



**IDH 4200 – 005**  
**Geographical Perspectives (Human & Cultural  
Diversity)**

**COURSE SYLLABUS**  
**(DRAFT)**

**The Socio-Political Developments in the New Russia**

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Instructor Name:	Arman Mahmoudian	Semester & Year:	Spring 2022
Office Number:	Library 455	Class Meeting Days:	Monday & Wednesday
Phone Number:	TBA	Class Meeting Time:	2:00 PM-3:15 PM
E-Mail:	<a href="mailto:Armanm@usf.edu">Armanm@usf.edu</a>	Class Meeting Location:	253
Office Hours:	Office hours are only available by appointments	Credit Hours:	3

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**I. Welcome!**

The dissolution of the Soviet Union in 1991 was an enormous change to both the global order and Russia. However, in our daily lives, we hear more of its impact on the international system and how it led to the rise of American hegemony and the growth of democracy in Eastern Europe. However, we rarely hear about how the collapse of the Soviet Union impacted Russia and reshaped Russians' political views.

**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**

In this course, we will learn about how the territorial collapse of the Soviet Union and the outbreak of chaos into Russia's mainland instituted a new world view among Russian elites. In this context, we will start our journey by learning about the immediate impact of the dissolution of the Soviet Union on Russia's domestic politics. Then, we will learn how instability allowed President Putin and his inner circle to establish a new authoritarian regime in Russia. Additionally, we are going to learn about political changes in Russia both domestically and internationally. Finally, we will try to find out how the collapse of the Soviet Union played an essential role in creating Russia's current aggressive foreign policy.

#### **V. Major Topics**

- Soviet Union
- Russia
- Russian Society
- Russian National Security
- Political Development
- Vladimir Putin

#### **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**

There is no textbook assigned for this course. All required readings will be posted to Canvas by the instructor.

### **X. Major Assignments/Projects**

#### **Attendance and Participation in Class Discussions : GEA SLO 1&2**

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. **All students are required to at least make two comments in each class discussions.**

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

**Attendance will be taken very seriously in this course. For each session, all students are required to make two comments on the reading material.**

#### **Debate:**

In addition to regular participation in class session, on **April 13<sup>th</sup>**, we will hold a debate over “US Russia Strategy”. Students will be divided into two group; the “Group One” will argue that since Russia is at edge of becoming an authoritarian superpower which will globally challenge US hegemony, US should obtain a more offensive strategy against Russia. The “Group Two” will present a critical point of view to argue against group one’s assumption and argues that current socio-economic state of Russia prevents Moscow to become a new



superpower, and US should focus on countering China, and even seeks Russia's aid on that front.

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.

On the debate session, we will not hold any presentations.

### **Weekly Assignments:**

Each week students will be asked to write a summary and self-reflective essay of at least 200 words that critically analyses the weekly readings. In addition, all students are required to write two comments/responses on their peers' essays. Each comment should be about 50 words.

Weekly assignments must be posted to the CANVAS Discussion board by or before every Saturday, 11:59pm. Each weekly assignment will have 3 points.

### **Presentation: GEA SLO 1 is covered by this assignment**

All Student 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.

Presenters must prepare power point file for their presentation. Presenters must categories the assigned-reading material into different sections and specify each section to one or few slides. At the end of each section, there should be a slide which contains minimum two open-ended questions on that section, and presenters must ask their peers' opinion about those questions.

**All students need to announce their chosen topic and session in the "presentation sign-up sheet" in CANVAS by January 16<sup>th</sup>.**

**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 10 pages (Font: Times 12 double-spaced + Bibliography is not included) on a related and relevant topic of their choice.

The final paper should contain three main parts: Introduction, Body, and Conclusion.

**Introduction (1-2 pages):** here, you introduce your topic, why it is interesting to you, and why your case still matters/ is essential.

**Body (6-8 pages):** here, you present your findings; basically, you outline what you have learned from other works about your subject. You may use reading materials that we covered in the class and reading material that we did not cover in this class, but you found them appropriate for your project.

**Conclusion (1.5-3 pages):** This is the most crucial part of your work. In this section, you must present your reflection, provide your thoughts and insights on the matter, and make an analytical conclusion.

In addition to bibliography, students must provide references in format of footnote-citation, for their data and claims. You may choose one of the following as your citation format: Harvard, MLA, APA, and Chicago A. However, you are expected to **use the same format** for all of your footnotes.

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 February 23<sup>rd</sup>. Final papers are due on April 28<sup>th</sup>, 11:59pm and must be submitted electronically through CANVAS **Turn-It-In**.

**XI. Grade Distribution**

Assessment	% of Final Grade
Weekly Assignments	45%
Attendance and active class participation	20%
Chapter Presentation	15%
Final Paper	20 %
Total	100 %

## **XII. Grading Scale**

<b>Grading Scale (%)</b>	
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**

- Monday January 10<sup>th</sup>: Introductory Session

#### Syllabus

- Wednesday January 12<sup>th</sup>: The Historical Roots of Today's Russian National Identity

Wortman, Richard. "The Russian Empire and Russian Monarchy: The Problem of Russian Nationalism." In *Russian Monarchy: Representation and Rule*, 221–32. Academic Studies Press, 2013.

### **Week Two: Elements of Russian National Identity**

- Monday January 17<sup>th</sup>: Martin Luther King Day: No class

- Wednesday January 19<sup>th</sup>: Slavic Culture and Slavic Civilization

Naimushin, Boris (2003). "Slavic Culture and Slavic Civilization or Communities Imagined and Communities Imposed." In: Thracia XV. In honorem Annorum LXX Alexandri Fol. Sofia, 2003. p.p. 425-434.

### **Week Three: The Red Revolution and its Long-Lasting Impact**

- Monday January 24<sup>th</sup>: The 1917 Revolution

Reiman, Michael. "About the Russian Revolution of 1917." In *About Russia, Its Revolutions, Its Development and Its Present*, 13–24. Peter Lang AG, 2016.

- Wednesday January 26<sup>th</sup>: Rise and Fall of Soviet Union

Sherman, Howard J. "Rise and Fall of the Soviet Union." *International Journal of Political Economy* 24, no. 1 (1994): 5–18.

### **Week Four: The Era of Chaos**

- Monday January 31<sup>st</sup>: Yeltsin Leadership

McFaul, Michael. "Yeltsin's Legacy." *The Wilson Quarterly (1976-)* 24, no. 2 (2000): 42–58

- Wednesday February 2<sup>nd</sup>: From the First Chechen War Towards the Second

Pain, Emil. "From the First Chechen War Towards the Second." *The Brown Journal of World Affairs*, vol. 8, no. 1, 2001, pp. 7–19.

### **Week Five: The Rise of Putin**

- Monday February 7<sup>th</sup>: Who is Putin?

Brookings Institute: Who is Mr. Putin? Chapter, pp. 7-21

- Wednesday February 9<sup>th</sup>: Russia Under Putin's Rule

Dawisha, Karen. "THE PUTIN PRINCIPLE: How It Came to Rule Russia." *World Affairs* 178, no. 1 (2015): 14–22.

Bugayova, Nataliya. "1999 — 2002: THE EARLY PUTIN YEARS." *HOW WE GOT HERE WITH RUSSIA: THE KREMLIN'S WORLDVIEW*. Institute for the Study of War, 2019, pp. 14-15.



## **Week Six: The Emergence of New Actors in Russian Politics**

- Monday February 14<sup>th</sup>: Oligarchs, rising socio-economic power class

Goldman, Marshall I. "Putin and the Oligarchs." *Foreign Affairs* 83, no. 6 (2004): 33–44.

- Wednesday February 16<sup>th</sup>: The Role of Oligarchs

Sergei Guriev, and Andrei Rachinsky. "The Role of Oligarchs in Russian Capitalism." *The Journal of Economic Perspectives* 19, no. 1 (2005): 131–50

## **Week Seven: The Owner of Wealth vs The Statemen in the New Russia**

- Monday February 21<sup>st</sup>: Wealth vs. Power- Part 1

Shlapentokh, Vladimir. "Wealth versus Political Power: The Russian Case." *Communist and Post-Communist Studies* 37, no. 2 (2004): 135–147. Till "Putin's Cards"

- Wednesday February 23<sup>rd</sup>: Wealth vs. Power- Part 2

Shlapentokh, Vladimir. "Wealth versus Political Power: The Russian Case." *Communist and Post-Communist Studies* 37, no. 2 (2004): 147–160.

## **Week Eight: The Becoming of New Russia**

- Monday February 28<sup>th</sup>: Putin's Regime Begins to Settle-down

Solomon, Peter H. "VLADIMIR PUTIN'S QUEST FOR A STRONG STATE." *International Journal on World Peace* 22, no. 2 (2005): 3–12.

- Wednesday March 2<sup>nd</sup>: The Rise of New Authoritarian Model

McFaul, Michael, and Kathryn Stoner-Weiss. "The Myth of the Authoritarian Model: How Putin's Crackdown Holds Russia Back." *Foreign Affairs* 87, no. 1 (2008): 68–84.

### **Week Nine: New Russia and New Region**

- Monday March 7<sup>th</sup>: Change in Russia's Traditional Zone of Influence

McFaul, Michael. "Transitions from Post-communism." *Journal of Democracy* 16, no. 3 (2005): 5–19.

- Wednesday March 9<sup>th</sup>: Demand for Change at Russia's Doorstep, Ukraine

Karatnycky, Adrian. "Ukraine's Orange Revolution." *Foreign Affairs* 84, no. 2 (2005): 35–52

### **Week Ten: Spring Break**

- Monday March 14<sup>th</sup>: No Class
- Wednesday March 16<sup>th</sup>: No Class

### **Week Eleven: The Return of Russia**

- Monday March 21<sup>st</sup>: Conflict with Georgia

Glière, Catherine, ed. "Georgia – Conflict with Russia." *EU Security and Defence: Core Documents 2008*. European Union Institute for Security Studies (EUISS), 2009.

- Wednesday March 23<sup>rd</sup>: The Implication of Russia-Georgia War

Khan, Simbal. "RUSSIA-GEORGIA WAR AND NATO: IMPLICATIONS FOR EUROPEAN SECURITY." *Strategic Studies* 28/29 (2008): 1–14.

### **Week Twelve: The Expansion of Struggle into The International Scale**

- Monday March 28<sup>th</sup>: Russia's Invasion of Ukraine

Izhak, Oleksii. "The Threats and Challenges of a Multipolar World: A Ukraine Crisis Case Study." *Connections* 15, no. 1 (2016): 32–44.

- Wednesday March 30<sup>th</sup>: The Return of Russia to the Middle East

Afridi, Manzoor Khan, and Ali Jibrán. "Russian Response to Syrian Crisis: A Neorealist Perspective." *Strategic Studies* 38, no. 2 (2018): 56–70

### Week Thirteen: Kremlin's New Challenges

- Monday April 4<sup>th</sup>: In home

SAVENKOV, Roman. "SOCIAL MOVEMENT OF ALEXEI NAVALNY: STRATEGY AND TACTICS AT THE FEDERAL AND REGIONAL LEVELS."

- Wednesday April 6<sup>th</sup>: In Abroad

ÅSLUND, ANDERS, MELINDA HARING, JOHN E. HERBST, and ALEXANDER VERSHBOW. "Biden and Belarus: A Strategy for the New Administration." Atlantic Council, 2021.

### Week Fourteen:

- Monday April 11<sup>th</sup> : US and Russia: Insecurity and Mistrust Shape Mutual Perception

Smeltz, Dina, Stepan Goncharov, and Lily Wojtowicz. "US and Russia: Insecurity and Mistrust Shape Mutual Perceptions." Chicago Council on Global Affairs, 2016.

- Wednesday April 13<sup>th</sup>: **Debate Session**- Future of Russia-**No Presentations**

### Week Fifteen: A Thought on the Future of Russia

- Monday April 18<sup>th</sup>: Putin's Succession

TEFFT, JOHN. "Understanding the Factors That Will Impact the Succession to Vladimir Putin as Russian President." RAND Corporation, 2020

- Wednesday April 20<sup>th</sup>: Russia and World

Keil, Steven, and Michael Kimmage. "Russia after the Coronavirus Crisis." German Marshall Fund of the United States, 2020.

Rumer, Eugene, and Richard Sokolsky. "Russian Threat Perceptions." *Etched in Stone: Russian Strategic Culture and the Future of Transatlantic Security*. Carnegie Endowment for International Peace, 2020

## **Week Sixteen: Reading Week**

- Monday April 25<sup>th</sup>: No Class
- Wednesday April 27<sup>th</sup>: No Class

## **Week Seventeen: Final Papers**

**Final papers are due on April 28<sup>th</sup>, 11:59pm and must be submitted electronically through CANVAS Turn-It-In.**

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

### **XIV. Standard University Policies:**

The University of South Florida has a variety of resources and policies in place to support students and ensure their academic progress, integrity, and success. In addition to general mental health services (<https://www.usf.edu/student-affairs/counseling-center/>) and writing assistance (<https://www.usf.edu/undergrad/academic-success-center/writing-studio/>), please follow this link to review policy statements that apply to all syllabi at all USF campuses: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

**COVID-19 Policy:** Due to the evolving situation around COVID-19, please adhere to the USF guidance offered here: <https://www.usf.edu/coronavirus/>

#### **Academic Integrity:**

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 (**USF Regulation 3.025**) 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.

#### **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.

#### **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. Please visit the [Student Accessibility Services website](#) for more information.

#### **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](mailto:feedabull@usf.edu) or [their website](#)), or Student Outreach and Support ([socat@usf.edu](mailto: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 the Title IX Office unless you request that they make a report. Contact the USF [Center for Victim Advocacy](#): 813-974-5757. 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 personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: [usf.edu/title-ix](http://usf.edu/title-ix)

## **Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)**

### **Preliminary Guidance Document**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code (<https://usf.app.box.com/v/usfregulation60021>).

### **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: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and **ALERTUSF** messages for important general information (**USF Policy 6-010**).

## **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/>, stop by LIB 2<sup>nd</sup> Floor, or call 813-974-8293.

### **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.

### **SMART Lab:**

The SMART Lab is a learning environment dedicated to supporting students in introductory math courses. Equipped with over 300 computers, students, with the assistance of instructors, tutors and teaching assistants, work on improving their performance in SMART Lab courses. For more information or to make an appointment, visit <http://www.lib.usf.edu/smart-lab/>, stop by LIB 2<sup>nd</sup> Floor, or call 813-974-9944.

### **Food and Drink Policy:**

Students are “**only**” 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 consult Innovative Education’s resources for students <https://www.usf.edu/innovative-education/student-resources/index.aspx>. You may also contact USF's IT department at [help@usf.edu](mailto: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: January 14<sup>th</sup>, 2022
- Dr. Martin Luther King Day: January 17<sup>th</sup> (No Class)
- Midterm Grading Closes: March 8<sup>th</sup>
- Spring Break: March 14<sup>th</sup>-20<sup>th</sup> (No Classes)
- Withdrawal Deadline: March 25<sup>th</sup>, 2022.
- Final Paper submission deadline: April 28<sup>th</sup>, 2022.
- End of semester: May 4<sup>th</sup>, 2022.
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>