Fall 2012 Syllabus

Instructor Contact

Instructor	Dr. Houman A. Sadri Instructor's Web site
Office	Howard Phillips Hall (Build. 14), Room 302 Orlando Campus 4000 Central Florida Blvd Orlando, Florida 32816-1356
Office Hours	T: 9-10am & 3-5pm Th: 9-10am or by appointment
Phone	(407) 823-6023
E-mail	Via Course Mail

Course Description & Objectives

The main objective of this graduate seminar is to examine the international politics of the Caspian Sea states, which recently play a significant role in both regional and global politics. Another objective of this seminar is to promote a comprehensive understanding of international economy, law, politics, and security issues of this vital region in the 21st Century. This geographic region has been significant for American foreign policy since the demise of the USSR in 1990. In the post-9/11 period, the Caspian region is even more important in terms of terrorism growth, global economy, and politics of energy.

Another purpose of this seminar is to stimulate critical analyses of current events and issues in international affairs. It is not my place to encourage students to be a **conservative or liberal person**, but I use our readings, lectures, discussion, and presentations to stimulate their minds. **I have no political agenda**, especially since I am an independent, who does not even belong to the either major political parties. More importantly, this seminar will help students improve their communication skills, gain an ability to translate knowledge from one context to another, and apply theory to practice. Gaining this knowledge is important not only for students, but also for government and business employees and those who realize the impact of global affairs on everyday life in an increasingly interdependent world.

The seminar has three major tasks: 1) To introduce the participants to the current literature by a variety of scholars about the politics of this significant geographic region; 2) To identify and comprehend major concepts, theories, and appropriate methodology associated with this field; and 3) To teach valuable skills to the participants, from writing effective paper proposals and reviews to policy briefs and research proposals.

Format

This seminar focuses the Caspian Sea region, which includes nine states, including Afghanistan, Armenia, Azerbaijan, Georgia, Kazakhstan, Kirgizstan, Tajikistan, Turkmenistan, and Uzbekistan. Our seminar has 3 major parts.

In the first part, we cover the general regional issues, some of which have led to major misunderstandings and stereotypes for policymakers, scholars and the public. In the next part, we focus closer on the two sub-regions of the Caspian Sea: the Caucasus and Central Asia. The Caucasus sub-region is where two major recent wars have occurred in this strategically significant geographic area of the world. The Central Asia sub-region is significant for its natural resources in addition to a variety of important regional issues such as migration, ethnic conflict, drug trafficking, political Islam, and so on. The third and final part of our seminar concentrates on our seminar research project which is about the challenges and opportunities that the Caspian Sea region offers to both the Global Powers as well as the Regional Powers.

Each seminar session is divided into two parts. The first part of the class will be a discussion of the reading material led by a few seminar participants. Everybody in the seminar will receive plenty of opportunities to speak and the instructor will facilitate the discussion and highlight the main points. During the second part, we will focus on the current issues of the Caspian Sea region associated with political, economic, social, and cultural aspects of its states. These topics will be most likely related to many of the seminar participant's research interests. As necessary, we will utilize audiovisual resources to further our understanding of the material. All seminar participants are expected to participate in these discussions.

Each Reading Module is divided into seven parts:

1) Reading Modules begin with required readings that MUST be completed before class on Monday with no exception.

2) Students are required to discuss the content of readings in our **on-line required** Weekly Reading Discussion (**due every Monday by 9am**), which involves every student **replying directly to instructor**'s analytical questions by using the **Reply Button** inside Instructor's Posting. This means that students MUST read ALL materials before the discussions begin; and they MUST refer to **ALL** weekly readings in their posting. Your arguments in the Reading Postings must be well-documented (in text) by using the author(s) and the page numbers of ALL weekly readings. **Please remember that the UCF WebCourses System does not automatically accept any late posting**. Moreover, I do not accept any gradable assignment or exam by e-mail or Course Mail.

3) The instructor uses an interactive teaching style (known as the **Socratic Method**), which means he constantly asks questions about the reading materials from students during his lectures. Those who cannot answer his questions may **lose points** directly from their final Participation Score as a disengaged student.

4) Moreover, there is an **Optional Question** Forum for those students who may have additional questions about the reading materials or current events. Our goal is to answer all questions and clarify any vague points in the readings. This way, we can make sure that the materials are clear for all students, so this Forum should help students with their research project preparation. Thus, we use the Question Forum for the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum only when the students' answers to the questions are not correct (or complete) or he may play the role of the devil's advocate for providing students with different perspectives on the same issue.

5) The final step in any module is the Weekly **Optional Survey**, which is available if you click on the Quiz Button, then scroll down to Survey Section. These surveys are setup to be **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor (via **Course Mail**) or have a criticism of the course or the instructor during a particular module. These Surveys include two parts: the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your question or criticism**. Since the surveys are anonymous, students should feel free to express themselves, ask any questions, and make constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students in survey, then he answers their question/criticism in the Question Forum. If you have no question or criticism, you are **NOT required to use these Surveys**. Of course, you are also welcome to provide any positive input, if you like any aspect of the class to help us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if the WebCourses technology allows us. All students MUST fully participate in the required course discussions and the question/answer forums.

Teaching Philosophy

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of familiar and unfamiliar topics and materials. My teaching goals are to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

General Policies

Based on the UCF's rules and standards, the instructor will pursue the following general policies:

1. The instructor **reserves all rights to modify** the content of syllabus, seminar schedule, and/or the course.

2. Students with excessive inactivity in our class either fail our seminar, or their Final Grades are significantly decreased.

3. With no exception, students **MUST only use Course Mail,** to contact the instructor.

4. If you receive no reply from the instructor within **48-hours** (during regular business days) when he is **not** out-of-town, it means that he did not receive the message. Please re-send your message.

5. Respecting students' **privacy**, the instructor provides student's record only to the student himself/herself on a one-to-one basis on-line, on phone, or face-to-face. He will not discuss one student's case in a public forum. Students must directly contact the instructor, if they have questions about their record.

6. The instructor encourages and **welcomes questions** and comments from all students, but he will not allow any particular student to dominate the class discussion or intimidate other students.

7. Your Participation Score is automatically penalized a point for any question whose answer is already in the syllabus, seminar schedule, or course forums.

8. The instructor respects **religious holidays** & may modify a deadline. With our drop policy, there is usually no need for any change. Inform the instructor, if your religious holiday is not listed at UCF.

9. Since some of our course materials are on-line, all students MUST check **Course Mail**, class **Web Forums,** and their e-mails at least twice a day for new class announcements, news, and/or updates.

10. ALL written **(gradable) assignments MUST be submitted to our Website**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.

11. The Instructor uses students' e-mail addresses from the UCF e-Community. Update your e-mail address at the Polaris (UCF Registration) system otherwise you do not receive his regular messages.

12. If you have a name change during the term, you must inform the instructor immediately, since UCF does not do that.

13. Students should regularly check our Website Assignments Deadline page and avoid submitting assignments to Website at the last minute. The Website clock may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment is accepted by e-mail or Course Mail.** It is your responsibility to submit assignments before the Website deadlines, Eastern Standard Time (**EST**).

14. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day when scores are posted or the discrepancy occurred. No late (or last minute) appeals are considered.

Texts

The following are the only required texts for our graduate seminar:

Robert Donaldson & Joseph Nogee, ***The Foreign Policy of Russia***, M.E. Sharpe, New York, 2009.

Reuel Hanks, ***Global Security Studies: Central Asia***, Praeger, Santa Barbara (CA), 2010.

Marlene Laruelle & Sebastien Peyrouse, ***Mapping Central Asia: Indian Perception & Strategies***, London, Ashgate, 2011.

Houman Sadri, ***Global Security Studies: The Caucasus States***, Praeger, Santa Barbara (CA), 2010.

Additional materials may be available at our course website.

Background Bibliography

You are not required to buy any of the following books, but they constitute a useful basic bibliography to provide you with some background information for our seminar topics:

Ali M. Ansari, ***Confronting Iran: The Failure of American Foreign Policy the Next Great Crisis in the Middle East***, Basic Books, NY, 2006. ISBN: 0465003516

Bulent Aras, ***The New Geopolitics of Eurasia and Turkey's Position***, Routledge, 1st ed, 2001; Frank Cass Publishers, 2002. **ISBN**: 0714681229

Gennady Chufrin***, The Security of the Caspian Sea Region,*** A SIPRI Publication (2002). **ISBN:** 0199250200

Demetrius Charles de Kavanagh Boulger, ***Central Asian Questions. Essays on Afganistan, China, and Central Asia***, Adamant Media Corporation, 2005. ISBN: 140215268X

Emirates Centers Center for Strategic Studies (2000, www.ecssr.ac.ae, ISBN: 0863722784), ***Caspian Energy Resources: Implications for the Arab Gulf States***, Distributor: I. B. Tauris (NY); New Ed edition (2002) ISBN: 1850433836

Bernard A. Gelb & Terry Rayno-Twyman, ***The Caspian Sea Region and Energy Resources,*** Novinka Books, 2003. **ISBN:** 1590337107

Minton F. Goldman, ***Global Studies: Russia, the Eurasian Republics & Central/Eastern Europe*****, 11th Edition,** McGraw Hill, 2007. **ISBN:** 0-07-337989-1

Nicholas Griffin, ***Caucasus: A Journey to the Land between Christianity and Islam***, University Of Chicago Press, 2004. **ISBN:** 0226308596

Lutz Kleveman***, The New Great Game: Blood and Oil in Central Asia,*** Grove Press, 2003, **ISBN:** 0802141722

Marcus Menzel, ***Doomed to Cooperate: American Foreign Policy in the Caspian Region***, Peter Lang Publishing, 2002. ISBN: 0820460710

Elkhan Nuriyev, ***The South Caucasus at the Crossroads: Conflicts, Caspian Oil and Great Power Conflicts,*** Lit Verlag, 2007. ISBN: 382586216X

Martha Brill Olcott***, Central Asia's Second Chance,*** Carnegie Endowment for International Peace, 2005; The Brookings Institution Press, Washington (DC). **ISBN:** 0870032178

Ahmed Rashid***, Jihad: The Rise of Militant Islam in Central A*sia,** Yale University Press; Reprint edition (2002) & Penguin Books, 2003**. ISBN:** 0142002607

Boris Z. Rumer***, Central Asia: A Gathering Storm?,*** M.E. Sharpe, NY (2002). **ISBN:** 0765608669

Birgit N. Schlyter***, Prospects for Democracy in Central Asia,*** I. B. Tauris & Co Ltd. London, (UK), 2005. **ISBN:** 9186884166

Ray Takeyh, ***Hidden Iran: Paradox and Power in the Islamic Republic***, Henry Holt Paperbacks, NY; Reprint ed., 2006. ISBN: 0805086617

Rules of Conduct

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. The instructor will carefully follow the code and expects all students to do the same. As The Golden Rule handbook clearly states, failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

UCF Disability Statement

The university if Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center, Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Requirements & Grading System

Your final grade is on a Point System. On purpose, I do not put letter grades on your assignments, quizzes, or tests to avoid misleading interpretations of your final grade. I also encourage students to avoid letter grade interpretation of their scores for each assignment or test.

Our course is organized to create **equal opportunity** for students with different learning skills, so if students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 optional Extra Credit Points for the final grade.

Criteria	Points
Attendance & Class Participation (On-Line Discussions)	10
Weekly On-Line Discussion	20
Leading Seminar Discussion	10
Country Research Proposal (including bibliography)	20
Country Research Paper	30
Country Research Presentation	10
TOTAL	**100**

Note: Students are expected to participate in our **required on-line discussion** forums. In fact, students who miss more than one week required discussion should expect to **lose one point** directly from their total participation score for each discussion that they missed. This rule applies to both **excused and unexcused absences** from our required forums.

Individuals who are active by their early postings, extensive contribution to required Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question and Technical) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade.

The instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

Attendance & Participation

For the face-to-face students (in E, M, or V format), attendance is expected and is not a substitute for **participation**, which **is required by the syllabus for ALL students (both in-class and on-line) without an exception**. For the face-to-face students, I check their attendance record to see if they qualify for a higher final grade. I treat each student on a case-by-case basis. Those with no (or 1 absence) get more help from me. By the way, **late arrivals** (even by a couple of minutes) are considered unprofessional behavior unless you have informed the instructor in

advance. If you have excessive absences, you are strongly encouraged to complete an extra assignment, based on the instructor's instructions.

For our on-line students in distanced cities (in W or V format), I look at their **on-line participation record** in our Required Discussions, and our Optional Forums. I also see how often they help their peers or share useful information with our seminar. Those who have a strong record will get my help for a higher final grade in our class.

What do I mean by participation? **Participation means students actively contributing to required weekly course discussions (both on-line and in-class) and conducting peer review**. Students may present explanation, opinion, or relevant comments about an issue, based on my instructions in each Web Discussion Forum. However, simply **asking questions or bombarding the instructor with emails (**whose answers are already in the syllabus**) is not participation**.

In fact, students who ask question whose answer is already in the syllabus will be considered **disengaged** (in the seminar), and their participation score **will be penalized significantly**. Students, who want participation score, should gain recognition from the instructor by actively contributing to the required discussions **(on time and before the weekly deadlines).** In this course, we have one **REQUIRED** discussion forum: **Reading** Discussion. There are also 3 Optional forums: Questions, Tech Help, and "From the Grape Wine." Students who want recognition for their activities should help their peers in these Optional Forums.

I expect ALL my students **(without an exception)** to participate on time in our **Required Weekly Reading Discussion Forum**. In fact, students who **miss more than one week** required discussion should expect to **lose one point** directly **from** their total **Participation Score for each weekly discussion** that they missed. This rule applies to both excused and unexcused absences from our forums. By the way, I do not accept late postings by e-mails to me.

Are there any weekly participation grades? You will **not receive weekly scores** for your required weekly discussion posting. Your weekly posting are evaluated on **pass/fail basis**. If you are not sure about the acceptability of your work, then please make your postings by Saturday night. On Sunday, the instructor will send messages to students whose works are unacceptable (failed). Such students will have time before Monday deadlines to revise their postings and make them acceptable. **If you make your posting after Saturday night, there is no time for instructor's comments, so you take a chance**. Thus, you may not earn participation points. If you post by Saturday night and receive no comments, it means your work is acceptable.

How do you calculate your participation score? It is easy to calculate your participation score. For each Required Weekly Discussion give yourself 1 point, if you made an On-Time Posting that followed ALL instructions (see the **Discussion Posting Guidelines** section). You may earn up to 10 points for your Discussion Postings. We have 11 required weekly Discussions; and I drop the lowest Required Posting for each student, and add the total. This means 10 points for your total Discussion Forum. **From your Total Participation Score** earned by the Required Postings, **I subtract Penalty Points for**: (1) Missing Postings; (2) failures to follow class rules (listed in our Website and my e-mails); and (3) disengagement in our seminar (failures to answer questions during seminar discussions).

There is also an Optional Posting based on the Extra Credit Readings at the end of the term. Those who miss more than 1 week of Required Discussion Posting are strongly encouraged to use this opportunity to neutralize 1 missed weekly posting.

To encourage good academic behavior, individuals who are active by their early postings, extensive contributions to required Discussion Forum, **helping other students** in our **Question & Technical Help Forums**, and participating in Optional Forums are eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade.

PLEASE Note: The **instructor may subtract points from** the final participation score of those **students who repeatedly violate syllabus rules** throughout the term. Such violations include: not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they received my comments.

Online Discussion

Beyond in-class face-to-face discussion, our seminar participants are also required to reply to instructor's weekly postings about the reading. All weekly postings are due each Monday morning at 9am before our seminar (on Tuesday nights) to provide enough time to all participants to read their peers' inputs. This will serve at least 2 major purposes: 1) there will be a record of each participant's contribution; and 2) the quality of our in-class seminar discussion will improve. Each weekly posting is worth 1 point for a total of 10 points, since you can miss only one week posting.

Peer Review

Based on my teaching experience, I strongly believe that beyond the academic interactions between the each student and the instructor, students learn from each other, and can teach each other. Thus, I always create a classroom environment where students professionally feel comfortable to express their ideas about their peers while they are providing them with Constructive Criticism.

Of course, each criticism should be balanced with the recognition for the efforts that each seminar participant has put into their assignments. I have reserved brownie points for this activity, which indicates how important this activity is in terms of our learning. By reading your reviews in form of "Reply" to Assignments of others, I will serve as the judge of how each seminar participant has actually provided effective, honest, and constructive criticism. I believe that when one provides such criticism, both sides win and learn. Thus, it is a win-win academic situation.

Country Research Proposal

Another skill that the participants learn from our seminar is writing an effective, brief, and comprehensive research proposal (including an annotated bibliography). I know that some of you write proposals better than others, but I can promise you that you will learn something new from this assignment and process. The instructor will assign you a research topic.

The proposal should directly address the following 5 questions: What is your main argument? What is the significance of your topic? What does the (main and more relevant) literature say about your topic? Which gap in the literature does your work fill? What is your research design? The Country Research Proposal should be brief 1 singled-spaced page (excluding the annotated bibliography) and it is worth 10 points. The proposal should be well-documented with **endnotes** (using the Chicago manual of style) along with an extensive annotated bibliography.

In preparation for the proposal, you **may** consider the following questions: What is the importance of your topic & assigned country? Who are the leaders and what are their policies? What are the main socioeconomic, political-security, and foreign relations characteristics of this state? How do you estimate future domestic or foreign developments of this state? Who are the main experts on this particular state? What does the current literature say?

Leading Discussion Session

During the term, each seminar participant is required to lead our discussion based on the readings for each session. In this regard, the discussion leader should prepare a **detailed outline** of the main points (by Sunday night, 11:55pm), **post it** at our website for our review and comments during their presentations. The presenter must **summarize the main points** of readings, **discuss the strengths and weaknesses** of the work at hand, and stimulate discussion with questions. The participants may earn up to 10 points for leading the discussion. The in-class presentation should be in a powerpoint format, similar to the outline posted earlier.

Country Research Paper

All seminar participants are required to write a 30-page (single-spaced) country research paper based on the topic assigned to them for their Research Proposal. This paper has to be the most updated source about the assigned topic. It should include not only traditional book, manuscript, and academic articles, but also internet sources and significant web sites. The research paper must be well-documented by a minimum of 100 endnotes of different sources (Chicago style) and include a comprehensive bibliography. The above page limits does not include the endnotes, annotated bibliography, and appendices. The Research Paper is worth 30 points and is due without exception on the last day of classes (on-line at our website and a paper copy in my department box).

Country Research Presentation

Participants begin to give brief presentation about their progress on their assigned topic starting from the third week of the term.

On the very last day of the seminar, our participants will make a brief final research presentation of their work throughout the semester. The Research Presentation (including their powerpoint) is worth 10 points.

Extra Assignment

There may be an **optional extra assignment** opportunity to make-up for any student's ineffective participation on a case-by-case basis, according to instructor's instructions.

Make-Up Policy

Theoretically, **there are no make-ups for any of our assignments under normal conditions.** Under emergency condition, they may be accepted with severe penalty points.

Technical Challenges

Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is fully with the students.

To avoid Tech Problems, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and WebCourses server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

Based on our recent experience, here are some useful suggestions:

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.
2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.
3. **Use reliable Internet Browsers** that have no problems with UCF network.
4. **Avoid internet pick time** to submit your assignments.
5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.
6. **Do NOT give to other students your PID & NID** numbers or username & passwords.
7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.
8. If you use your peer's computer to complete assignments, then you must login to **MyUCF** or **WebCourses**, after your peer **computer has been off (for at least 3 minutes). Violators may experience Tech Problem, and their scores automatically go to ZERO.**
9. If you have technical problems, please contact UCF Online Support (onlinesupport@ucf.edu).

Class Schedule & Assignments

Fall 2012

Date	Topic	Reading & Assignments
Mon 8/20/12	**UCF Semester Begins**	UCF Fall Term officially begins
Tues 8/21	**Module 0**: ***COURSE ORIENTATION***	**Read:** • Instructor's Welcome & Orientation Posting • Syllabus, Seminar Schedule, & All Instructor's Postings on All Forums in Discussion Section • **Website** Reading: • Sadri, ***Non-Alignment as a Foreign Policy*** **Assignments:** • Background: The Caspian Sea Region • In-Class Lecture & Discussion • Confirm your access to our course by replying to my "I am" Message.
Thurs 8/23	**Module 0**: ***COURSE ORIENTATION***	**Assignments:** • Confirm your access to course by replying to instructor's **"I am" Message** in the Last Forum under Discussion Button. • Complete the **Student Background Survey**. • Weekly Optional Survey Opens today. • **NOTE**: You must **always** use our Course Mail for e-mailing Dr. Sadri.
Thurs 8/23		• UCF Late Registration: Last Day to Drop **Assignments:** • Weekly Optional Survey Opens today
Friday 8/24		• UCF Late Registration: Last Day to Add
Monday 8/27	**Module 1:** ***THE CAUCASUS & GREAT GAME***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.

Tues 8/28	**Module 1:** ***THE CAUCASUS & GREAT GAME***	**Read:** • Sadri, ***Global Watch: The Caucasus States*** (**the entire book**) **Assignments:** • In-Class Presentations, Lecture, & Discussion
Thurs 8/30	**Module 1:** ***THE CAUCASUS & GREAT GAME***	**Assignments:** • Weekly Optional Survey Opens today
Monday 9/3	**Module 2:** ***CENTRAL ASIA & SECURITY***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 9/4	**Module 2:** ***CENTRAL ASIA & SECURITY***	**Read:** • Hanks, ***Global Security Watch: Central Asia*** (**the entire book**) **Assignments:** • In-Class Presentations, Lecture, & Discussion
Thurs 9/6	**Module 2:** ***CENTRAL ASIA & SECURITY***	**Assignments:** • Weekly Optional Survey Opens today
Monday 9/10	**Module 3:** ***GLOBAL POWERS: RUSSIA***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 9/11	**Module 3:** ***GLOBAL POWERS: RUSSIA***	**Read:** • Donaldson, ***Foreign Policy of Russia*** (**the entire book**)
Thurs 9/13	**Module 3:** ***GLOBAL POWERS: RUSSIA***	**Assignments:** • Weekly Optional Survey Opens today
Monday 9/17	**Module 4**: ***GLOBAL POWERS: AMERICA***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 9/18	**Module 4**: ***GLOBAL POWERS: AMERICA***	**Read:** • **Website** Readings: • Robert Blake, "US Policy in Central Asia" • Jim Nichol, Central Asia: Regional Developments & Implications for US Interests

		• Stephen Blank, US Interests in Central Asia • Fiona Hill, US & Russia in Central Asia
Thurs 9/20	**Module 4**: ***GLOBAL POWERS: AMERICA***	**Assignment:** • Weekly Optional Survey Opens today
Monday 9/24	**Module 5:** ***GLOBAL POWERS: CHINA***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 9/25	**Module 5:** ***GLOBAL POWERS: CHINA***	**Read:** • **Website** Readings: • Niklas Swanstrom, China & Greater Central Asia • ECFR, China Analysis: New Great Game in Central Asia
Thurs 9/27	**Module 5:** ***GLOBAL POWERS: CHINA***	**Assignments:** • Weekly Optional Survey Opens today
Monday 10/1	**Module 6:** ***GLOBAL POWERS: THE EU***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 10/2	**Module 6:** ***GLOBAL POWERS: THE EU***	**Read:** • **Website** Readings: • Int'l Crisis Group, **Central Asia: What Role for the EU (2006)?**
Thurs 10/4	**Module 6:** ***GLOBAL POWERS: THE EU***	**Assignments:** • Weekly Optional Survey Opens today
Monday 10/8	**Module 7:** ***REGIONAL POWERS: INDIA***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 10/9	**Module 7:** ***REGIONAL POWERS: INDIA***	**Read:** • Laruelle, ***Mapping Central Asia: Indian Perception & Strategies*** (**the entire book**)
Thurs 10/11	**Module 7:** ***REGIONAL POWERS: INDIA***	**Assignments:** • Weekly Optional Survey Opens today

Mon 10/15	**Module 8**: ***REGIONAL POWERS: TURKEY***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 10/16	**Module 8**: ***REGIONAL POWERS: TURKEY***	**Read:** • **Website** Readings: • Svante Cornell, ***Regional Politics in Central Asia*** • Bulent ARAS, ***Turkish Policy toward Central Asia***
Thurs 10/18	**Module 8**: ***REGIONAL POWERS: TURKEY***	**Assignments:** • Weekly Optional Survey Opens today
Mon 10/22	**Module 9:** ***REGIONAL POWERS: IRAN***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 10/23	**Module 9:** ***REGIONAL POWERS: IRAN***	**Read:** • **Website** Readings: • Varun Vira, ***U.S. & Iranian Strategic Competition: The Impact of Afghanistan, Central Asia, and Pakistan*** • Varun Vira, ***The U.S. & Iran: Competition Involving Turkey and the South Caucasus*** • Anthony Cordesman***, U.S. and Iranian Strategic Competition: The Sanctions game: Energy, Arms Control, and Regime Change*** • Brandon Fite, ***U.S. & Iranian Strategic Competition: The Impact of China and Russia***
Thurs 10/25	**Module 9:** ***REGIONAL POWERS: IRAN***	**Assignments:** • Weekly Optional Survey Opens today
Mon 10/29	**Module 9:** ***REGIONAL POWERS: PAKISTAN***	**UCF Withdrawal Deadline** **Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 10/30	**Module 9:** ***REGIONAL POWERS: PAKISTAN***	**Read:** • **Website** Readings: • Meena Singh Roy, ***Pakistan's Strategies in Central Asia***

		• Yossef Bodansky, ***Afganistan – Pakistan and Central Asia*** • PIPS, ***Pakistan's ties with Central Asian States: Irritants and Challenges*** • Fazal-ur-Rahman, ***Pakistan's Evolving Relations with China, Russia, & Central Asia***
Thurs 11/1	**Module 9:** ***REGIONAL POWERS: PAKISTAN***	**Assignments:** • Weekly Optional Survey Opens today
Monday 11/5	**Module 10:** ***REGIONAL PROBLEMS: MIGRATION & DRUGS/HUMAN TRAFFICKING***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 11/6	**Module 10:** ***REGIONAL PROBLEMS: MIGRATION & DRUGS/HUMAN TRAFFICKING***	**Read:** • **Website** Readings: • Erica Marat, ***Labor Migration in Central Asia*** • U.N.***, Illicit Drug Trends in Central Asia*** • IOM, ***Fertile Fields: Trafficking in Persons in Central Asia***
Thurs 11/8	**Module 10:** ***REGIONAL PROBLEMS: MIGRATION & DRUGS/HUMAN TRAFFICKING***	**Assignments:** • Weekly Optional Survey Opens today
Mon 11/12	**Module 11:** ***REGIONAL ISSUES: PART 1: ETHNIC CONFLICT, POLITICAL ISLAM, & SECURITY***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 11/13	**Module 11:** ***REGIONAL ISSUES: PART 1: ETHNIC CONFLICT, POLITICAL ISLAM, & SECURITY***	**Read:** • **Website** Readings: • amshid Gaziyev, ***Ethno-Nationalism & Ethnic Conflicts in Central Asia*** • Svante Cornell***, Autonomy and Ethnic Conflict: Experiences from the Caucasus*** • Eric McGlinchey, ***Three Perspectives on Political Islam in Central Asia*** • Martha Olcott, ***The Roots of Radical Islam in Central Asia*** • Robert McMullin, ***Caspian Sea Regional Security in the 21st Century***

Thurs 11/15	**Module 11:** ***REGIONAL ISSUES: PART 1: ETHNIC CONFLICT, POLITICAL ISLAM, & SECURITY***	**Assignments:** • Weekly Optional Survey Opens
Mon 11/19	**Module 11:** ***REGIONAL ISSUES: PART 2: ENERGY, DEVELOPMENT, & ENVIRONMENT***	**Assignments:** • Finish **ALL** readings before your postings • Your **Reading Discussion Posting** is due by 9:00am Monday morning.
Tues 11/20	**Module 11:** ***REGIONAL ISSUES: PART 2: ENERGY, DEVELOPMENT, & ENVIRONMENT***	**Read:** • **Website** Readings: • Justyna Misiagiewicz, ***Energy Security in the Caspian Region*** • Y. Zeinolabedin***, Geopolitics and Environmental Issues in the Caspian Sea***
Thurs 11/22	**Module 11:** ***REGIONAL ISSUES: PART 2: ENERGY, DEVELOPMENT, & ENVIRONMENT***	**NO CLASS: Thanksgiving Holiday** **Assignments:** • Weekly Optional Survey Opens today
Mon 11/26	**Module 12:** ***CONCLUSION***	**Assignments:** • Finish **Optional** readings before your postings • Your **Optional Discussion Posting** is due by 9:00am Monday morning.
Tues 11/27	**Module 12:** ***CONCLUSION***	**Optional Readings:** • **Website** Reading: • H. Sadri, ***Surrounded: …*** **Assignments:** • **Country Research Papers due date at 9am** • **In-Class Research Presentations (with Powerpoints)**
Thurs 11/29	**Module 12:** ***CONCLUSION***	**Assignments:** • Weekly Optional Survey Opens • Instructor available during extended Office Hours in (Orlando Campus) Phillips Hall, Room 302 for assistance

Tues 12/4	**Module 12:** ***CONCLUSION***	**Assignments:** • **In-Class Research Presentations (with Powerpoints)**
Thurs 12/6	**Module 12:** ***CONCLUSION***	**Assignments:** • Instructor available during extended Office Hours in (Orlando Campus) Phillips Hall, Room 302 for assistance