Course Change Request

New Course Proposal

Date Submitted: 06/09/17 9:13 am

Viewing: ASTR 600 : Order-of-Magnitude Astrophysics

Last edit: 09/08/17 3:35 pm

Changes proposed by: hwalker

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Heather Walker</td>
<td><a href="mailto:hwalker@physics.tamu.edu">hwalker@physics.tamu.edu</a></td>
<td>9798631653</td>
</tr>
</tbody>
</table>

Course prefix: ASTR  Course number: 600

Department: Physics and Astronomy

College/School: Science

Academic Level: Graduate

Academic Level (alternate): Undergraduate

Effective term: 2018-2019

Complete Course Title: Order-of-Magnitude Astrophysics

Abbreviated Course Title: ORDER-OF-MAGNITUDE ASTRPHYSICS

Catalog course description:
Introduction to the utility of order of magnitude calculations and the ability to think intuitively; short overviews of basic physical concepts followed by interactive activities and problem solving at the board.

Prerequisites and Restrictions:
- ASTR 314 or equivalent, or approval of instructor

Concurrent Enrollment:
- No

Should catalog prerequisites / concurrent enrollment be enforced?
- No

Crosslistings:
- No
- Crosslisted With

Stacked:
- No
- Stacked with

Semester:
- 1

Credit Hour(s):
- Contact Hour(s) [per week]: 1
- Total: 1
- Lab: 0
- Other: 0

Repeatable for credit:
- No

Three-peat?
- No

CIP/Fund Code:
- 4002020002

Default Grade Mode:
- Letter Grade (G)

Alternate Grade Modes:
- Satisfactory/Unsatisfactory

Method of instruction:
- Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
- No

In Workflow

1. PHYS Department Head
2. Curricular Services Review
3. SC Committee Preparer
4. SC Committee Chair
5. SC College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 06/09/17 9:29 am Lewis Ford (lford): Approved for PHYS Department Head
2. 06/13/17 10:04 am Sandra Williams (sandra.williams): Approved for Curricular Services Review
3. 06/28/17 11:41 am Adrienne Bentz (abentz): Approved for SC Committee Preparer
4. 07/06/17 1:33 pm Mark J. Zoran (mjzoran): Approved for SC Committee Chair
5. 07/06/17 5:42 pm Mark J. Zoran (mjzoran): Approved for SC College Dean
6. 07/21/17 2:53 pm LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 09/08/17 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

Faculty Senate Number:

Contact(s):

Name E-mail Phone
Heather Walker hwalker@physics.tamu.edu 9798631653

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Will this course be taught as a distance education course?  Yes

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
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<tr>
<td>(PHD-ASTR) Doctor of Philosophy in Astronomy</td>
</tr>
<tr>
<td>(PHD-PHYS) Doctor of Philosophy in Physics</td>
</tr>
<tr>
<td>(MS-ASTR) Master of Science in Astronomy</td>
</tr>
<tr>
<td>(MS-PHYS) Master of Science in Physics</td>
</tr>
<tr>
<td>(BS-PHYS) Physics - BS</td>
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<tr>
<td>(BA-PHYS) Physics - BA</td>
</tr>
</tbody>
</table>

Syllabus: Upload syllabus

Upload syllabus 20170207 ASTR600 syllabus_rev.pdf

Letters of support or other documentation  No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (02/13/17 1:10 am): Rollback: Please update syllabus: 80% of grade is based on participation. * If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined. * Wrong Aggie Honor Code website.

Sandra Williams (sandra-williams) (06/09/17 9:11 am): Rollback: Rolling back as requested.

Sandra Williams (sandra-williams) (06/13/17 9:56 am): Update received.

George Cunningham (gbcunningham) (07/28/17 4:03 pm): The attendance policy is not included on the syllabus, Make reference to Student Rule 7. I also wonder if you want to use colloquialisms in the course description; suggest replacing "think on one’s feet"

LaRhesa Johnson (lrjohnson) (09/08/17 3:14 pm): Updated syllabus received.

Reported to state?
ASTR 600: Order-of-magnitude Astrophysics  
Fall 2017

Instructor  
Dr. Jennifer L. Marshall  
offices: MIST M326 and MUNN 203  
phone: 979.862.2782  
marshall@physics.tamu.edu

Course (catalog) description  
Introduction to the utility of order of magnitude calculations and the ability to make quick reasonable and useful estimates of astrophysical quantities; short overviews of basic physical concepts followed by interactive activities with students tackling problems at the board.

Prerequisites  
ASTR 314 or equivalent or permission of instructor

Texts  
Required  
Original notes will also be provided.

Grading  
40% in-class quizzes  
30% final exam  
20% end-of-semester project (develop your own OOM problem)  
10% active participation in group discussions

Grading scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59.

Attendance policy  
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Make-up policy  
If an absence is excused, the instructor will either provide the student an opportunity to make up the work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are located on-line at http://studentrules.tamu.edu/rule07. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Learning objectives  
• Master the depth of knowledge required for a degree, including the ability to synthesize knowledge across courses and other experiences.
• Demonstrate critical thinking, including the ability to develop critical, reasoned positions.
• Communicate effectively, including the ability to demonstrate effective oral communication skills; listen actively and critically; effectively communicate original and creative ideas.
• Work collaboratively, including the ability to participate effectively in teams; work with others to support a shared purpose or goal.

**Topics**

Order-of-magnitude calculations in all areas of astrophysics.
- Planetary astrophysics, weeks 1-3
- Stellar astrophysics, weeks 4-6
- Astronomical instrumentation, weeks 7-8
- Astrostatistics, weeks 9-10
- Galactic and extragalactic astrophysics, weeks 11-12
- Cosmology, weeks 13-14

**Schedule**

One problem will be posed at the start of class. A randomly selected student will go to the board to serve as discussion leader and scribe. A second student will take over half-way through class.

**ADA statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic integrity**

**Course Change Request**

**New Course Proposal**

**Viewing:** INTA 643: International Organizations

**Last edit:** 09/08/17 3:01 pm

Changes proposed by: jwood

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janeen Wood</td>
<td><a href="mailto:jwood@tamu.edu">jwood@tamu.edu</a></td>
<td>979-458-2276</td>
</tr>
</tbody>
</table>

**Course prefix** INTA  
**Course number** 643  
**Department** International Affairs  
**College/School** Bush School of Gov & Pub Serv  
**Effective term** 2018-2019

**Complete Course Title** International Organizations

**Abbreviated Course Title** INTL ORGANIZATIONS

**Catalog course description**
Theoretical and empirical aspects of the role, potentials and limitations of the International Organizations in world politics; IO's governmental and nongovernmental play and important role in efforts to resolve a wide range of universal problems; peace and security, human rights poverty and other related matters of concern to international society.

**Prerequisites and Restrictions**
- Graduate classification.
- Concurrent Enrollment: No
- Should catalog prerequisites / concurrent enrollment be enforced? No
- Crosslistings: No
- Stacked: No

**Semester Credit Hour(s)**
- 3.00 Contact Hour(s)
- Lecture: 3.00  
- Lab: 0  
- Other: 0

**Repeatable for credit?** No

**CIP/Fund Code** 4509010001

**Default Grade Mode** Letter Grade(G)

**Method of instruction** Lecture

**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)** No

**Will this course be taught as a distance education course?** No

**Is 100% of this course going to be taught in Texas?** Yes

**In Workflow**

1. INTA Department Head
2. Curricular Services Review
3. GB Committee Preparer
4. GB Committee Chair
5. GB College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

**Approval Path**

1. 03/27/17 3:21 pm Gregory Gause (gregory.gause):
   Approved for INTA Department Head
2. 03/28/17 4:16 pm Sandra Williams (sandra.williams):
   Approved for Curricular Services Review
3. 04/27/17 2:22 pm Blease Graham (cole_graham):
   Approved for GB Committee Chair
4. 08/10/17 11:05 am Mark Welsh (mwelsh):
   Approved for GB College Dean
5. 08/30/17 2:26 pm LaRhesa Johnson (lrjohnson):
   Approved for GC Preparer
6. 09/08/17 3:01 pm LaRhesa Johnson (lrjohnson):
   Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/17527/index.ht...
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Required (select program)</th>
<th>Elective (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MIA:INTA) Master of International Affairs in International Affairs</td>
<td></td>
<td></td>
</tr>
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</table>

**Course Syllabus**

**Syllabus:** Upload syllabus

Upload syllabus: INTA_643_International_OrganizationsRevised.docx

**Letters of support or other documentation** No

**Additional information**

**Reviewer Comments**

- Sandra Williams (sandra-williams) (03/24/17 2:00 pm): Rollback: Syllabus has wrong Aggie Honor Code website and wrong ADA statement.
- Gregory Gause (gregory.gause) (03/27/17 3:16 pm): Rollback: Syllabus
- Sandra Williams (sandra-williams) (03/28/17 4:16 pm): Update received.
- George Cunningham (gbcunningham) (09/05/17 6:48 pm): The grading standards are not mutually exclusive and need to be changed.
- LaRhesa Johnson (lrjohnson) (09/08/17 3:01 pm): Updated syllabus attached.

Key: 17527
INTA 643 International Organizations

Instructor: Dr. C. Silva Hamie
Office Hours: By appointment
Office: 1036 Allen
Email address: silva.hamie@tamu.edu

Course Description

This is a graduate course that provides theoretical and empirical aspects of the role, potentials and limitations of major International Organizations (IO) in world politics. IOs play an important role in efforts to resolve a wide range of universal problems, particularly peace and security, human rights, poverty, and other related matters of concern to international society. The bulk of the course is devoted to an in-depth examination of the United Nations (UN) and the UN agencies as well as a selected organizations. Questions include: What is the role and record of the IOs in managing conflicts, alleviating poverty, protecting human rights violations, preserving environmental standards and prosecuting international criminals?

Learning Outcomes

By the end of the semester, students will be able to:

- Discuss the various theories and concepts used to study IOs
- Identify the various types of IOs and their functions
- Understand how international relations are managed
- Understand the UN as an IO, its system, and its specialized agencies
- Evaluate the performance of IOs in any-past, present and future-given context

Textbook and/or Resource Material

Required Books:
(If you have the 3rd edition that’s totally fine. Just pay attention to the difference in the chronological order of chapters 3 and 4. In the 3rd edition, the Role and Function of International Organizations is chapter 3 while the writings on international organizations is chapter 4).

Recommended Books:


Articles: A list of articles is provided by instructor at the end of this syllabus.

Grading Criteria and Standards

Criteria on which your papers are graded
- Did you address the question(s)?
- Did you incorporate the readings/course principles and other relevant citations in answering the question(s)?
- Did you formulate your response in an organized, logical fashion?
- Did you include a Reference page at the end of the paper?
- For more information on writing a critical reflection paper: http://writingcenter.tamu.edu/Students/Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Critical-Reflection

Grading standards

Final grades will be calculated as follows:
- 90-100% = A
- 80-89 % = B
- 70-79 % = C
- 60-69 % = D
- 59% or lower = F

Attendance and Make-up Policies

Student attendance in class is essential. As adults, each of us has a responsibility to contribute to the group’s learning as well as our own. Attendance will be based on your participation in and engagement with the course discussions, and that you make your presence known through substantive contributions to the course, discussions, and learning activities.
Each unexcused absence from the course will result in a 5% penalty assessed on the final grade. Due dates for coursework are clearly outlined in the syllabus. Assignments submitted late or incomplete without the advance permission of the instructor will be assessed a 10% penalty from the total grade, equivalent to a letter grade, for the first 24 hours and an additional 10% penalty for each 24 hours that the assignment is late or incomplete. Papers may be submitted to the instructor personally or by e-mail. Do not leave any paper submitted for a grade in the instructor’s distribution box in the faculty area.

To learn more on university attendance and make up policies, please refer and read TAMU Student Rule 7: http://student-rules.tamu.edu/rule07

Summary of Learning Opportunities

Grades are based upon class discussions, three reflection papers, a research design paper and a group project. All assignments unless otherwise specified are due on Tuesday of the due date week at 9.00am. All assignments to be posted on Turnitin on eCampus. The final grade will be determined as follows:

Class Participation: 15%
3 Reflection Papers: 45%
Group Project presentation: 10%
Group written Project: 30%

Summary of Course Learning Opportunities, Due Dates, and Points

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Due Dates*</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>- Class Discussion</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>- Class Leader</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>- Paper I</td>
<td>Week of Sept. 25</td>
<td>(15)</td>
</tr>
<tr>
<td>- Paper II</td>
<td>Week of Oct. 23</td>
<td>(15)</td>
</tr>
<tr>
<td>- Paper III</td>
<td>Week of Nov. 6</td>
<td>(15)</td>
</tr>
<tr>
<td>Group Final Project</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>- Oral presentation</td>
<td>Week of Nov. 27</td>
<td>(10)</td>
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<tr>
<td>- Paper submission</td>
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*Due dates are tentative

Course Learning Opportunities

1- Attendance and Class Participation (15% of Grade; Ongoing)

A- Class Participation: the grade depends on your completing assigned readings by the due date and engaging in substantive dialogue about the literature and participation in exercises
and class activities as well as for the quality of your answers. The grade will be based on the regularity of your contributions to the class discussion of questions and issues, and your creative ideas for addressing issues raised. Attendance, absences and make-up policies will follow the guidelines of the university http://student-rules.tamu.edu/rule07.

**B- Class Leader:** Throughout the semester each student will take the lead on a specific topic for one particular week and will present and critique the assigned articles. The topic of discussion will be the topic of that week that the student picks. The student will be responsible for preparing PowerPoint slides/activities/other material relevant to the topic and readings of that week. The class leader-presenter should budget about 25 minutes for the presentation and then open the platform for Q&A discussion.

**Grading Rubric - Participation**

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</tr>
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<td>Substance of contributions</td>
<td>15</td>
<td></td>
</tr>
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<td>Collegiality</td>
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**2- Reflection Papers (three papers, 15% each for a total of 45% of Grade; Due dates per parts)**

Reflection papers are 4-5 page papers that offer students’ critical analysis of different course readings. Students are expected not only critique but also provide suggestions on how to challenge these readings. You are encouraged to resort to outside readings and articles/books you may have reviewed in other classes or elsewhere.

**Grading Rubric - Reflection Papers**

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</tr>
<tr>
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<td></td>
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<td>Integration of relevant literature and concepts (citations expected)</td>
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**3- Group Project (Project 30%, Presentation 10%; Due week of Nov. 27)**

Students will work in groups (4) and each group will present and prepare a final grant proposal project paper that stems from the on-site visit to the IRC offices in Dallas, the seminars
presented by IRC staff at Texas A&M University, the interactions with IRC staff, and the research. The group project should be a 15-20 page paper.

**Grading Rubric- Group Project**

<table>
<thead>
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<th>Area</th>
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<tr>
<td>Paper</td>
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<td>Organization &amp; presentation</td>
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<td>Professionalism in presenting the project</td>
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<td>Student engagement</td>
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**Other Pertinent Course Information**

**Academic Honesty:** The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas A&M student honor code that states: “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. The same penalty applies to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **The source of the material does not matter – a book, an article, material off the web, another student’s paper – all constitute plagiarism unless the source of the work is fully identified and credited.** It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).
### Course Topics, Required Readings, and Due Dates

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
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</table>
| 1  | Intro | - Introductions  
- Review of course Syllabus |       |
| 2  | Why IO | **Required**  
Archer: Ch. 1  
Hurd: Ch. 1 |       |
|    |       | **Recommended**  
| 3  | Theories & Concepts of IO | **Required**  
Archer: Ch. 3  
Hurd: Ch. 2 |       |
|    |       | **Recommended**  


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<th>4</th>
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<td>Archer: Ch. 2 &amp; 4</td>
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<tr>
<td>Assembly</td>
<td>Hurd: Ch. 6 &amp; 7</td>
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Recommended


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<td>Council</td>
<td>Archer: Ch. 2 &amp; 4</td>
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Recommended:

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<th>Human</th>
<th>UNHCR</th>
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Recommended:
Schabas: Ch. 1-3, 8-15


**7 Security Org**

NATO

**Required:**


**8 Devt Org:**

WTO, IMF & World Bank

**Required:**

Hurd: Ch. 3& 4

**Recommended**

Woods: Ch. 1, 2, 3 & 4

Vreeland: Ch. 1, 3, 4, & 5


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<th>Paper II</th>
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<tr>
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<td>Archer: 4</td>
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<tr>
<td>Hurd: Ch. 8 &amp; 9.</td>
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Recommended

Schabas: Ch. 1-3 & 8-15


http://www.icty.org
http://www.ictr.org
http://www.icc-cpi.int

| 10 | Regional IOs-Africa, MENA, and Asia |
| Required |
| Hurd: Ch. 10 |


**Recommended**  
Woods: Ch. 6


| 11 | **European union** | European parliament, European council, Council Presidency, European Commission, Court of Justice, European Court of Auditors |
| 12 | **Global issues I** | Forced labor, human trafficking, LGBT Rights |
| 13 | **Global issues II** | Climate Change |

**Required**  
Woods: Ch. 5  
Hurd: Ch. 10

Recommended  


Course Change Request

New Course Proposal

Date Submitted: 03/27/17 3:27 pm

Viewing: INTA 688 : Alliance Politics: Theory and Practice

Last edit: 03/27/17 3:27 pm

Changes proposed by: jwood

Contact(s)

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Course prefix INTA Course number 688

Department International Affairs

College/School Bush School of Gov & Pub Serv

Academic Level Graduate

Effective term 2018-2019

Complete Course Title Alliance Politics: Theory and Practice

Abbreviated Course Title ALLIANCE POLITICS

Catalog course description
Examination of the origins of alliances, the course of alliance politics and major cases of inter-and intra-allied relations

Prerequisites and Restrictions
Graduate classification

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester

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Repeatable for credit? No

CIP/Fund Code 4509010001

Default Grade Mode Letter Grade(G)

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

In Workflow

1. INTA Department Head Review
2. Curricular Services Review
3. GB Committee Preparer
4. GB Committee Chair
5. GB College Dean
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 03/27/17 3:32 pm Gregory Gause (gregory.gause): Approved for INTA Department Head
2. 03/28/17 4:26 pm Sandra Williams (sandra.williams): Approved for Curricular Services Review
3. 04/27/17 2:22 pm Blease Graham (cole_graham): Approved for GB Committee Chair
4. 08/27/17 12:55 pm Rane Cunningham (rane): Approved for GB College Dean
5. 08/30/17 2:26 pm LaRhesa Johnson (lrjohnson): Approved for GC Preparer
6. 08/30/17 2:26 pm Mark Welsh (mwelsh): Approved for GB College Dean
7. 09/07/17 2:02 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

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Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course?

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MIA:INTA) Master of International Affairs in International Affairs</td>
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### Course Syllabus

**Syllabus:**
- Upload syllabus
- [INTA 688 Alliance Politics.docx](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/17528/index.html)

**Letters of support or other documentation:**
- No

**Additional information**

**Reviewer Comments**

Sandra Williams (sandra-williams) (03/24/17 2:19 pm): Rollback: Syllabus missing link to student rule 7 regarding attendance and late work policy; may want to revisit late work penalty "unless there is a documented medical or exigent circumstance" to "unless it is a University excused absence"; wrong ADA statement.

Sandra Williams (sandra-williams) (03/28/17 4:26 pm): Update received.
INTA 688

Alliance Politics: Theory and Practice
Prof. Joshua R. Itzkowitz Shifrinson

Allen 1038, jrishifrinson@tamu.edu

Office hours: Tuesday, 11:30-1:30 and by appointment

“I would rather fight a coalition than be part of one.”

— Napoleon Bonaparte

Syllabus

Course Overview and Objectives

This course examines the origins of alliances, the course of alliance politics, and major cases of inter- and intra-allied relations. It has four substantive aims. First, the course provides an overview of the drivers pushing states to formally ally and informally align with one another. Second, it discusses the advantages and disadvantages of alliances, paying particular attention to alliance politics in both peacetime and wartime. Third, it lays out the difficulties of successfully managing alliances. Finally, it offers an empirical and historical discussion of major alliance cases. Ultimately, this class seeks to help students understand why alliances form, how alliances are run, and when alliances are strategic boons rather than strategic liabilities.

Why study alliances? First, alliances are a major feature of the international political landscape. One need only look at the discussions of NATO’s post-Cold War survival, efforts to recruit states to “coalitions of the willing” in the Iraq War, Chinese fears of encirclement by a U.S.-led coalition, and Russian lamentations of the loss of the Warsaw Pact to see that states work hard to obtain allies and regret it when no allies are available. Second, and relatedly, alliances profoundly influence the course of international politics. For instance, the need to maintain cordial relations with the USSR helped determine US strategy during World War Two; the failure of successful alliance management kept the Napoleonic Wars long and bloody; today, East Asian efforts to hedge against China may be driving an East Asian insecurity spiral. Finally, alliances cut across an array of themes studied in international relations and history. Balancing, negotiations, military power, trade – all are part and parcel of alliance relations, such that understanding these issues in an allied context provides better insight into such perennial themes. Collectively, studying alliance politics will better help students make sense of world politics and serve as effective planners and analysts.

Course Requirements & Grading
Pacing of Class

Thematically, the course has three parts. Part I introduces debates on the origins of alliances and core histories of alliance formation. Part II covers intra-alliance politics in both peace and war. Part III turns its attention to current debates in alliance relations. NOTE: depending on enrollment, a fourth part involving a class simulation may be added.

The workload for this course is extremely challenging. There are 150-300 pages of reading for EACH class, and you are expected to complete them all (if it is any consolation, I am doing the same reading and I am devoted to not giving you more than 300 pages each week). The readings emphasize both core concepts in the study of alliance politics and empirical/historical examples that may either illuminate the concepts or reveal problems with theoretical arguments (remember, a theory is only as good as the history). Your job is to combine theory and history while asking: “Do the theories/abstractions seem accurate in light of the empirical record? What does and does not work? If an argument seems to falter in the face of the evidence, what else might explain the phenomenon? When and why do I think one argument rather than another explains the issue at hand (and vice versa)? And, what lessons can I draw from this for current policy debates?” Ultimately, this work requires sustained effort to absorb and “get inside.”

Grades and Grading

In terms of assessment, I do not believe in grading on a curve. Outstanding work, showing mastery of the material, receives an A (90-100); good work, a B (80-89); average work, a C (70-79); below average, a D (65-69); and failing work, an F (0-64). At the same time, I don’t believe in grade inflation. Your grade will be what you have earned. To do well in this class requires a fair bit of work. Let me spell that out in detail.

Class Participation (25 percent of grade): This is a seminar. It operates as a discussion. I expect everyone to participate in class debates and am hopeful that we can have a fruitful dialogue. I understand that a large class makes it hard for everyone to talk in every session. Do not worry – quality of contribution is more than quantity of contribution. I am looking for thoughtful and insightful comments that advance class discussion as a whole, showing efforts to bring the different works into discussion with one another. I am not looking for repetition of main themes alone, but also synthesis, critique, and elaboration. Come prepared to challenge me, your classmates, and yourselves. Ultimately, students demonstrating a comprehensive understanding of the readings each week will earn the best grades.

Memos (50 percent combined): Students are required to submit two, 1600-2000 word policy memos:

- **Memo 1 (25 percent of class grade):** For the first memo, students will 1) identify a current policy issue in the course/conduct of alliance politics (e.g., “why is there not an East Asian equivalent to NATO?” “Why have American allies been reluctant to commit troops to Afghanistan?” “How can China limit the formation of a counterbalancing coalition in East Asia?”), 2) describe why the issue is important, 3) summarize its causes, and 4) discuss the theoretical, historical, and empirical issues one must answer to advance solutions to the problem. The best memos will showcase mastery of the relevant literature and substantial outside research. The first memo is due at the start of class on 24 October 2017.
NOTE: Students must receive permission of the instructor before pursuing a given topic and should plan to meet with the instructor well in advance. To facilitate this conversation, please submit a one-paragraph (3-5 sentence) proposal to the instructor by 15 September. The instructor will review, add comments, and offer suggestions to guide the resulting research.

- **Memo 2 (25 percent of class grade):** For the second memo, students will advance a solution to the issue raised in the first memo. The solution should apply, in some fashion, the core argument from one or more course readings; it should further draw on historical examples and problem-specific research from class readings and outside research to illustrate the argument. Memos will be graded on the quality of the analysis, mobilization of supporting evidence, and clarity of the argument/writing. The final memo is due in the instructor’s mailbox by noon on 10 December 2016.

**Class Briefing (25 percent):** Students will give a briefing on the policy problem outlined in the first memo. The briefing will take place after the first memo is submitted and before the second memo is due. Each presentation will involve a 20-25 minute PowerPoint presentation, followed by 15-20 minutes for Q&A. Grades will reflect the clarity of presentation, ability to clearly summarize and communicate relevant information, ability to address audience feedback, and professional demeanor. Briefings will be scheduled at the start of class on 5 September.

**Administrative Issues and Warnings**

**Late Papers:** You are responsible for submitting your work on time. Whether this means crawling out of bed with the flu or having a friend deliver a paper, the onus is upon you. In the real world, as in this class, there are serious consequences for failing to meet your job requirements. Unless it is a university excused absence, (See student rule 7. Attendance for details, http://student-rules.tamu.edu/rule07), late assignments will be severely penalized: for each 24 hour period (starting immediately when the assignment is due) an assignment is late, I will reduce your grade by 15 points. This means that if your paper was due at 5 PM and you hand in an assignment at 6 PM, the best you can do on the paper is an 85 (a mid-tier B). If you hand in a paper at 6 PM the NEXT day, that’s 30 points off (at best a C). Obviously it is better to receive a heavily penalized grade than to not hand in an assignment at all and receive a 0, but I STRONGLY recommend you plan to hand in your assignments on time to avoid the resulting penalties. I want you all to do well in this course!

**Academic Integrity:** The Aggie Honor Code is simple: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Any confusion as to what the Code means is encouraged to visit the Honor Council Rules and Procedures online at http://aggiehonor.tamu.edu.

**Citations:** Any works or ideas used, quoted from, consulted, or otherwise employed in written work MUST be fully acknowledged per Chicago Manual of Style rules. Failure to do so will result in a severe penalty or failure. Please consult the Bush School writing instructors and TAMU resources for further information.

**Office Hours:** I will have them and you should use them! I like speaking with students – it helps both of us learn. Let’s bat around ideas if you’re thinking of topics, or talk if you’re struggling
with material. If you cannot make scheduled hours, email me and we’ll set something up. *I’m here as a resource for you!*

**Syllabus Changes:** Changes to the syllabus may be necessary throughout the semester. I reserve the right to make said changes. I will give you as much notice as possible if change is needed.

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Caveat Emptor**

This syllabus is *not* a legal contract between the Instructor and the students and is *not* to be construed as such. The Instructor reserves the right to make such changes in this syllabus as he deems necessary in the best interest of the class. As noted above, if changes in the syllabus are needed, the Instructor will make every reasonable effort to give the students due and reasonable notice.

**Required Readings** (available for purchase at TAMU bookstore or online)

- Patricia Weitsman, *Dangerous Alliances* (Stanford UP, 2004)
- Patricia Weitsman, *Waging War* (Stanford UP, 2013)

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>What Is an Alliance and What Do Alliances Do?</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>Theories of Alliance Formation</strong></td>
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<tr>
<td>Week 3</td>
<td><strong>Class deferred one week</strong> <em>(REMINDER: 1 paragraph proposals due on 15 September)</em></td>
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<tr>
<td>Week 4</td>
<td><strong>Limits to Alliance Formation</strong></td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>5</td>
<td>Alliance Termination, Transformation, or Continuation</td>
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<tr>
<td>6</td>
<td>Case Study – Alignments and Alliances after World War Two</td>
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<tr>
<td>7</td>
<td>Managing Alliances in Peacetime, Part 1: Preparations and Sacrifices</td>
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<tr>
<td>8</td>
<td>Managing Alliances in Peacetime, Part 2: Cooperation and Coercion</td>
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<tr>
<td>9</td>
<td>Managing Alliances in Peacetime, Part 3: Constraining Options, Shaping Policy (FIRST MEMO DUE)</td>
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<tr>
<td>10</td>
<td>Managing Alliances in War, Part 1: Plans and Policies</td>
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<tr>
<td>11</td>
<td>Managing Alliance in War, Part 2: Sustaining Cooperation On and Off the Battlefield (BRIEFINGS BEGIN)</td>
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<tr>
<td>12</td>
<td>Nuclear versus Conventional Alliances in Peace and War</td>
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<tr>
<td>13</td>
<td>The Future of European Alliances</td>
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<tr>
<td>14</td>
<td>The Future of Alliances in Asia</td>
</tr>
<tr>
<td>15</td>
<td>The Future of Middle Eastern Alliances</td>
</tr>
</tbody>
</table>

**PART I: ALLIANCE THEORIES AND CONCEPTS**

**Week 1: What Is an Alliance and What Do Alliances Do?**

- Patricia Weitsman, *Dangerous Alliances* (Stanford UP, 2004), “Introduction” (pp. 1-10)

**Week 2: Theories of Alliance Formation**
• **Mark Haas, “Ideological Polarity and Balancing in Great Power Politics,” Security Studies 23, no. 4 (December 2014), pp. 715-753
• Weitsman, Dangerous Alliances, Chapters 2 & 3

Week 3: RESCHEDULED CLASS

Week 4: Limits to Alliance Formation


Week 5: Alliance Termination, Transformation, or Continuation

• Mark Kramer, “The Demise of the Soviet Bloc,” Europe-Asia Studies 63, no. 9 (November 2011), pp. 1535-1590

Week 6: Case Study – Alignments and Alliances after World War Two

→ READ IN ORDER LISTED

• Timothy P. Ireland, Creating the Entangling Alliance (Greenwood, 1981), entire.

PART II: ALLIANCE MANAGEMENT – PATHOLOGIES AND PROSPECTS

Week 7: Managing Alliances in Peacetime, Part 1: Preparations and Sacrifices

• Thomas J. Christensen and Jack Snyder, "Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity“ International Organization 44, no. 2 (Spring 1990), pp. 137-169

Week 8: Managing Alliances in Peacetime, Part 2: Cooperation and Coercion

• Peter Feaver, “Obama’s Concessions on Iraq Might be a Turning Point for His Foreign Policy,” Shadow Government Blog, Foreign Policy, 15 August 2014, http://shadow.foreignpolicy.com/posts/2014/08/15/obama_concession_iraq_turning_poin t_legacy [note: ignore the polemics and focus on the notion of free-riding]

**Week 9: Managing Alliances in Peacetime, Part 3: Constraining Options, Shaping Policy**


**Week 10: Managing Alliances in War, Part 1: Plans and Policies**


**Week 11: Managing Alliance in War, Part 2: Cooperation On and Off the Battlefield**

Week 12: Nuclear versus Conventional Alliances in Peace and War

- Evan Baden Montgomery, Extended Deterrence in the Second Nuclear Age (Washington: Center for Strategic and Budgetary Assessment, 2016), pp. 1-37, [http://csbaonline.org/wp-content/uploads/2016/05/CSBA6183-ExtendedDeterrence_PRINT.pdf](http://csbaonline.org/wp-content/uploads/2016/05/CSBA6183-ExtendedDeterrence_PRINT.pdf) [NOTE: much of this is a quick read]

PART III: ALLIANCES IN THE MODERN ERA

Week 13: The Future of European Alliances

- John J. Mearsheimer, “Why the Ukraine Crisis is the West’s Fault,” Foreign Affairs 93, no. 5 (September/October 2014), pp. 77-89.

**Week 14: The Future of Alliances in Asia**


**8 Dec: The Future of Middle Eastern Alliances**

## New Course Proposal

**Course Change Request**

**Stat Change Request**

**Course Prefix:** STAT  
**Course Number:** 624  
**Department:** Statistics  
**College/School:** Science  
**Academic Level:** Graduate  
**Effective Term:** 2018-2019

**Complete Course Title:** Databases and Computational Tools Used in Big Data  
**Abbreviated Course Title:** DATABASE & COMP TOOLS BIG DATA

**Course Description:**
Survey of common tools used by statisticians for high performance computing and big data type problems; shell scripting; HPC clusters; code optimization and vectorization; parallelizing applications using numerical libraries; open MP, MPI and parallel R; data management and revision control using Git; exploration of SQL, survey NOSQL databases; introduction to Python.

**Prerequisites and Restrictions:**
Knowledge of R, Fortran, or C  
Concurrent Enrollment: No  
Should catalog prerequisites / concurrent enrollment be enforced? No  
Crosslistings: No  
Crosslisted With: No  
Stacked: No  
Stacked with: No

**Contact(s):**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Longnecker</td>
<td><a href="mailto:longneck@tamu.edu">longneck@tamu.edu</a></td>
<td>979-845-3141</td>
</tr>
</tbody>
</table>

**In Workflow:**

1. STAT Department Head  
2. Curricular Services Review  
3. SC Committee Preparer GR  
4. SC Committee Chair GR  
5. SC College Dean GR  
6. GC Preparer  
7. GC Chair  
8. Faculty Senate Preparer  
9. Faculty Senate  
10. Provost II  
11. President  
12. Curricular Services  
13. Banner

**Approval Path:**

1. 06/22/17 1:27 pm Valen Johnson (vejohnson): Approved for STAT Department Head  
2. 06/28/17 11:38 am Sandra Williams (sandra-williams): Approved for Curricular Services Review  
3. 06/28/17 11:42 am Adrienne Bentz (abentz): Approved for SC Committee Preparer GR  
4. 07/06/17 1:34 pm Mark J. Zoran (mjzoran): Approved for SC Committee Chair GR  
5. 07/06/17 5:42 pm Mark J. Zoran (mjzoran): Approved for SC College Dean GR  
6. 07/21/17 2:53 pm LaRhesa Johnson (lrjohnson): Approved for GC Preparer  
7. 09/07/17 2:04 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

**Semester Credit Hours:**

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>Contact Hour(s) (per week)</th>
<th>Lecture: Total</th>
<th>Lab:</th>
<th>Other:</th>
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<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code 2705010001  
Default Grade Mode Letter Grade(G)  
Alternate Grade Mode Satisfactory/Unsatisfactory  
Method of instruction Lecture  
Will sections of this course be taught as non-traditional? (i.e.,
Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Elective (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-STAT) Master of Science in Statistics</td>
<td></td>
</tr>
<tr>
<td>(PHD-STAT) Doctor of Philosophy in Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 2017-Fall - STAT 624 - Databases and Computational Tools used in Big Data - Syllabus.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments
Sandra Williams (sandra-williams) (06/19/17 8:39 pm): Rollback: Please update syllabus: incorrect course number; grading scale is misleading – if a student gets 90, what is the grade A or B – same for 80, 70 and 55; what is weight of assignments/homework?; missing link to student rule 7 regarding make-up work and attendance.
Sandra Williams (sandra-williams) (06/29/17 11:39 am): Update received.
Hank Walker (d-walker) (08/06/17 4:39 pm): Please table this course proposal until Computer Science and Engineering faculty have had an opportunity to discuss it and provide input to Prasad Enjeti.
Hank Walker (d-walker) (08/31/17 12:16 pm): Engineering now supports this course proposal. STAT and CSCE met and agreed how we will work together.

Reported to state?
Syllabus for Stat 624, Fall 2017
Databases and Computational Tools used in Big Data

Description: This is a survey course of common tools used by Statisticians for high performance computing and big data type of problems. The course covers simple shell scripting; using HPC clusters; code optimization and vectorization; parallelizing applications using numerical libraries, OpenMP (single node parallelization), MPI (multi-node parallelization) and parallel R. We introduce data management and revision control using Git. We explore SQL, survey NoSQL databases and introduce Python.

Time & Location: TR 9:35-10:50, Blocker Room 448
Instructor: Dr. Henrik Schmiediche
Email: henrik@tamu.edu
Office & Telephone: Blocker 416B & 845-3141
Office Hours: TTH 11:00 – 11:30am; TTH 1:30-3:00pm or by appointment.
Prerequisite: Knowledge of R, FORTRAN or C will be helpful.
Textbook: None.
Copyright: All the resources I provide for this course are copyrighted and may not be copied or distributed without my express, written permission.

Schedule:
- Week 1: Introduction, Linux & Shell Scripting
- Week 2: Compiling, Optimization, Vectorization
- Week 3: High Performance Libraries
- Week 4: Using HPC Clusters at TAMU and beyond
- Week 5: Introduction to OpenMP
- Week 6: Introduction MPI
- Week 7: Introduction to Parallel R
- Week 8: Introduction to Python
- Week 9: Overview of SQL Databases
- Week 10: Overview of NoSQL Databases
- Week 11: Data Management Overview
- Week 12: Data Management and Git
- Week 13: Miscellaneous Data Tools
- Week 14: Review

Grading: There will be no exams. The course grade will be 100% determined by the completion of homework which will focus on the application and use of the tools and concepts covered. Unless instructed otherwise for a specific assignment, you are encouraged to work together and help each other with homework. Grading scales are: A=90-100%, B=80-89%, C=70-79%, D=55-69%, F=0-54%.
**Make-up Policy:** If an absence is excused, the student will either be provided with an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studenrules.tamu.edu/rule07 ). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**STATEMENT ON DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**STATEMENT ON PLAGIARISM:** The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Students Rules, under the section “Scholastic Dishonesty”.

**ACADEMIC INTEGRITY STATEMENT:** “An Aggie does not lie, cheat, or steal or tolerate those who do”.
(http://aggiehonor.tamu.edu)