



IDH 4200 – 008

**Geographical Perspectives (Human & Cultural
Diversity)**

**COURSE SYLLABUS
(DRAFT)**

Power Politic in the Middle East

Instructor Name:	Arman Mahmoudian	Semester & Year:	Spring 2024
Office Number:	HON 3017	Class Meeting Days:	Tuesday & Thursday
Phone Number:	TBA	Class Meeting Time:	12:30 PM-1:45 PM
E-Mail:	Armanm@usf.edu	Class Meeting Location:	JFCH
Office Hours:	T/R: 3:30PM-4:30PM Available by appointments	Credit Hours:	3

I. Welcome!

The Middle East has consistently been at the forefront of both public and academic discussions. However, recent events, such as the Taliban’s takeover in Afghanistan, protests in Iran, the War of Arbitration, the China-US rivalry in the region, and escalating tensions in the Persian Gulf between the United States and Iran, have intensified international concerns about the region's stability.

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. University Course Description

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.

III. Section Description

In this course, we aim to dissect the intricate power dynamics at play in the Middle East. We will examine the socio-political origins of regional conflicts, assess the impact of the Cold War and Iran's 1979 revolution on regional stability, explore the rise and fall of the Arab Spring, and delve into the resurgence of great power competition in the area. To augment



their understanding, students are encouraged to actively participate in class discussions, complete weekly assignments, and produce a final analytical paper on a related topic.

IV. Major Topics

- Middle East
- Security
- Arab-Israeli Conflicts
- War on Terrorism
- Civil Unrest

V. Course Objectives

This Honors Geographical Perspectives course seeks to cultivate:

- 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.

VI. Student Learning Outcomes

By the end of this course students will be able 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)

VII. 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 course builds on Intellectual &



Practical skills developed by students in other Honors courses, such as IDH 2010 Acquisition of Knowledge, and prepares them for Integrative & Applied learning through High-Impact practices such as the Honors Thesis and Honors Capstone experiences.

VIII. 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.

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

Students must exchange with one another respectfully. All electronic devices must be silent, and students are required to pay attention to all discussions, either provided by the 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 the 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 **April 11th**, we will hold a debate over the “US Policy toward the Middle East.” Students will be divided into two groups; “Group One” will argue that the United States need obtain more engaging policy toward the Middle East and increase its intervention in the region. “Group Two” will present a critical point of view to argue against group one’s assumption.



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 a 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, 11:59 p.m. Each weekly assignment will have 2 points. The last two weeks have 3 points.

Presentation: GEA SLO 1 is covered by this assignment

All Students 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 a critical analysis of the reading and, when applicable, a brief background on the countries discussed.

Presenters must prepare power point file for their presentation. Presenters must categorize 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 that contains a minimum of two open-ended questions on that section, and presenters must ask their peers' opinions about those questions.

All students need to announce their chosen topic and session in the "presentation sign-up sheet" in CANVAS by January 14th.

Final Research Paper Presentation

In our last two classes (April 16th and 18th), 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 make 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 a 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 **8 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 (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 that you found 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 the bibliography, students must provide references in the format of footnote citations 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 papers should be written in an organized way and present a conceptual argument. The final paper should prove that the student has achieved enough skill and knowledge to make a deep analysis. The ultimate goal of this assignment for students is to prove that they have mastered critical thinking skills.

Project will be evaluated based on the General Education Assessment Rubric (Creative Thinking, GEA SLO 1 & 2, Communication, Critical & Analytical Thinking, and Problem Solving).

Students must email me with their chosen subject for their final research paper by February 30th. Final papers are due on April 30th, 11:59 pm, and must be submitted electronically through CANVAS Turn-It-In.

X. Grade Distribution

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

XI. Grading Scale

Grading Scale (%)	
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.

XII. USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online: usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx

XIII. Course Policies: Grades

Late Work Policy:

There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. Late submissions are not accepted. Medical and sever conditions are excused.

Medical Excuses:

Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact immediately the Student Health Services (813-974-2331) on the Sarasota-Mantatee and Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well. To be approved for missed classes, late assignments or



missed examinations a verification of care letter must be presented by the student to the faculty member upon return to class.

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.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. 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. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression:

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

XIV. 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.

Laptop Usage:

Students are only allowed to use their Laptop for class-related purposes, such as taking note, or reviewing assigned papers

Phone Usage:

Usage of Phones during the class are not permitted.

XV. Course Policies: Student Expectations

Health and Wellness:

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each another and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or ya@admin.usf.edu.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Tampa Campus Food Policy:

Only covered drinks are allowed in classrooms, with the exception of HON 3040, HON 4040, and the Food and Culture Studio. Students may utilize the indoor and outdoor café seating on the first floor, as well as the outdoor terrace on the second floor.

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.

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.

XVI. Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

XVII. 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 12th, 2024

- Dr. Martin Luther King Holiday: January 15th, 2024 (No Class)
- Spring Break: March 11th – 17th (No Class)
- End of classes: April 20th, 2023
- Final Paper submission deadline: April 30th, 2023
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>

XVIII. Course Schedule*

THIS SCHEDULE IS SUBJECT TO CHANGE

Week 1, January. 8: Introduction

- Tuesday: Introductory Session

Syllabus

- Thursday: What is Middle East?

- 1- Hudson, Michael C. "The Middle East." *PS: Political Science and Politics* 34, no. 4 (2001): 801–4
- 2- 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 2, January. 15: The beginning of the Long-lasting conflict

- Tuesday: Artificial Borders

Bâli, Aslı. "SYKES-PICOT AND 'ARTIFICIAL' STATES." *AJIL Unbound* 110 (2016): 115–19.
<https://www.jstor.org/stable/27003191>.

- Thursday: Problematic Nation-Building

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

Week 3, January. 22: The Roots of Conflict in the Middle East

- Tuesday: Why Is There so Much Conflict in the Middle East? I

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): 141–53.

- Wednesday: Why Is There so Much Conflict in the Middle East? II

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): 153–65.

Week 4, January. 29 : The History State Building in the Middle East

- Tuesday: War, Rivalry, and State Building in the Middle East I

Lu, Lingyu, and Cameron G. Thies. “War, Rivalry, and State Building in the Middle East.” *Political Research Quarterly* 66, no. 2 (2013): 239–46.

- Thursday: War, Rivalry, and State Building in the Middle East II

Lu, Lingyu, and Cameron G. Thies. “War, Rivalry, and State Building in the Middle East.” *Political Research Quarterly* 66, no. 2 (2013): 239–53.

Week 5, February. 5: The Beginning of Jihad

- Tuesday: The Soviet Union Invasion of Afghanistan, and the American Response I

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): 240–51.

- Thursday: The Soviet Union Invasion of Afghanistan, and the American Response II

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): 251–62.

Week 6, February. 12: The Islamic Revolution of Iran

- Tuesday: The Islamic Revolution of Iran I

Skocpol, Theda. “Rentier State and Shi’a Islam in the Iranian Revolution.” *Theory and Society* 11, no. 3 (1982): 265–74.

- Thursday: The Islamic Revolution of Iran II

Skocpol, Theda. "Rentier State and Shi'a Islam in the Iranian Revolution." *Theory and Society* 11, no. 3 (1982): 274–83.

Week 7, February. 19: The Rise of Global Jihad

- Tuesday: The Genes of Jihad

Hoodbhoy, Pervez. "AFGHANISTAN AND THE GENESIS OF GLOBAL JIHAD." *Peace Research* 37, no. 1 (2005): 15–30.

- Thursday: The Attack

Rabasa, Angel, Peter Chalk, Kim Cragin, Sara A. Daly, Heather S. Gregg, Theodore W. Karasik, Kevin A. O'Brien, and William Rosenau. "Al-Qaeda's Operational Planning Cycle." In *Beyond Al-Qaeda: Part 1, The Global Jihadist Movement*, 63–72. RAND Corporation, 2006.

Week 8, February. 26: US Leads War on the Terror

- Tuesday: War on Terror I

Boyle, Michael J. "The War on Terror in American Grand Strategy." *International Affairs (Royal Institute of International Affairs 1944-)* 84, no. 2 (2008): 191–200.

- Thursday: War on Terror II

Boyle, Michael J. "The War on Terror in American Grand Strategy." *International Affairs (Royal Institute of International Affairs 1944-)* 84, no. 2 (2008): 200–209.

Week 9, March. 4: Arab Spring

- Tuesday: Arab Uprisings I

Makdisi, Samir. "Reflections on the Arab Uprisings." In *Combining Economic and Political Development: The Experience of MENA*, edited by Giacomo Luciani, 22–31. Brill, 2017.

- Thursday: Arab Uprisings II

Makdisi, Samir. "Reflections on the Arab Uprisings." In *Combining Economic and Political Development: The Experience of MENA*, edited by Giacomo Luciani, 31–40. Brill, 2017.

Week 10, March. 11: Spring Break

- Tuesday: No Class
- Thursday: No Class

Week 11, March. 18: US-backed Nation-Building

- Tuesday: Re-building Region I

Mahmoudian, A. (2023). A Comparative Study on Iraq and Afghanistan: Two Nations, Similar Journeys, Different Destinations. In: Farhadi, A., Masys, A. (eds) *The Great Power Competition Volume 4*. Springer, Cham. https://doi.org/10.1007/978-3-031-22934-3_15/291-300

- Thursday: Re-building Region II

Mahmoudian, A. (2023). A Comparative Study on Iraq and Afghanistan: Two Nations, Similar Journeys, Different Destinations. In: Farhadi, A., Masys, A. (eds) *The Great Power Competition Volume 4*. Springer, Cham. https://doi.org/10.1007/978-3-031-22934-3_15/291-300

Week 12, March. 25: The Israeli-Palestinian Conflict

- Tuesday: Roots of Conflict

HUNTER, ROBERT E. "The Arab-Israeli Conflict." In *Building Security in the Persian Gulf*, 67–78. RAND Corporation, 2010. <http://www.jstor.org/stable/10.7249/mg944.13>.

- Thursday: October 7th Attacks

Mahmoudian, Arman, "Israel-Hamas Conflict: Operational Considerations and Strategy" (2023). *GNSI Publications*. 3. https://digitalcommons.usf.edu/gnsi_publications/3

Week 13, April. 1: The Future of Sectarian Relations in the Middle East

- Tuesday: The Future of Sectarian Relations in the Middle East I

Martini, Jeffrey, Heather Williams, and William Young. "The Future of Sectarian Relations in the Middle East." RAND Corporation, 2017. 1-8. <http://www.jstor.org/stable/resrep02442>.

- Thursday: The Future of Sectarian Relations in the Middle East II

Martini, Jeffrey, Heather Williams, and William Young. "The Future of Sectarian Relations in the Middle East." RAND Corporation, 2017. 8-16 <http://www.jstor.org/stable/resrep02442>.

Week 14, April. 8: US Middle East Strategy

- Tuesday: United States Policy in the Middle East
- 1- Ya'alon, Moshe (Bogie). "United States Policy in the Middle East: The Need for a Grand Strategy." Institute for National Security Studies, 2017. <http://www.jstor.org/stable/resrep17083>.
- 2- Mahmoudian, Arman and Schnauffer, Tad II, "GNSI Decision Brief: What Keeps the US in the Middle East?" (2023). *GNSI Decision Briefs*. 6. https://digitalcommons.usf.edu/gnsi_decision_briefs/6
- Thursday: Debate Session (No Presentation)

Week 15, April. 15: Final Paper Presentation

- Tuesday: Final Paper Presentation
- Thursday: Final Paper Presentation

Week 16, April. 22: Reading Week

- Tuesday: **No Class- Work on your final paper**
- Thursday: **No Class- Work on your final paper**

Week 17, April. 29: Final Paper

Final papers are due on April 30th, 11:59pm, and must be submitted electronically through CANVAS Turn-It-In.

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