



IDH 4200 – 003
Geographical Perspectives (Human & Cultural Diversity)

COURSE SYLLABUS
(DRAFT)

Sectarianism and Terrorism in the Middle East: From Afghanistan to Lebanon

Instructor Name:	Arman Mahmoudian	Semester & Year:	Spring 2022
Office Number:	Library 455	Class Meeting Days:	Monday & Wednesday
Phone Number:	TBA	Class Meeting Time:	12:30 PM-1:45 PM
E-Mail:	Armanm@usf.edu	Class Meeting Location:	237
Office Hours:	Office hours are only available by appointments	Credit Hours:	3

I. Welcome!

Twenty years after the invasion of Afghanistan by the United States, the Taliban before the world's eyes took over Afghanistan. About 80 thousand Taliban militants armed with simple weapons easily defeated Afghanistan, armed to the teeth and with a military of 300 thousand soldiers. Today, many argue that the Taliban's takeover put an end to twenty years of US-backed socio-political reforms in Afghanistan, so that in today's Afghanistan, minorities and women once again are entirely outcast from power. But it is not only Afghanistan which is going back to older ways; in Iraq, the sectarianism between Shia and Sunnis and Arab and Kurds is rising again. In Lebanon, the current tension resulting from the 2020 Beirut explosion, gas shortage, and economic crisis is putting the country on the edge of re-experiencing the 1975 civil war.

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, through four stages, we will study terrorism and sectarianism in the Middle East: 1) Students will learn about the Soviet Union invasion of Afghanistan in 1979 and how it led to the rise of radical jihadism in Afghanistan. 2) Students will analyze the impact of US invasions of Afghanistan (2001) and Iraq (2003) on the growth of sectarianism in the region. 3) Students will study the effect of the Arab Spring (2010) on regional stability and why the chaos in Syria affected Iraq and Lebanon. Finally, 4) Students will explore the change of events in Afghanistan to answer what went wrong in the region.

V. Major Topics

- Middle East
- Great Power
- Terrorism
- Proxy War
- Sectarianism
- Arab Spring

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)

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

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

IX. Required Texts and/or Readings and Course Materials

There is no textbook assigned for this course. All required readings will be posted to Canvas by the instructor.

X. Major Assignments/Projects

Attendance and Participation in Class Discussions : GEA SLO 1&2

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

Students must exchange with one another respectfully. All electronic devices must be silent, 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 **April 13th**, we will hold a debate over US Middle East Strategy. Students will be divided into two groups; the “Group One” will argue that United States should distance itself from Middle East and focus on upcoming challenges such as China. The “Group Two” will present a critical point of view to argue against group one’s assumption and even if US distance itself from Middle East, the chaos from region will follow US, and hence United States should continue prioritizing Middle East.



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

On 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 Saturday, 11:59pm. Each weekly assignment will have 3 points.

Presentation: GEA SLO 1 is covered by this assignment

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.

Presenters must prepare power point file for their presentation. Presenters must categories the assigned-reading material into different sections and specify each section to one or few slides. At the end of each section, there should be a slide which contains minimum two open-ended questions on that section, and presenters must ask their peers' opinion about those questions.

All students need to announce their chosen topic and session in the "presentation sign-up sheet" in CANVAS by January 16th.

Final Research Paper: GEA_2 (GEA SLO 1& 2 covered in this assignment)

All Students are required to hand in a research paper of no less than 10 pages (Font: Times 12 double-spaced + Bibliography is not included) on a related and relevant topic of their choice.

The final paper should contain three main parts: Introduction, Body, and Conclusion.

Introduction (1-2 pages): here, you introduce your topic, why it is interesting to you, and why your case still matters/ is essential.

Body (6-8 pages): here, you present your findings; basically, you outline what you have learned from other works about your subject. You may use reading materials that we covered in the class and reading material that we did not cover in this class, but you found them appropriate for your project.

Conclusion (1.5-3 pages): This is the most crucial part of your work. In this section, you must present your reflection, provide your thoughts and insights on the matter, and make an analytical conclusion.

In addition to bibliography, students must provide references in format of footnote-citation, for their data and claims. You may choose one of the following as your citation format: Harvard, MLA, APA, and Chicago A. However, you are expected to **use the same format** for all of your footnotes.

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

Students must email me with their chosen subject for their final research paper by February 23rd. Final papers are due on April 28th, 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 January 10th: Introductory Session

Syllabus

- Wednesday January 12th: Let's Start with What is Middle East?

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

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

Week Two: Why bother?

- Monday January 17th: Martin Luther King Day: No class
- Wednesday January 19th: Why is there so much trouble in/with the Middle East?

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

Week Three: The Beginning of Jihad

- Monday January 24th: Soviet Invasion of Afghanistan

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

- Wednesday January 26th: The Re-rise of Jihad

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

Week Four: The Third Parties

- Monday January 31st: US and the dilemma of countering Soviet Union in Afghanistan-
Extra Credit for Presentation

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

- Wednesday February 2nd: Regional Actors- **Extra Credit for Presentation**

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

Week Five: In The Meantime

- Monday February 7th: Iran Revolution in 1979 and beginning of the Shi'ism in the region

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

- Wednesday February 9th: Shi'ism

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

Week Six: First Generation of Religion-Fueled Wars

- Monday February 14th: Israel-Lebanon War in 1982

Hussain, Nazir. "The Israel-Lebanon War and Its Implications for Regional Security." *Policy Perspectives* 4, no. 1 (2007): 17–32

- Wednesday February 16th: Iran-Iraq War

Irfani, Suroosh. "THE IRAN-IRAQ WAR AND ITS IMPLICATIONS FOR THE REGION." *Strategic Studies* 11, no. 2 (1987): 38–59. **Extra Credit for Presentation**

Week Seven: The Beginning of Global Jihad

- Monday February 21st: The Causes of Terrorism

Crenshaw, Martha. “The Causes of Terrorism.” *Comparative Politics* 13, no. 4 (1981): 379–99.

- Wednesday February 23rd: Al-Qaeda

Braniff, Bill, and Assaf Moghadam. “Towards Global Jihadism: Al-Qaeda’s Strategic, Ideological and Structural Adaptations since 9/11.” *Perspectives on Terrorism* 5, no. 2 (2011): 36–4

Week Eight: 9/11 and US Invasion of Afghanistan

- Monday February 28th: Operation Enduring Freedom

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

- Wednesday March 2nd: A Decade After

Maley, William. “Afghanistan in 2011: Positioning for an Uncertain Future.” *Asian Survey* 52, no. 1 (2012): 88–99.

Week Nine: US Invasion of Iraq

- Monday March 7th: Invasion of Iraq

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

- Wednesday March 9th: Rise of Insurgency

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

Week Ten: Spring Break

- Monday March 14th: No Class
- Wednesday March 16th: No Class

Week Eleven: The Arab Revolt

- Monday March 21st: From Spring

Kumaraswamy, P.R. “The Arab Spring.” *India International Centre Quarterly* 38, no. 1 (2011): 52–62.

- Wednesday March 23rd: To Fall

Oosterveld, Willem Theo, Willem Bloem, Nicholas Farnham, Barin Kayaoğlu, and Tim Sweijs. “The Rise and Fall of ISIS: From Evitability to Inevitability.” Hague Centre for Strategic Studies, 2017, pp. 5-22.

Week Twelve: The Fall of Afghanistan

- Monday March 28th: The Fall

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

- Wednesday March 30th: Taliban 2.0 Takeover

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

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

Week Thirteen: The Expansion of Great Powers to the Middle East

- Monday April 4th: The Rise of China in The Middle East

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

- Wednesday April 6th: The Return of Russia to the Middle East

Trenin, Dmitri, Julien Barnes-Dacey, Dimitar Bechev, Timofey Borisov, Dmitriy Frolovskiy, Florence Gaub, Dalia Ghanem-Yazbeck, et al. “What Drives Russia’s Policy in the Middle East?” Edited by Nicu Popescu and Stanislav Secieru. *RUSSIA’S RETURN TO THE MIDDLE EAST: BUILDING SANDCASTLES?* European Union Institute for Security Studies (EUISS), 2018.

Week Fourteen: US Middle East Strategy

- Monday April 11th : US Middle East Policy

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

- Wednesday April 13th: **Debate Session-** US Middle East Strategy-**No Presentations**

Week Fifteen: A Take on Future

- Monday April 18th: Defiance and Dissent

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

- Wednesday April 20th: The Future of Sectarianism

Martini, Jeffrey, Heather Williams, and William Young. “The Future of Sectarian Relations in the Middle East.” RAND Corporation, 2017.

Week Sixteen: Reading Week

- Monday April 25th: No Class
- Wednesday April 27th: No Class

Week Seventeen: Final Papers

Final papers are due on April 28th, 11:59pm and must be submitted electronically through CANVAS Turn-It-In.

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

XIV. Standard University Policies:

The University of South Florida has a variety of resources and policies in place to support students and ensure their academic progress, integrity, and success. In addition to general mental health services (<https://www.usf.edu/student-affairs/counseling-center/>) and writing assistance (<https://www.usf.edu/undergrad/academic-success-center/writing-studio/>), please follow this link to review policy statements that apply to all syllabi at all USF campuses: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

COVID-19 Policy: Due to the evolving situation around COVID-19, please adhere to the USF guidance offered here: <https://www.usf.edu/coronavirus/>

Academic Integrity:

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

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 consult Innovative Education's resources for students <https://www.usf.edu/innovative-education/student-resources/index.aspx>. You may also contact USF's IT department at help@usf.edu.

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: January 14th, 2022
- Dr. Martin Luther King Day: January 17th (No Class)
- Midterm Grading Closes: March 8th
- Spring Break: March 14th-20th (No Classes)
- Withdrawal Deadline: March 25th, 2022.
- Final Paper submission deadline: April 28th, 2022.
- End of semester: May 4th, 2022.
- Holidays: Refer to Academic Calendars: <https://www.usf.edu/registrar/calendars/>