



IDH 4200 – 008
Geographical Perspectives (Human & Cultural Diversity)

COURSE SYLLABUS
(DRAFT)

International Security: Why do States behave the way they do?

Instructor Name:	Arman Mahmoudian	Semester & Year:	Fall 2021
Office Number:	TBA	Class Meeting Days:	Monday & Wednesday
Phone Number:	TBA	Class Meeting Time:	11:00 AM-12:15 PM
E-Mail:	Armanm@usf.edu	Class Meeting Location:	ALN 233
Office Hours:	Office hours are only available by appointments	Credit Hours:	3

I. Welcome!

We are living in a complicated world; the spread of terrorism across the Middle East and Africa, the rise of China and Russia which brought back the international rivalry, and the outbreak of nuclear capabilities in the hands of irresponsible states such as North Korea, Pakistan, and Iran, all are indicators of the fact the international arena is heading to worldwide escalations. Hence, it is vital to us to learn about why do states behave the way they do? And how peace can be sustained.

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 goal of this course is to help students understand states’ behavior and why they act in the way that they do. Thus, through this course students will learn about theoretical, conceptual frameworks regarding interstate relations and why states sometimes choose to compete rather than cooperate.

This course contains four stages: 1) students will learn about the concept of international security. 2) students will study theories which help them to understand states’ behaviors. 3) students will learn about potential solutions to the instability. 4) students will examine case studies which help them to apply what they have learned to practical situations.

V. Major Topics

- International Security
- Global Order
- Polarity
- War and Peace
- China
- Terrorism

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: 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 **November 24th**, we will hold a debate over the “possibility of permanent global harmony.” Students will be divided into two groups; The “Group One” argue why global harmony and permanent peace can be permanently established. The “Group Two” will present a critical point of view to argue against group one’s assumption.

Upon the 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.

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 200 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 about 50 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 announce their chosen topic and session in the "presentation sign-up sheet" in CANVAS by September 1st.

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 23rd. Final papers are due on December 3rd, 11:59pm and must be submitted electronically through CANVAS **Turn-It-In**.

XI. Grade Distribution

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

XII. Grading Scale

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

XIII. Course Schedule*

THIS SCHEDULE IS SUBJECT TO CHANGE

Week One: Introduction

- Monday August 23rd: Introductory Session

Syllabus

- Wednesday August 25th: International Studies

Thompson, Kenneth W. "The Empirical, Normative, and Theoretical Foundations of International Studies." *The Review of Politics*, vol. 29, no. 2, 1967, pp. 147–159.

Week Two: Theoretical Foundation of International Security Studies

- Monday August 30th: Introducing the Concept of International Security Studies

Lynn-Jones, Sean M. "International Security Studies." *International Studies Notes* 16/17, no. 3/1 (1991): 53-63

- Wednesday September 1st: The Evolution of International Security

BUZAN, BARRY, and LENE HANSEN. "Beyond "The Evolution of International Security Studies?"" *Security Dialogue* 41, no. 6 (2010): 659-67.

Week Three: Why States Go in War

- Monday September 6th: Labor Day- No Class
- Wednesday September 8th: What Causes War?

Levi, Werner. "On the Causes of War and the Conditions of Peace." *The Journal of Conflict Resolution* 4, no. 4 (1960): 411-20.

Week Four: Anarchy vs. Hegemony

- Monday September 13th: The Distribution of Power

James, Patrick, and Michael Brecher. "Stability and Polarity: New Paths for Inquiry." *Journal of Peace Research* 25, no. 1 (1988): 31-42.

- Wednesday September 15th: The Birth of Cold War

1-International: 'Hegemony', New York Times, 2008

2-Schmidt, Brian C. "Hegemony: A conceptual and theoretical analysis," DOC Research Institute, 2018

Week Five: Security Alliance

- Monday September 20th: Formation and the Balance of World Power 1

Walt, Stephen M. "Alliance Formation and the Balance of World Power." *International Security*, vol. 9, no. 4, 1985, pp. 1-21 (Up to Birds of A Feather Flying Apart)

- Wednesday September 22nd: Formation and the Balance of World Power 2

Walt, Stephen M. "Alliance Formation and the Balance of World Power." *International Security*, vol. 9, no. 4, 1985, pp. 21-43

Week Six: But What is an Alliance?

- Monday September 27th: How to define an Alliance

Sprecher, Christopher. "Alliances, Armed Conflict, and Cooperation: Theoretical Approaches and Empirical Evidence." *Journal of Peace Research*, vol. 43, no. 4, 2006, pp. 363–369.

- Wednesday September 29th: Different Types of Alliance

Amaldoss, Wilfred, and Richard Staelin. "Cross-Function and Same-Function Alliances: How Does Alliance Structure Affect the Behavior of Partnering Firms?" *Management Science* 56, no. 2 (2010): 302-17.

Week Seven: Security Dilemma

- Monday October 4th: The Concept of Security Dilemma

Smith, E. D. "The Security Dilemma." *Naval War College Review* 41, no. 4 (1988): 57-65.

- Wednesday October 6th: Security Dilemma in practice

Plous, S. "The Nuclear Arms Race: Prisoner's Dilemma or Perceptual Dilemma?" *Journal of Peace Research*, vol. 30, no. 2, 1993, pp. 163–179.

Week Eight: Pax American Era

- Monday October 11th: The Dawn

Fukuyama, Francis. "The End of History?" *The National Interest*, no. 16 (1989): 3-18.

- Wednesday October 13th: The End

Layne, Christopher. "This Time It's Real: The End of Unipolarity and the 'Pax Americana.'" *International Studies Quarterly*, vol. 56, no. 1, 2012, pp. 203–213

Week Nine: Institutionalism: An Alternative to Hegemony

- Monday October 18th: A New Global Police

Keohane, Robert O., and Lisa L. Martin. "The Promise of Institutional Theory." *International Security* 20, no. 1 (1995): 39-51.

- Wednesday October 20th: The Maintenance of Peace and Security

Goodrich, Leland M. "The Maintenance of International Peace and Security." *International Organization* 19, no. 3 (1965): 429-43.

Week Ten: Democratic Peace Theory

- Monday October 25th: What does it mean?

Elman, Colin. "Introduction: History, Theory, and the Democratic Peace." *The International History Review* 23, no. 4 (2001): 757-66

- Wednesday October 27th: Does DPT work?

Rosato, Sebastian. "The Flawed Logic of Democratic Peace Theory." *The American Political Science Review* 97, no. 4 (2003): 585-602

Week Eleven: Globalization

- Monday November 1st: A New World

Held, David, Anthony McGrew, David Goldblatt, and Jonathan Perraton. "Globalization." *Global Governance* 5, no. 4 (1999)

- Wednesday November 3rd: Does it work?

KAY, SEAN. "Globalization, Power, and Security." *Security Dialogue* 35, no. 1 (2004): 9-25.

Week Twelve: The Future of International Security

- Monday November 8th: Can wars be prevented?

Levy, Jack. "Preventive War: Concept and Propositions," *International Interactions* 37 (2011): 87-96.

- Wednesday November 10th: Is War Inevitable?

Mehus, O. Myking. "Is War Inevitable?" *Junior-Senior High School Clearing House* 10, no. 7 (1936): 407-12.

Brooks, Allan Laurence. "MUST WAR BE INEVITABLE? A General Semantics Essay." *ETC: A Review of General Semantics* 63, no. 1 (2006): 86-90.

Week Thirteen: CASE STUDY I (Terrorism)

- Monday November 15th: The Return of Clash of Civilizations

Neumayer, Eric, and Thomas Plümper. "International Terrorism and the Clash of Civilizations." *British Journal of Political Science* 39, no. 4 (2009): 711-34

- Wednesday November 17th: The Future Path

Cronin, Audrey Kurth. "Behind the Curve: Globalization and International Terrorism." *International Security* 27, no. 3 (2002): 30-58.

Week Fourteen: CASE STUDY II (China)

- Monday November 22nd: Rise of China

Azodi, Sina. New Challenges are Emerging in China, *National Interest*, 2020

Jones, Alexandra. "Responding to the Rise of China." *Security Challenges* 3, no. 1 (2007): 17-27.

- Wednesday November 24th: **Debate Session**- Is global harmony achievable?

No Presentations

Week Fifteen: Reading Week

- Monday November 29th: Review

We will review what we learned from this course.

- Wednesday December 1st: No Class

Week Sixteen: Final Papers

Final papers are due on December 3rd, 11:59pm and must be submitted electronically through CANVAS 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:

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 or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).

Sexual Misconduct/Sexual Harassment Reporting:

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and

domestic/relationship violence. This confidential resource can help you without having to report your situation to 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

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**).

COVID-19 Safety Precautions:

Students are encouraged to wear face-covering. Due to the evolving situation around COVID-19, please adhere to the USF guidance offered here: <https://www.usf.edu/coronavirus/>.

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 2nd 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 2nd 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 view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII. Important Dates to Remember:

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

- Drop/Add Deadline: August 27th, 2021
- Labor Day Holiday: September 6th (No Class)
- Thanksgiving holidays: November 25th-26th (No Class)
- End of classes: December 3rd, 2021
- Final Paper submission deadline: December 3rd, 2021
- End of semester: December 9th, 2021
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>