



**IDH 4200 – 007**  
**Geographical Perspectives (Human & Cultural  
Diversity)**

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

**A New Global Struggle: The Return of Cold War**

Instructor Name:	Arman Mahmoudian	Semester & Year:	Fall 2021
Office Number:	TBA	Class Meeting Days:	Monday & Wednesday
Phone Number:	TBA	Class Meeting Time:	9:30 AM-10:45 AM
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Office Hours:	Office hours are only available by appointments	Credit Hours:	3

**I. Welcome!**

The Collapse of Soviet Union in 1992 brought a hope to international community that the era of great power rivalry is over. In this context, for about two decades world had not witnessed worldwide competition among major powers. However, the rapid growth of China’s economy from the beginning of 21<sup>st</sup> century, and Russia’s invasion of Georgia in 2008, and occupation of Crimea by Russia in 2014 alerted all international scholars that our planet is about to witness a New Cold War. Therefore, in this class, we are going to learn the concept of cold war and rivalry from the East and West in the last two centuries.

**II. General Education Statement**

This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for *Intellectual & Practical Skills: Human & Cultural Diversity*. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

**III. Course Description**

Using regions in the Majority World as sites of study, this course explores how the interconnectedness of diverse spaces, places, and peoples constitute community. Through the examination of locales, historical periods, and the people who inhabit them, students will

take an interdisciplinary approach to the relationships between the local, regional and global. An important goal of the general education is to create “**Intentional Learners**” who understand their full undergraduate experience and how all of their courses are connected. This course builds on skills gained from prior university coursework for the USF general education program, including Critical/Analytical Thinking, Problem Solving, and Written Communication. At the same time, students will learn important knowledge and skills related to Human and Cultural Diversity as part of the general education program. With an emphasis on cultural and intellectual elements of a specific region, students cultivate a keen attentiveness to the variety of complex socio-political dynamics ways of making meaning that inform how perspectives are developed.

#### **IV. Section Description**

In this course, students will primarily review the history of the Cold War between the United States and the Soviet Union with a focus on their proxy wars in Yemen, Vietnam and Korea and also their Intelligence/espionage conflicts. Then, students will study the Russia-US relations in the Post-Cold War Era with focus on how war in Bosnia changed the paradigm in the US-Russia relation. Finally, students will learn about how the US-Russia proxy conflicts in Syria, Ukraine and Libya and their escalating espionage/Intelligence rivalry which caused the emergence of the new Cold War.

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

- Cold War
- Russia
- United States
- International Security
- China
- Great Power Competition

#### **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.
- f.

## **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 24<sup>th</sup>**, we will hold a debate over the future of global order. Students will be divided into two groups; The “Group One” will positively state that the US can and will win the new cold war, as she did in the first one. 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 23<sup>rd</sup>. Final papers are due on December 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	45%
Attendance and active class participation	20%
Chapter Presentation	15%
Final Paper	20 %
Total	100 %

**XII. Grading Scale**

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

**XIII. Course Schedule\***

**THIS SCHEDULE IS SUBJECT TO CHANGE**

**Week One: Introduction**

- Monday August 23rd: Introductory Session

Syllabus

- Wednesday August 25th: The Division of Power in the International System

TOMJA, Alida,, Polarity and International System Consequences, University of Durrës, 2014

## **Week Two: What is Cold War?**

- Monday August 30th: The Origins of Cold War

Graebner, Norman A. “Cold War Origins and the Continuing Debate.” *The Journal of Conflict Resolution*, vol. 13, no. 1, 1969, pp. 123–132.

- Wednesday September 1st: The Definition of Cold War

Petkar, Sofia. What is cold war, what’s the definition and where does the phrase come from? 2018. *The Sun*

## **Week Three: What led to Cold War?**

- Monday September 6th: Labor Day- No Class
- Wednesday September 8th: Yalta Conference:

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

## **Week Four: How it Began?**

- Monday September 13th: The First Indicator

Ghere, D. (2010). *Simulating the Cold War: The Yalta Conference*. *OAH Magazine of History*, 24(4), 46-51. Retrieved August 10, 2021

- Wednesday September 15th: The Birth of Cold War

Bugaric, Max. *The Birth of the Cold War*, University of California, 2014, pp.40-52

## **Week Five: Cold War in Action**

- Monday September 20th: General Review of Cold War

Leffler, Melvyn P. "Cold War and Global Hegemony, 1945-1991." *OAH Magazine of History*, vol. 19, no. 2, 2005, pp. 65-72

- Wednesday September 22nd: Who Won?

Berner, Thomas F. Report. Strategic Studies Institute, US Army War College, 2009.

## **Week Six: Reflection**

- Monday September 27th: Reflection on The Cold War

SIRACUSA, JOSEPH M. "REFLECTIONS ON THE COLD WAR." *Australasian Journal of American Studies* 28, no. 2 (2009): 1-16.

- Wednesday September 29th: Global Hegemony

Leffler, Melvyn P. "Cold War and Global Hegemony, 1945-1991." *OAH Magazine of History* 19, no. 2 (2005): 65-72.

## **Week Seven: Exchange of Costly Wars**

- Monday October 4th: The Vietnam War

GAIDUK, ILYA V. "Soviet Policy towards US Participation in the Vietnam War." *History* 81, no. 261 (1996): 40-54

- Wednesday October 6th: Afghanistan War

Overholt, William H. "The Geopolitics of the Afghan War." *Asian Affairs* 7, no. 4 (1980): 205-17



## **Week Eight: Intelligence in the Cold War**

- Monday October 11th: Cold War Espionage

Sulick, Micheal. Intelligence in the Cold War, *Journal of U.S. Intelligence Studies*, 2015, pp. 47-52

- Wednesday October 13th: Espionage Warfare

GADDIS, JOHN LEWIS. "Intelligence, Espionage, and Cold War Origins." *Diplomatic History* 13, no. 2 (1989): 191-212.

## **Week Nine: Pax American Area**

- Monday October 18th: Fall of Soviet Union: A Window of Opportunity

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

- Wednesday October 20th: Pax American and the Rising Powers

Menon, Rajan. "Pax Americana and the Rising Powers." *Current History* 108, no. 721

## **Week Ten: The Re-Rise of Russia**

- Monday October 25th: Return of Russian Bear

Mettler, S. (2018). Return of the Bear: Learning from Intelligence Analysis of the USSR to Better Assess Modern Russia. *American Intelligence Journal*, 35(2), 33-41

- Wednesday October 27th: The Return of Geopolitics

Mead, Walter Russell. "The Return of Geopolitics: The Revenge of the Revisionist Powers." *Foreign Affairs* 93, no. 3 (2014): 69-79

## **Week Eleven: Regional Conflicts**

- Monday November 1st: The First Victim of Russia's Return

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

- Wednesday November 3rd: Empire Strikes Back

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 Twelve: International Conflict**

- Monday November 8th: Russia's Return to the Middle East

Lavrov, Anton, et al. *Russia in Syria: a Military Analysis*. Edited by Nicu Popescu and Stanislav Secieru, European Union Institute for Security Studies (EUISS), 2018, pp. 47–56

- Wednesday November 10th: Libya

Yachyshen, Dylan. *Russia Now has a Position in Libya. What Next?* The Foreign Policy Research Institute, 2020.

## **Week Thirteen: Shanghai Cooperation Organization (SCO), A New Multinational Military Organization**

- Monday November 15th: The Rise of New Military Alliance

Weitz, Richard. CHINA-RUSSIA SECURITY RELATIONS: STRATEGIC PARALLELISM WITHOUT PARTNERSHIP OR PASSION? Report. Strategic Studies Institute, US Army War College, 2008. 65-77.

- Wednesday November 17th: Russo-Sino Alliance

KOCAMAZ, Sinem ÜNALDILAR. "The Rise of New Powers in World Politics: Russia, China and the Shanghai Cooperation Organization." *Uluslararası İlişkiler / International Relations* 16, no. 61 (2019): 127-41.

## Week Fourteen: SCO vs. NATO

- Monday November 22nd: Return of Warsaw?

Junfel Wu. "Will SCO Become Another Warsaw Pact?" *Economic and Political Weekly* 40, no. 39 (2005)

- Wednesday November 24th: **Debate Session**- Can US succeed in the New Cold War?

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