. Please inform your instructor prior to the beginning class if your screening indicates the need for further evaluation and you will not be in class.
2. **Wear face coverings.** All members of the USF community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where social distancing guidelines cannot be followed. See this link on [How To Make A Face Mask](#). If you have to use a disposable face mask, please discard it in a trash receptacle immediately after use.
3. **Maintain social distancing.** All students, faculty, staff and guests are required to maintain a safe distance from one another. Social distancing is maintained in all indoor and outdoor spaces which are owned or controlled by USF. Stay at least 6 feet (about 2 arms’

length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. See the CDC for information on [Social Distancing](#). Please sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces.

4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus. If you see one, use it! See the CDC recommendations on [Hand Hygiene](#).

5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels are used to disinfect, they must be discarded in a trash receptacle immediately after use.

Disability Access:

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SAS must accompany this request.

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).

Sexual Misconduct/Sexual Harassment Reporting:

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Religious Observances:

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Statement of Academic Continuity:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

XV. Course Policies: Student Expectations**Attendance Policy:**

All students are required to attend class regularly, read the assigned materials, and participate actively in class discussions. Open-ended questions will be asked to promote constructive dialogue with and amongst students.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

**The Writing Studio:**

The Studio offers free, remote writing assistance with experienced writing consultants to all currently enrolled USF undergraduate and graduate students. To request an appointment, please complete [this Qualtrics survey](#) to describe your project and availability. For more information, visit <https://www.usf.edu/undergrad/academic-success-center/writing-studio/>.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as 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>. Essays are due at turnitin.com the same day as in class.

Food and Drink Policy:

Students are allowed to drink.

XVI. Course Policies: Grades**Grades of "Incomplete":**

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first.

Late Work Policy:

Late submissions are not accepted. Medical and sever conditions are excused.

Extra Credit Policy:

Students participation in on-campus conferences which their topic of discussion is relevant to the class makes them eligible for extra credit. Students will be updated about these conference by the instructor.

Group Work Policy:

Participation in group discussion is mandatory for all students. Since for the group discussion all members will receive same reflection from the instructor, students must endeavor to promote their colleagues skills and help one another to master their critical thinking ability and team work skills.

Religious Observances:

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. If you observe religious holidays, you should plan your allowed absences to include those dates.

XVII. Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII. Important Dates to Remember:

All the dates and assignments are tentative, and can be changed at the discretion of the professor.

- Drop/Add Deadline: 08.28.2020
- End of on-campus classes: 11.25.2020
- End of semester: 12.10.2020
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>