



**IDH 4200 – 018**  
**Geographical Perspectives (Human & Cultural  
Diversity)**

**COURSE SYLLABUS**

**Contemporary Russia and Eurasia: Political Changes  
in post-Soviet Era?**

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Instructor Name:	Arman Mahmoudian	Semester & Year:	Spring 2021
Office Number:	TBA	Class Meeting Days:	Tuesdays & Thursdays
Phone Number:	TBA	Class Meeting Time:	3:30-4:45
E-Mail:	<a href="mailto:Armanm@usf.edu">Armanm@usf.edu</a>	Class Meeting Location:	MSC 4200
Office Hours:	Office hours are available by appointments via Microsoft Team	Credit Hours:	3

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**I. Welcome!**

After the fall of the Soviet Union, most of the scholars in international relations and political science claimed that the era of hegemonic stability under United States leadership would enhance the potentialities of global cooperation. The increase of democratic regimes in East Europe, beside the rise of numerous international non-state actors were shreds of evidence that backed up their claim. The peak of their optimistic view was when new Russia has decided to collaborate with NATO. However, Russia's invasion of Georgie in 2005 proved that scholars' optimism was immature, and we put the cart before the horse. Hence, tracking the development in Russia and East Europe is vital matter which will promote our understanding of global affairs.

**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 collapse of the Red Empire brought a great deal of hope to the international community for the future of peace and democracy in the world. Today's emerging crisis between Russia and the West proves that we were over-optimistic in the positive impact of the Soviet Union's fall. This course's primary objective will be discussing why the global crisis we hoped would never happen again is here!

In this course, we will take an analytical look at the socio-political changes in Russia and Eurasia (Central Asia and East Europe) after the collapse of the Soviet Union and explore how some nations successfully established democracies and why others failed.

We will also study significant conflicts in the region at three levels of analysis in international affairs. At the "local-level," we will seek to understand the Chechnya wars as a religious-ethnic conflict. At the "regional-level," we will analyze the "Russia-Georgia war." At the "international level," we will study the chain of development in the Russo-Ukrainian War.

### V. Major Topics

- Russia
- Regional Security of East Europe
- Socio-Political Changes
- Democracy
- International rivalry

## **VI. Course Objectives**

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

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

## **VII. Student Learning Outcomes**

Students will demonstrate the ability to:

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

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

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

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

#### **IX. Required Texts and/or Readings and Course Materials**

There is no textbook assigned for this course. All required readings are posted on Canvas.

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

##### **Attendance: GCP SLO 1&2 (including GCP\_ Portfolio)**

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

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

**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 March 25<sup>th</sup>, we will hold a debate over US strategy toward Russia. Students will be divided into two groups one group will positively elaborate the role of US in the region, the other group will present a critical point of view.

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

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

**Weekly Assignments: GEA1\_Reflection on weekly topic**

Each week students will be asked to write a summary and self-reflective essay of at least 250 words that critically analyses the weekly readings. Weekly essays must be posted to the CANVAS Discussion board by or before every Saturday, 11:59pm. Each weekly assignment will have 3 points.

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

Each weekly assignment will have 3 points.

**Presentation:**

All 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.

All students need to sign up for presentation dates by January 19<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 (double-spaced, Bibliography is not included) on a related and relevant topic of their choice.

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

Students must email me with their chosen subject for their final research paper by February 23<sup>rd</sup>. Final papers are due on May 3<sup>rd</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	40%
Attendance and active class participation	25%
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**

- Tuesday January 12<sup>th</sup>: Introductory Session

Introducing Course and discussing the syllabus.

Reading Requirements: Syllabus

- Thursday January 14<sup>th</sup>: Slavic Culture and Slavic Civilization

Discussion on Slavic Identity.

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 Two: Eurasia**

- Tuesday January 19<sup>th</sup>: A Concept of Eurasia

Overview of geography of what is considered Eurasia

Hann, Chris. (2016). A Concept of Eurasia. *Current Anthropology*. 57. 000-000. 10.1086/684625.

- Thursday January 21<sup>st</sup>: New Horizons for a Greater Eurasia

SHCHERBAK, IGOR. "New Horizons for a Greater Eurasia." *Rivista Di Studi Politici Internazionali*, vol. 81, no. 4 (324), 2014, pp. 545–551.

### **Week Three: Soviet Union from dawn to dusk**

- Tuesday January 26<sup>th</sup>: Rise of Soviet Power

Fainsod, Merle. "RISE OF SOVIET POWER." *Naval War College Information Service for Officers*, vol. 4, no. 7, 1952, pp. 81–104.

- Thursday January 28: Nationalism and the Collapse of Soviet Communism

Beissinger, Mark R. "Nationalism and the Collapse of Soviet Communism." *Contemporary European History*, vol. 18, no. 3, 2009, pp. 331–347.

### **Week Four: Chaos in post-Soviet era**

- Tuesday 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.

- Thursday February 4<sup>th</sup>: Russia's Ruinous Chechen War

Menon, Rajan, and Graham E. Fuller. "Russia's Ruinous Chechen War." *Foreign Affairs*, vol. 79, no. 2, 2000, pp. 32–44.

### **Week Five: New Nation-Buildings**

- Tuesday February 9<sup>th</sup>: Soviet and Post-Soviet: Challenges to the Study of Nation and State Building

GOSHULAK, GLENN. "Soviet and Post-Soviet: Challenges to the Study of Nation and State Building." *Ethnicities*, vol. 3, no. 4, 2003, pp. 491–507



- Thursday February 11<sup>th</sup>: Russian Nation-Building

SHEVEL, OXANA. "Russian Nation-Building from Yel'tsin to Medvedev: Ethnic, Civic or Purposefully Ambiguous?" *Europe-Asia Studies*, vol. 63, no. 2, 2011, pp. 179–202

### **Week Six: New Russia Vs. Old Nation**

- Tuesday February 16<sup>th</sup>: The First Russia-NATO Crisis of the Post-Cold War Era

Headley, Jim. "Sarajevo, February 1994: The First Russia-NATO Crisis of the Post-Cold War Era." *Review of International Studies*, vol. 29, no. 2, 2003, pp. 209–227.

- Thursday February 18<sup>th</sup>: Russia and NATO Forge closer ties

Headley, Jim. "RUSSIA AND NATO FORGE CLOSER TIES." *New Zealand International Review*, vol. 28, no. 5, 2003, pp. 7–11.

Dr A. "Whither NATO-Russia Co-Operation." *International Journal*, vol. 56, no. 2, 2001, pp. 324–329

### **Week Seven: Color revolutions: A Wave of Changes**

- Tuesday February 23<sup>rd</sup>: The Beginning of the Transition

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

- Thursday February 25<sup>th</sup>: Case-Study

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

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

- Tuesday March 2<sup>nd</sup>: “Russia and ‘Grand Eurasia’:

Trenin, Dmitri. “Russia and ‘Grand Eurasia’: Will It Work?” *Horizons: Journal of International Relations and Sustainable Development*, no. 9, 2017, pp. 106–119.

- Thursday March 4<sup>th</sup>: Russia in a Reconnecting Eurasia

Safranchuk, Ivan. *Russia in a Reconnecting Eurasia*. Center for Strategic and International Studies (CSIS), 2016, pp. 22–24, *Russia in a Reconnecting Eurasia: Foreign Economic and Security Interests*.

### **Week Nine: Case-Studies for Regional and International Conflicts**

- Tuesday March 9<sup>th</sup>: Regional Conflicts

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

- Thursday March 11<sup>th</sup>: International Conflicts

Bebler, Anton. “Crimea and the Ukrainian-Russian Conflict.” “Frozen Conflicts" in Europe, edited by Anton Bebler, 1st ed., Verlag Barbara Budrich, Opladen; Berlin; Toronto, 2015, pp. 189–208.

### **Week Ten: New Challenges Ahead of Russia and NATO**

- Tuesday March 16<sup>th</sup>: Russia vs. EU/US through Georgia and Ukraine

Matsaberidze, David. “Russia vs. EU/US through Georgia and Ukraine.” *Connections*, vol. 14, no. 2, 2015, pp. 77–86.

- Thursday March 18<sup>th</sup>: Security Risks

Challis, Ben. Security Risks: between Russia and NATO. European Leadership Network, 2020, pp. 3–6, Belarus beyond 2020: Implications for Russia and the West,

### **Week Eleven: US-Russia**

- Tuesday March 23<sup>rd</sup>: US and Russia: Insecurity and Mistrust Shape Mutual Perception

Smeltz, Dina, et al. US and Russia: Insecurity and Mistrust Shape Mutual Perceptions. Chicago Council on Global Affairs, 2016.

- Thursday March 25<sup>th</sup>: The US Strategy toward Russia- **Debate Session**

Forscey, David, and Gary Ashcroft. *Country Brief: Russia*. Third Way, 2016,

### **Week Twelve: Shanghai Cooperation Organization**

- Tuesday March 30<sup>th</sup>: The Rise of New Powers

KOCAMAZ, Sinem ÜNALDILAR. “The Rise of New Powers in World Politics: Russia, China and the Shanghai Cooperation Organization.” *Uluslararası İlişkiler / International Relations*, vol. 16, no. 61, 2019, pp. 127–141

- Thursday April 1<sup>st</sup>: Hope for Multilateralism

ARIS, STEPHEN. Shanghai Cooperation Organization: MAPPING MULTILATERALISM IN TRANSITION NO.2. International Peace Institute, 2013

### **Week Thirteen: Path to Democracy**

- Tuesday April 6<sup>th</sup>: Russian Dilemma

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

- Thursday April 8<sup>th</sup>: Belarus

Marin, Anaïs. UNDER PRESSURE: Can Belarus Resist Russian Coercion? European Union Institute for Security Studies (EUISS), 2020,

### **Week Fourteen: Spring Break**

- Tuesday April 13<sup>th</sup>: No Class
- Thursday April 15<sup>th</sup>: No Class

**No weekly assignment is required for this week.**

### **Week Fifteen: Course Evaluation**

- Tuesday April 20<sup>th</sup>: Course Evaluation

We will review what we learned from this course.

- Thursday April 22<sup>nd</sup>: Discussing Final Papers

### **Week Sixteen: Final Papers**

**Monday May 3<sup>rd</sup> by Midnight Final Paper is DUE through Turn it in!**

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

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

**Academic Integrity of Students:**

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027: <http://www.usf.edu/undergrad/documents/academic-policies/1academic-integrity-of-students.pdf>.

**Disruption to Academic Process:**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

**Student Academic Grievance Procedures:**

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

**COVID-19 Procedures**

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

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

(1) [Academic Disruption Regulation](#) which provides for an immediate removal or restriction from a classroom setting with academic sanctions and/or

(2) [Student Conduct Regulation](#) to address conduct that is inconsistent with the expectations as outlined below:

1. **Complete daily screening as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider immediately and follow their guidance. Please inform your instructor prior to the beginning class if your screening indicates the need for further evaluation and you will not be in class.
2. **Wear face coverings.** All members of the USF community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where social distancing guidelines cannot be followed. See this link on [How To Make A Face Mask](#). If you have to use a disposable face mask, please discard it in a trash receptacle immediately after use.
3. **Maintain social distancing.** All students, faculty, staff and guests are required to maintain a safe distance from one another. Social distancing is maintained in all indoor and outdoor spaces which are owned or controlled by USF. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. See the CDC for information on [Social Distancing](#). Please sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus. If you see one, use it! See the CDC recommendations on [Hand Hygiene](#).
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels are used to disinfect, they must be discarded in a trash receptacle immediately after use.

#### **Disability Access:**

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

#### **Food and Housing Insecurity**

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull



([feedabull@usf.edu](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 either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

**Religious Observances:**

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

**Statement of Academic Continuity:**

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

## **XV. Course Policies: Student Expectations**

### **Attendance Policy:**

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

### **End of Semester Student Evaluations:**

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

### **The Writing Studio:**

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

### **Turnitin.com:**

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

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

Students are allowed to drink.

## **XVI. Course Policies: Grades**

### **Grades of "Incomplete":**

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



**Late Work Policy:**

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

**Extra Credit Policy:**

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

**Group Work Policy:**

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

**Religious Observances:**

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

**XVII. Course Policies: Technology and Media**

**Canvas:**

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](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: 01.15.2020
- End of on-campus classes: 04.30.2021
- End of semester: 05.06.2021
- Spring Break: April 12<sup>th</sup>-18<sup>th</sup>
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>