



**IDH 4200 – 011**  
**Geographical Perspectives (Human & Cultural  
Diversity)**

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

**The Long-lasting Struggles of Arab Middle East:  
From the Fall of the Ottoman Empire to the Dawn of  
Arab Spring**

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Instructor Name:	Arman Mahmoudian	Semester & Year:	Fall 2022
Office Number:	Library 455	Class Meeting Days:	Monday & Wednesday
Phone Number:	TBA	Class Meeting Time:	5:00 PM-6:15 PM
E-Mail:	<a href="mailto:Armanm@usf.edu">Armanm@usf.edu</a>	Class Meeting Location:	ALN 233
Office Hours:	Office hours are only available by appointments	Credit Hours:	3

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**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 purpose of this course is to help students to understand the roots of the current instability in the Arab world by reviewing the formation of current borders by the Sykes-Picot agreement, as the aftermath of the collapse of the Ottoman Empire. After realizing the impact of errors in the nation-building process in the region, we will step forward to learn about the rise of authoritarianism in the region, which eventually led to more instability.

At last, we will analyze how competition between non-Arab regional powers such as Iran, Israel, Turkey, and International Power including the US, Russia, and China in the Arab Middle East has escalated the current tension in the region.

### **V. Major Topics**

- Middle East
- Regional Rivalry
- Great Power Competition
- Sectarianism
- Ethnic Conflicts
- Arab World

### **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.

**\*\*\*\*Three and more than Three “unjustified absences” would result in failure in the course.**

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

**For additional Information on USF attendance policy, please read below:**

**<https://catalog.usf.edu/content.php?catoid=4&navoid=294#procedures-for-excused-absences-and-make-up-work>**

### **Debate:**

In addition to regular participation in-class sessions, on **November 21<sup>th</sup>**, we will hold a debate over US Middle East Strategy. Students will be divided into two groups; the “Group One” will argue that United States should distance itself from Middle East and focus on upcoming challenges such as China. The “Group Two” will present a critical point of view to argue against group one’s assumption and even if US distance itself from Middle East, the chaos from region will follow US, and hence United State should continue prioritizing Middle East.

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. **During 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 Sunday, 11:59pm. Each weekly assignment will have 2 points.

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

**All Student are required to pick one session and perform a presentation on the reading material of that session. Students must work on their presentation skills and lead a 25-minute presentation.** 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 August 28<sup>th</sup>.**

### **Final Research Paper Presentation: GEA\_2 (GEA SLO 1& 2 covered in this assignment)**

In the last week of our class (November 28<sup>th</sup> and 30<sup>th</sup>), you will have the opportunity to present a one (max two pages) outline of your final paper. You should be prepared to offer a “general” synopsis of your research analysis, discuss the rationale and argument, and primarily conclusions. This opportunity would help you to find possible flaws in your paper and promote your chance of getting a higher degree. All students must print hard-copy of their outline for the rest of the class.

### **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 page):** here, you introduce your topic, why it is interesting to you, and why your case still matters/ is essential.

**Body (3-4 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 (1-2 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 September 30<sup>th</sup>. Final papers are due on December 7<sup>th</sup>, 11:59pm and must be submitted electronically through CANVAS **Turn-It-In**.

**XI. Grade Distribution**

<b>Assessment</b>	<b>% of Final Grade</b>
Weekly Assignments	30%
Attendance and active class participation	20%
Chapter Presentation	15%
Final Paper Presentation	10%
Final Paper	25%
Total	100%

**XII. Grading Scale**

<b>Grading Scale (%)</b>	
97-100	A+
94-97	A
90-94	A-
87-90	B+
84-87	B
80-84	B-
77-80	C+
74 -77	C
70-74	C-
67-70	D+
64 - 67	D
60-64	D-
0 – 64	F

\*\* All grading scales have been defined by USF Manual Grading Book. Therefore, they are subject to all changes in the book.

### **XIII. Course Schedule\***

#### **THIS SCHEDULE IS SUBJECT TO CHANGE**

#### **Week One: Introduction**

- Monday August 22<sup>nd</sup>: Introductory Session

#### Syllabus

- Wednesday August 24<sup>th</sup>: What is the Middle East?

Hudson, Michael C. "The Middle East." *PS: Political Science and Politics* 34, no. 4 (2001): 801–4

Scott Lucas, and Joanna Paraszczuk. Review of *The Middle East: Between Geography and Power*, by Michael E. Bonine, Abbas Amanat, Michael Ezekiel Gasper, eds. and Arshin Adib-Moghaddam. *Bustan: The Middle East Book Review* 5, no. 1 (2014): 17–23

#### **Week Two: Why there is so much Trouble in the Middle East?**

- Monday August 29<sup>th</sup>: The Matter of Border?

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

- Wednesday August 31<sup>th</sup>: What else? (Extra Credit for Presentation)

Sørli, Mirjam E., Nils Petter Gleditsch, and Håvard Strand. "Why Is There So Much Conflict in the Middle East?" *The Journal of Conflict Resolution* 49, no. 1 (2005): 141–65

#### **Week Three: The Root of Jihad**

- Monday September 5<sup>th</sup>: Labor Day; No Class
- Wednesday September 7<sup>th</sup>: Soviet Invasion of Afghanistan

Gompert, David C., Hans Binnendijk, and Bonny Lin. "The Soviet Invasion of Afghanistan, 1979." In *Blinders, Blunders, and Wars: What America and China Can Learn*, 129–38. RAND Corporation, 2014.



### **Week Four: Third Parties also were to Blame**

- Monday September 12<sup>th</sup>: Western Power

Leake, Elisabeth. “Spooks, Tribes, and Holy Men: The Central Intelligence Agency and the Soviet Invasion of Afghanistan.” *Journal of Contemporary History* 53, no. 1 (2018): 240–62.

- Wednesday September 14<sup>th</sup>: Regional Powers (Extra Credit for Presentation)

Akhtar, Nasreen. “PAKISTAN, AFGHANISTAN, AND THE TALIBAN.” *International Journal on World Peace* 25, no. 4 (2008): 49–73.

### **Week Five: War in Afghanistan, Revolution in Iran**

- Monday September 19<sup>th</sup>: The 1979 Revolution

Skocpol, Theda. “Rentier State and Shi’a Islam in the Iranian Revolution.” *Theory and Society* 11, no. 3 (1982): 265–83.

- Wednesday September 21<sup>th</sup>: Shi’ism

AMJAD, MOHAMMAD. “Shi’ism and Revolution in Iran.” *Journal of Church and State* 31, no. 1 (1989): 35–53

### **Week Six: Another War**

- Monday September 26<sup>th</sup>: Iran-Iraq War

Irfani, Suroosh. “THE IRAN-IRAQ WAR AND ITS IMPLICATIONS FOR THE REGION.” *Strategic Studies* 11, no. 2 (1987): 38–59.

- Wednesday September 28<sup>th</sup>: **No Class**: Great Power Competition Conference on “Russia’s Invasion of Ukraine: Implications for the Central Region.”

## **Week Seven: And Another War**

- Monday October 3<sup>rd</sup>: Operation Enduring Freedom

Johnson, David E. “Afghanistan, 2001.” In *Learning Large Lessons: The Evolving Roles of Ground Power and Air Power in the Post-Cold War Era*, 91–104. RAND Corporation, 2007.

- Wednesday October 5<sup>th</sup>: Global Jihad

Schweitzer, Y., & Oreg, A. (2014). Global Jihad: Religious Ideology and Historical Development. In *Al-Qaeda’s Odyssey to the Global Jihad* (pp. 15–32).

## **Week Eight: Again, War!**

- Monday October 10<sup>th</sup>: Invasion of Iraq

Gompert, David C., Hans Binnendijk, and Bonny Lin. “The U.S. Invasion of Iraq, 2003.” In *Blinders, Blunders, and Wars: What America and China Can Learn*, 161–74.

- Wednesday October 12<sup>th</sup>: Expansion of Jihad

Pirnie, Bruce R., and Edward O’Connell. “Armed Groups in Iraq.” In *Counterinsurgency in Iraq (2003-2006): RAND Counterinsurgency Study--Volume 2*, 21–34.

## **Week Nine: New Generation of Wars; Civil Wars**

- Monday October 17<sup>th</sup>: Arab Spring

Özekin, Muhammed Kürşad & Akkaş, Hasan. (2014). An Empirical Look to the Arab Spring: Causes and Consequences. *Alternatives: Turkish Journal of International Relations*.

- Wednesday October 19<sup>th</sup>: Syrian Civil War

Corstange, D., & York, E. A. (2018). Sectarian Framing in the Syrian Civil War. *American Journal of Political Science*, 62(2), 441–455.

## **Week Ten: Nations without States**

- Monday October 24<sup>th</sup>: The Kurdish Issue

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

- Wednesday October 26<sup>th</sup>: The Palestinian Issue

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

## **Week Eleven: Fall of Afghanistan**

- Monday October 31<sup>st</sup>: The Fall

Herd, Graeme. “The Causes and the Consequences of Strategic Failure in Afghanistan?” George C. Marshal European Center for Security Studies

- Wednesday November 2<sup>nd</sup>: Taliban 2.0 Takeover

Barak, Michael. “Afghanistan in the Shadow of the US and NATO Withdrawal.” International Institute for Counter-Terrorism (ICT), 2021.

Pantucci, Raffaello, and Abdul Basit. “Post-Taliban Takeover: How the Global Jihadist Terror Threat May Evolve.” *Counter Terrorist Trends and Analyses* 13, no. 4 (2021): 1–7.

## **Week Twelve: The Expansion of Great Powers to the Middle East**

- Monday November 7<sup>th</sup>: Syria turns into a battlefield between great powers

Mahmoudian, A. (2022). The Russo-Persian Cooperation in the Syrian Civil War: A New Battleground in the Great Power Competition. In: Farhadi, A., Masys, A. (eds) *The Great Power Competition Volume 2*. Springer, Cham.

- Wednesday November 9<sup>th</sup>: The Rise of China in The Middle East

Mahmoudian, Arman.” The Peaceful Rising of the Silent Dragon in the Middle East.” *Harvard Journal of Middle Eastern Politics and Policy*. December 2021.

<https://jmepp.hkspublications.org/2021/12/17/the-peaceful-rising-of-the-silent-dragon-in-the-middle-east/>

## **Week Thirteen: Continues of Great Power Competition**

- Monday November 14<sup>th</sup>: US Middle East Strategy

Serwer, Daniel. “Recalculating U.S. Policy in the Middle East: Less Military, More Civilian.” Middle East Institute, 2016.

- Wednesday November 16<sup>th</sup>: The Impact of Russia-Ukraine War

Mahmoudian, Arman. (2022). “Russia-Ukraine war: Implications for the RSII Coalition. Trends Research & Advisory

<https://trendsresearch.org/insight/03-06-2022/>

### **Week Fourteen: A Take on Future**

- Monday November 21<sup>st</sup>: **Debate Session**- US Russia’s Policy-**No Presentations**
- Wednesday November 23<sup>th</sup>: The Path Ahead

Dorsey, James M. “Middle East Futures: Defiance and Dissent.” Begin-Sadat Center for Strategic Studies, 2021.

### **Week Fifteen: Final Paper Presentations**

- Monday November 28<sup>th</sup>: Session One
- Wednesday November 30<sup>th</sup>: Session Two

### **Week Sixteen: Reading Week**

- Monday December 5<sup>th</sup>: No Class
- Wednesday December 7<sup>th</sup>: No Class

**Final papers are due on December 7<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.

- Semester Begins: August 22, 2022
- Drop/Add Deadline: August 26, 2022
- Labor Day (no class): September 5<sup>th</sup>, 2022
- Midterm Ends: October 18, 2022
- Withdrawal Deadline: October 29, 2022
- Thanksgiving holiday (no class): November 24-25, 2022
- Fall Classes End: December 2<sup>nd</sup>, 2022
- Final Paper submission deadline: December 7<sup>th</sup>, 2022.
- End of semester: December 8<sup>th</sup>, 2022.
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>