Graduate Council Report
March 1, 2007

A619 BUSH 630 Program Evaluation in Public and Nonprofit Organizations (3-0) Credit 3. Organizations today are responding to increasing demands for accountability. These demands come from an increasingly sophisticated public, clientele, and from funding sources including government, foundations, and corporations. This course is designed to introduce theories, research, and practice for program evaluation and systems that support the organization’s information needs. Prerequisite(s): Graduate classification.

A618 BUSH 633 Philanthropy: Fundraising in Nonprofit Organizations (3-0) Credit 3. This course examines the theory and practice of fundraising in nonprofit organizations. It provides students with an overview of fundraising strategies and techniques, and of how they relate to the achievement of organizational goals. It also focuses on ways of integrating various fundraising activities into an effective fundraising program. Prerequisite(s): Graduate classification.

A607 BUSH 649 Transatlantic Relations: Security, Markets & Technology (3-0) Credit 3. This course provides an examination of critical development in U.S.-European relations since 1945, structured along the following themes: security, markets technology and global challenges. This master’s level course is intended for individuals preparing for professional careers in the conduct of international affairs. Prerequisite(s): n/a

A608 BUSH 677 Political Islam and Jihad (3-0) Credit 3. Course will examine how Political Islam developed during the first half of the century, why it gained support, examine the various strategies state elites have taken toward political Islam, will consider regional, transnational manifestations, implications of Islamist movements. This course is intended for individuals preparing professional careers in conduct of international affairs. Prerequisite(s): n/a.

A609 BUSH 678 Interstate War: Theory & Hist. Implications for the 21st Century (3-0) Credit 3. The course will cover central organizing principals for international security and the nature and role of war in contemporary relations among states and the evolving challenges. This master’s level course is intended for individuals preparing for professional careers in the conduct of international affairs. Prerequisite(s): n/a

A610 BUSH 679 Homeland Security and Business (3-0) Credit 3. This course studies the impact of terrorism and homeland security on business in the U.S. It will examine the 10 principal functional areas in which business/companies/corporations are affected by terrorism and homeland security. This master’s level course is intended for individuals preparing for professional careers in the conduct of international affairs. Prerequisite(s): n/a.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Bush School of Government & Public Service

2. Course prefix, number and complete title BUSH 630: Program Evaluation in Public and Nonprofit Organizations

3. Course description (not more than 50 words) Organizations today are responding to increasing demands for accountability. These demands come from an increasingly sophisticated public, clientele, and from funding sources including government, foundations, and corporations. This course is designed to introduce theories, research, and practice for program evaluation and systems that support the organization’s information needs.

4. Prerequisite(s) Graduate Classification Cross-listed with

5. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   MPSA (Master of Public Service and Administration Program)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)

    BUSH 630 Program Evaluation in Public and Nonprofit Organizations

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 62 0 2 0 4 0 0 1 6 3 6 4 0 8 - 0 9
    0 0 3 6 3 2

Approval recommended by:

Head of Department 2/1/07

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

CAR/AS 5/04

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Texas A & M University
Bush School of Government and Public Service
Syllabus

Program Evaluation in Public & Nonprofit Organizations

3 Credits

Course rationale: Organizations today are responding to increasing demands for accountability. These demands come from an increasingly sophisticated public, clientele, and from funding sources including government, foundations, and corporations. This course is designed to introduce theories, research, and practice for program evaluation and systems that support the organization’s information needs.

Course Goals: Through research and analysis the learner will:
✓ Define program evaluation and list its roles and goals.
✓ Develop and understand the use of logic models in evaluation
✓ Design an evaluation for a program.
✓ Develop the steps associated with the logic of measurement
✓ Specify strengths and weaknesses of various quantitative and qualitative data collection practices
✓ Understand the features of reliable and valid measurement
✓ Given a specific situation match appropriate designs and methods of data collection with specific evaluation questions of a program evaluation.
✓ Identify important concerns associated with evaluation data analysis and interpretation.
✓ Report evaluation information using a variety of methods.
✓ Identify the various types of information necessary for decision making and the means for capturing and storing information.

Required Reading Packets:
1. Course Reader – selected readings from various sources
2. Logic Model Development Guide (LMDG) &
3. Evaluation Handbook, WK Kellogg Foundation

Instructional Rationale: Learning requires active involvement of students; students are responsible for their own learning; students share in the responsibilities for instruction. Through focused reading, discussion, writing and hands-on exercises students are expected to build complex conceptual frameworks that will expand their understanding of issues relative to evaluation and information management. As major topics in the course are examined, students will seek to discover connections, relationships, multiple causes and effects within and among topics.
**Course Requirements:** Students are expected to read all required assignments **prior to the class period during which they will be discussed** and to actively participate in class discussion of those readings and related issues. Students will be responsible to read and understand all materials assigned and provided as part of class.

1. **Program Evaluation Design (200 points)** – Students will design an actual program evaluation. This assignment entails **TWO PAPERS** (10-12 pages each) and draft assignments. Students will select a program, develop a program logic model diagram, suggest measurement variables, and research designs. Additional information will be shared separately.

2. **Mid-term Exam (100 points)** – An in-class exam will cover material from the first 10 weeks of class.

3. **Participation (100 points)** – Students are expected to actively participate in class discussions and activities. This will include regular attendance and thorough preparation for each week’s topics. Participation is evaluated through instructor judgments and self-assessment.

**Grading System:**
Grading will be based upon the **total** number of points earned for the semester:

- **A** = 94% - 100%
- **A-** = 90% - 93%
- **B** = 84% - 89%
- **B-** = 80% - 83%
- **C** = 74% - 79%
- **C-** = 70% - 73%
- **D** = 60% - 69%
- **E** = 59% or less

**NOTE:** All assignments (except computer assignments, which are not accepted late) are considered late if turned in any time after the class period of the assigned due date. Late assignments are reduced **10%** per day up to ten days past the due date. Students will be told in class the due dates for all assignments. In addition, please see attached departmental policies for this course.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment/Activity</th>
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<tr>
<td>1</td>
<td></td>
<td>Course Overview &amp; Introductions</td>
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<td><em>Reader</em>: pgs. 5-11</td>
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<td>2</td>
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<td>Intro to Program Evaluation</td>
<td>For discussion: <em>Connect</em></td>
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<td><em>Eval Handbook</em> pg. 1-18</td>
<td>Evaluation: Measuring up in the</td>
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<td><em>Reader</em>: pg. 13-29</td>
<td>Nonprofit Sector, <em>Reader</em>: pg. 31-38</td>
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<td>3</td>
<td></td>
<td>Project Level Evaluation</td>
<td>Program Selected DUE</td>
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<td><em>Eval Handbook</em> pg. 19-38</td>
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<td>4</td>
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<td>Program Logic Models</td>
<td>Draft program model DUE</td>
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<td>LMDG, Pg., 1-25</td>
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<td>5</td>
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<td>Excel 3 Due</td>
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<td>6</td>
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<td>Monitoring Programs</td>
<td>For discussion: After all the Hard</td>
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<td>Impact Assessment</td>
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<td><em>Reader</em>: pg. 77-84</td>
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<td>Logic of Measurement</td>
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<td><em>Reader</em>: 93-101</td>
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<td>LMDG pg 45-48</td>
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<td>Methods of Measurement</td>
<td>Paper One DUE</td>
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<td><em>Reader</em>:105-119</td>
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<td><em>Eval Handbook</em> pg. 69-87</td>
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<td>Mid-term Exam</td>
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<td>Survey Development</td>
<td>For discussion: Questionnaire design</td>
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<td><em>Reader</em>: Pg. 123-133; 135-151</td>
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<td>12</td>
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<td>Measurement table DUE</td>
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<td>13</td>
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<td>Qualitative Data Analysis</td>
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<td>14</td>
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<td>Utilizing &amp; presenting results</td>
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<td><em>Eval Handbook</em> pg. 96-104</td>
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<td>Paper Two DUE</td>
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LMDG = Logic Model Development Guide
Program Evaluation in Public & Nonprofit Organizations
Bush School of Government and Public Service
Example Reading List

Introduction to Research


Introduction Program Evaluation


Program Theory


Monitoring Programs


Impact Assessment


Methods of Measurement


Survey and Questionnaire Development


Focus Groups


Qualitative Data Analysis


Qualitative Data Analysis

Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________________________

2. Course prefix, number and complete title BUSH 633: Philanthropy: Fundraising in Nonprofit Organizations

3. Course description (not more than 50 words) This course examines the theory and practice of fundraising in nonprofit organizations. It provides students with an overview of fundraising strategies and techniques, and of how they relate to the achievement of organizational goals. It also focuses on ways of integrating various fundraising activities into an effective fundraising program.

4. Prerequisite(s) ____________________________ Cross-listed with ____________________________

5. Is this a variable credit course? □ Yes □ No If yes, from ______ to _______.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as 489/689? □ Yes □ No If yes, how many times? _______. Indicate the number of students enrolled for each academic period it was taught.

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   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

MPSA (Master of Public Service and Administration Program)

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10. Prefix Course # Title (exclude punctuation)

<table>
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<th>BUSH</th>
<th>633</th>
<th>Philanthropy in Nonprofit</th>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code

0 3 0 0 0 3 32.02 06.00 16 13 4 08 - 09 0 0 3 6 3 2

Approval recommended by: ____________________________

Head of Department ____________________________ Date ____________________________

Chair, College Review Committee ____________________________ Date ____________________________

Dean of College ____________________________ Date ____________________________

Submitted to Coordinating Board by:

Director of Academic Support Services ____________________________ Date ____________________________

Effective Date ____________________________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/94

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BUSH 633: Philanthropy: Fundraising In Nonprofit Organizations  
Spring 2008

Instructor: Dr. Angela Bies  
Prerequisite: Graduate Classification  
3 Credit Hours

Course Description  
America has been known for its history of helping those less fortunate and of rallying to the aid of others in time of need. This characteristically unique phenomenon was encouraged and enhanced by the Federal Government through tax legislation. Known today as the nonprofit or independent sector of our country, there has been increasing interest in the study and practices of the nonprofit. Yet, while fundraising is a critical component for almost all nonprofits, the emphasis has been on “how to” presentations, rather than integrating the “how to” with any real theoretical and/or research underpinnings. Fundraising, as a means for many nonprofits to provide their programs and services, has enabled a number of organizations to grow into large complex entities that have a national and/or international impact, i.e., Salvation Army, United Way, Red Cross, etc. Nevertheless, the majority of nonprofits are very small, and their organizational life cycle may be short or never is developed beyond a survival state.

This course will provide an overview of selected fundraising topics and provide insight into both the theory and practice of this area.

Course Objectives  
The course is designed to inform participants:

1) About fundraising programs and activities, their theoretical basis, and those practices used to achieve established organizational goals, and
2) How to integrate the practices into an effective fundraising program, and
3) To begin to build a personal fundraising philosophy and framework.

Emphasis will be placed on learning about the many different fundraising programs and in what form they may be selected as part of the total development effort. Accordingly, time will be allotted toward the end of a number of class periods for participants to collaborate in small groups. Ethical issues will be integrated into all fundraising topics discussed.
Required Text

The text will be supplemented with selected articles and other class materials.

Grading Requirements
Your grade will be based on four components: classroom participation, analysis of fundraising in nonprofit organization, term paper (you may work together with another person), and final examination.

Classroom Participation: (30%) Participation entails both your classroom and in-class verbal and exercise interaction. In-class interaction in the discussions and activities is a crucial way to benefit from the course. Your grade will be influenced by the quality of that interaction, which in turn will be determined by the extent to which your comments are relevant to the topic at hand, constructive, timely, insightful, and judicious in their frequency.

Description and Analysis of a Nonprofit Fundraising Program: (20%) An opportunity to visit a local nonprofit organization and describe, discuss and present a rationale and evaluation of their fundraising program. Two class members may work together on this project. It is understood that evaluating a program is extremely difficult for anyone. A framework for accomplishing this task will be developed.

Term Project: (30%) Teams of two will be assigned a concept that through a review of research and other literature will be applied to nonprofit fundraising.

Final Examination: (20%) An examination of your knowledge and comprehension of the material covered in the course.

Course Topics, Calendar and Assignments

Week 1 Introduction: Course Overview and Orientation (Chapter 1 and 2)

Week 2 Historical, Organizational and Theoretical Context of Fund raising (Chapters 5,6 and 9)

Week 3 Role of Research/Information
Week 4    Major Gift Fundraising (Chapters 10 and 12)
Week 5    Corporate and Foundation Relations (Chapter 15)
Week 6    Annual Fundraising Programs and Special Events (Chapter 11)
Week 7    Donor Relations (Handout)
Week 8    Presentations on Nonprofit Fundraising Programs
Week 9    Role of Volunteers and Volunteer Boards (Handout)
Week 10   Fundraising Campaign (Handout)
Week 11 & 12 Role of Influence on Donors and Prospects
Week 13   Organizational Financial Dimensions affecting Fundraising Success.
Week 14   Term Paper Presentations
Week 15   Final Exam

The Americans with Disabilities Act
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 the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for
learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit:
http://www.tamu.edu/aggiehonor/
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________

2. Course prefix, number and complete title  BUSH 649 Transatlantic Relations: Security, Markets & Technology

3. Course description (not more than 50 words) This course provides an examination of critical development in U.S.-European relations since 1945, structured along the following themes: security, markets, technology and global challenges. This master's level course is intended for individuals preparing for professional careers in the conduct of international affairs.

4. Prerequisite(s) n/a Cross-listed with n/a Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? □ Yes ☐ No If yes, from ________ to ________.

6. Is this a repeatable course? □ Yes ☐ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? □ Yes ☐ No

7. Has this course been taught as a 489/689? □ Yes ☐ No If yes, how many times? __________ Indicate the number of students enrolled for each academic period it was taught. Fall 2005 6, Fall 2006 7

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) n/a

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)
      BUSH 649 | TRANSATLANTIC RELATIONS

      Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
      03 | 80 | 03 | 451001100113640809 | 003632 | Level

      Approval recommended by: ___________________________ 9/10/06
      Head of Department Date
      Chair, College Review Committee ___________________________ 9/10/06
      Date

      Head of Department (if cross-listed course) ___________________________ 10/8/06
      Date
      Dean of College ___________________________ 10/8/06
      Date

      Submitted to Coordinating Board by: ___________________________ 10/8/06
      Director of Academic Support Services Date
      Effective Date ___________________________ 10/8/06

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-877-3717.
OAR/AS-5/04
Transatlantic Relations
Security, Markets and Technology
BUSH 689-612

Fall 2006 M 2:00-4:50 PM Allen 1017

Dr. Johan Lembke
Office: European Union Center, Presidential Conference Center, Room 1027
Phone: (979) 862-6701 Office Hours: T 1:00-2:30PM (or by appointment)

Syllabus

Course Description and Purposes

This course provides an examination of critical developments in U.S.-European relations since 1945. It is structured along the following themes: security, markets, technology, and global challenges. While the transatlantic partnership is based on common values and shared aspirations, and a strong European Union is a more effective partner to the United States in world affairs, the partnership has changed with a new geopolitical context since the end of the Cold War. How will and should the renewal and reorientation of the transatlantic relationship evolve? How will and should the United States and the European Union respond to global challenges and adapt the relationship to reflect new realities? These are some of the overall questions that we will explore.

This graduate seminar has three general objectives: to (1) explore and compare European and American approaches to security, markets, technology, and a number of global challenges; (2) critically assess current social, political and economic conditions in Europe with relevance for transatlantic relations and for American politics, economics and society; and (3) generate and apply a variety of individual and team-oriented skills on selected real-world problems. A range of diverse assignments and exercises will support these objectives. The expected outcome is that the students in this course will enhance their ability to use various skills that are valuable both toward degree completion and careers in public and international affairs.

Required Textbooks (available at the Memorial Student Center bookstore)


➤ Stanley Sloan (2005) NATO, the European Union, and the Atlantic Community: The Transatlantic Bargain Challenged (Rowman & Littlefield)


Additional Reading Assignments

The additional reading assignments in the syllabus will be available via the Texas A&M University WebCT Course Management System.

Course Elements, Assignments and Grading Guidelines

Participants are assessed based on the entire body of semester work and grades are assigned based on multiple, different ways of evaluation (class participation, written production, oral presentations, and teamwork assignments). All elements below must be completed for a satisfactory fulfillment to successfully pass this course.

- Research-based Policy Paper 30%
- Class Participation and Simulation (Role-play Exercise) 20%
- Team Project and Commentary 20%
- Presentations of Assigned Readings 10%
- Presentation of Paper 10%
- Book Review 10%

Written Assignments: Submission Deadlines

- Paper Proposal October 4 (Week 6)
- Team Statement (Simulation) November 15 (Week 12)
- Team Project Commentary November 29 (Week 14)
- Paper December 6 (Week 15)
- Book Review December 6 (Week 15)

1. Research-based Policy Paper

Assessment: This element is assessed based on your ability to clearly describe the purpose of the research-based policy paper and formulate a question/problem/puzzle that is thoroughly examined, to describe the importance of the question/problem/puzzle in an interesting manner, to identify and use relevant material and methods, to generate policy recommendations, to elaborate a conclusion that not only summarizes the paper but offers comments beyond the immediate contents of the paper, and to provide thoughtful feedback on the overviews presented by the other participants.

Description: Each participant will write a research-based policy paper, which should be in the form of a journal article for submission to the new graduate online journal Atlantic Affairs Review (see the EU Center’s web site for guidelines for submission), and which has to address the global role of the European Union, the transatlantic relationship or transatlantic relations more generally. The aim of this paper is to further strengthen your ability to (1) independently analyze a topic of your own choice, and (2) produce a paper that can be published in a student journal. You are strongly encouraged to produce a paper on one of the following general themes:

Security Policy, Climate Change/Energy/Water, Knowledge Economy/Innovation
Each participant must hand in the final paper to the instructor in class on, and submit the paper through email to eucenter@tamu.edu and write “AAR final paper” in the subject box by, December 6 following the online guidelines for submission (and must include a note that it you do not permit it to be published in Atlantic Affairs Review if this is the case).

Furthermore, each participant is expected to bring to class on, and email the instructor a brief paper proposal (1-2 paragraphs) by, October 4 (Week 6) with a tentative title outlining (1) the question to be answered in the paper, (2) the relevance of this question, and (3) the material and methods that will be used to answer it. The instructor will then put together all the overviews in one document and distribute it through email. We will discuss the proposals (overviews) in class on October 11 (Week 7) and October 18 (Week 8). You should be familiar with the proposals and are encouraged to provide feedback.

2. Class Participation and Simulation (Role-play Exercise)

Assessment: This element is assessed based on your activity, preparedness on and thoughtful contribution to weekly reading assignments, paper proposals, simulation (role-play exercise), and weekly comments or questions in the classroom.

Description: Participants are expected to email the instructor, by 8:00AM on days the class meets, one or two questions or comments about the readings for the class that day, as a means to provide input to classroom discussion.

Simulation exercise: This is a teamwork assignment. You are expected to team up with one or two other participants and work together throughout the course. You are encouraged to elect a lead participant who will be responsible for the overall management of the team’s activities, and the team members should be the same as the team for the team project on Climate Change and the Future of Energy. The simulation is scheduled for November 22 (Week 13). Each group will prepare, defend and criticize arguments for or against specific ideas and positions, and anticipate the arguments of other groups, in a teamwork environment. Each group should email the instructor a team statement by November 15 (Week 12), which needs to include and be structured by the following:

(1) The main argument(s) and its (their) importance in a wider framework,
(2) The identification/criticism of weaknesses in existing/proposed actions/policies;
(3) A conclusion that not only summarizes the information above.

3. Team Project and Commentary on Poverty Reduction/Children’s Situation

Assessment: This element is assessed based on your ability to take issue with an existing or proposed action or policy with regard to childhood poverty and children’s situation in developing countries, and to formulate one or more thoughtful recommendations.

Description: Each team is expected to produce a commentary of no more than 1000 words, which takes issue with an existing or proposed EU/US action or policy, and which suggests a proposal for an amendment or a new initiative and/or provides thoughtful arguments in support for a recommended action or policy, in regard to childhood poverty and children’s situation and the United Nations Millennium Development Goals in a specific developing country or region, or in developing countries overall.
This is a teamwork assignment. You are expected to team up with one or two other participants and work together throughout the course. You are encouraged to elect a lead participant who will be responsible for the overall management of the team’s activities, and the team members should be the same as the team for the team simulation (role-play) exercise. We will discuss each project on November 15 (Week 12).

Each team must submit the commentary through email to eucenter@tamu.edu and write “AAR commentary” in the subject box by November 29 (Week 14) for possible publication in Atlantic Affairs Review (and must include a note that it you do not permit it to be published in Atlantic Affairs Review if this is the case).

Some recommended readings for this team project:


➤ Save the Children Europe Group (2005) “We don’t do childhood poverty – we do large roads”: The EU, the Millennium Development Goals and Children (Printing: 4, 7, 9–11, 15–19, 21–66)


4. Presentations of Assigned Readings

Assessment: This element is assessed based on your oral performance in structuring and delivering two or more in-class presentations of assigned readings.

Description: The presentations (~10 minutes) should cover the overall argument of the author(s), the context within which the argument is framed, and how it is supported. Ideally, each presentation should also offer either a strong advocacy and defense or a vigorous critique and rebuttal of one or more of the author’s (authors’) argument(s). In addition, the presentations should include your own analysis of the argument and suggestion of an alternative argument and approach.
5. Presentation of Paper

Assessment: This element is assessed based on your oral performance in structuring and delivering an in-class presentation of your policy paper.

Description: You should prepare for this classroom briefing as if it were a presentation for a senior non-US/non-EU policy-maker or intelligence official who wants a comprehensive view on the topic you have selected. Participants are encouraged to create and use a PowerPoint presentation for the classroom briefing. The presentations are scheduled for October 25 (Week 9), November 1 (Week 10), and November 8 (Week 11). Those who present early will have more time to integrate comments; those who present later more time to prepare the briefing. Participants will grade each other’s presentation on a five-point scale (“excellent”, “very good”, “good”, “poor”, and “unsatisfactory”).

6. Book Review

Assessment: This element is assessed based on your ability to identify and critically assess one or more core arguments offered by the book author, and to elaborate thoughtful comments in a coherently structured review.

Description: You will be expected to produce a book review of no more than 1000 words (maximum 5 pages) of Timothy Garton Ash’s Free World: America, Europe, and the Surprising Future of the West, for submission to the new graduate online journal Atlantic Affairs Review (see guidelines for submission). Ideally, this review should offer either a strong advocacy and defense or a vigorous critique and rebuttal of one or more of the author’s (authors’) argument(s).

Each participant must hand in the book review to the instructor in class on, and submit through email to euccenter@tamu.edu and write “AAR book review” in the subject box by December 6 following the online guidelines for submission (and must include a note that it you do not permit it to be published in Atlantic Affairs Review if this is the case).

✓ Academic Integrity

By accepting admission to this university, each student has the responsibility to be fully acquainted and comply with its academic and student rules. The Texas A&M University student rules (http://student-rules.tamu.edu) govern civic behavior and the Aggie Honor Systems office governs academic behavior (http://www.tamu.edu/aggiehonor/acadmisconduct.htm).

✓ Disability Services

If you know or believe you have a medical condition/disability influencing your performance in this class and requiring an accommodation, please contact Disability Services. It provides services to students with disabilities to insure accessibility to university programs, and offers accommodations counseling, evaluation referral, disability-related information, adaptive technology counseling and equipment, and interpreter services for academically related purposes.
Address: Disability Services  
Cain Hall, Room B118  
1224 TAMU  
College Station, Texas 77843-1224  
Email: disability@tamu.edu  
Phone: (979) 845-1637  
Website: http://disability.tamu.edu

I also encourage you to contact me from the outset if you have any personal or professional difficulty or circumstance that may conflict with your ability to fulfill the requirements of this course.

**Failure to Complete Assignment by the Scheduled Date**

The instructor should be notified immediately of any legitimate and unavoidable circumstances preventing a student from completing an assignment by the scheduled date. If the student fails to complete an assignment on time and claims to have legitimate medical or family-related reasons, etc., he or she has to – without exceptions – provide the instructor with documentation before the end of the course. If the student cannot attend class when an assignment is due, he or she needs to submit the assignment electronically to the instructor before the class starts the day the assignment is due. Please make sure to store security copies of any documents/work assignments that you are working on and have submitted (on a floppy disc, in your email account, etc., in addition to a hard drive). Late policy papers and book reviews will be marked down by 1/3 grade per day of lateness (for example, an A paper becomes an A- paper the next day, a B+ paper the following day, etc.).

**Course Structure**

<table>
<thead>
<tr>
<th>Part</th>
<th>Title</th>
<th>Week(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Transatlantic Relations: History and Perspectives</td>
<td>2–5</td>
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<tr>
<td>2</td>
<td>Knowledge, Technology and Energy</td>
<td>6–7</td>
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<tr>
<td>3</td>
<td>Transatlantic Economic Relations</td>
<td>8–9</td>
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<tr>
<td>4</td>
<td>Security Policy and the Atlantic Alliance</td>
<td>10–11</td>
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<tr>
<td>5</td>
<td>Global Challenges for the Transatlantic Partnership</td>
<td>12–14</td>
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</table>
Class Schedule

Week 1 – August 30: Course Introduction and Overview

No reading assignments for this introductory session

Part 1: Transatlantic Relations: History and Perspectives

Week 2 – September 6: Origins and Evolution of the Transatlantic Relationship

Reading Assignments:

➤ Geir Lundestad (ed.) (2003) *The United States and Western Europe since 1945: From “Empire” by Invitation to Transatlantic Drift*, 1–06


Background Reading:


Week 3 – September 13: Strategic Perspectives and Priorities

Reading Assignments:


➢ Christopher Layne (2003) “America as European Hegemon,” *The National Interest*, Number 72, 17-29 (Summer)


**Week 4 – September 20: Continuity and Change in the Transatlantic Relationship**

Reading Assignments:

➢ Geir Lundestad (ed.) (2003) *The United States and Western Europe since 1945: From “Empire” by Invitation to Transatlantic Drift*, 201-293

➢ Marta Dassù and Roberto Menotti (2005) “Europe and America in the Age of Bush,” *Survival* 47:1, 105-122


**Week 5 – September 27: A Transatlantic Community in Diversity?**

Reading Assignments:


Part 2: Knowledge, Technology and Energy

Week 6 – October 4: Technology, Government Policies and Business Strategies

Reading Assignments:


Paper proposals due October 4 (Week 6)

Week 7 – October 11: The New Geopolitics of Energy Security

Reading Assignments:


Part 3: Transatlantic Economic Relations

Week 8 – October 18: The Nature of the Transatlantic Marketplace

Reading Assignments:

- Robert Gordon (2004) “Why was Europe Left at the Station When America’s Productivity Locomotive Departed?,” Discussion Paper, March 31


- Peter Mandelson (2005) “Europe and America in the World Economy,” speech at the German Marshall Fund, Washington, DC, June 17

Optional reading:


Discussion of paper proposals in class
Week 9 – October 25: Competition, Liberalization, Regulation and Currencies

Reading Assignments:


Presentation of papers in class

Part 4: Security Policy and the Atlantic Alliance

Week 10 – November 1: Transformation of the Atlantic Alliance

Reading Assignments:

➤ Stanley Sloan (2005) XXX in NATO, the European Union, and the Atlantic Community (TBA)

➤ Joschka Fischer (2003) “Europe and the Future of the Transatlantic Relations,” speech by German Foreign Minister at Princeton University, November 19


Javier Solana (2005) “Shaping an Effective EU Foreign Policy,” *Speech given at Konrad Adenauer Foundation, Brussels, January 24*

Andrew Moravcsik (2003) “How Europe can win without an army,” *Financial Times, 3 April*

Presentation of papers in class

**Week 11 – November 8: European Security and Defense Policy and NATO**

Reading Assignments:

- Stanley Sloan (2005) **XXX** in *NATO, the European Union, and the Atlantic Community (TBA)*


- Jeffrey Cimbalo (2004) “Saving NATO from Europe,” *Foreign Affairs 83:6*

- Christoph Bertram (2005) “NATO Must be Saved,” *Project Syndicate, March 17*


Presentation of papers in class
Part 5: Global Challenges for the Transatlantic Partnership

Week 12 – November 15: Transatlantic Relations and the Broader Middle East

Reading Assignments:


➢ Turkish Industrialists’ and Businessmen’s Association (TUSIAD), Representation to Germany (2004) “Voices of Germany,” *Press Review*, February 18

➢ Wolfgang Quaisser and Steve Wood (2004) *EU Member Turkey: Preconditions, Consequences and Integration Alternatives* (October), Forost Arbeitspapier 25 (Printing: 1, 5, 7–14, 40–42)


Discussion of team projects and commentaries

Team statements for simulation due November 15 (Week 12)

Week 13 – November 22: Environment, Energy, Business and Politics

Reading Assignments:

➢ Peter Schwartz and Doug Randall (2003) *An Abrupt Climate Change Scenario and Its Implications For United States Security*, Report commissioned by the U.S. Defense Department (October)


Attachment D


➢ Stavros Dimas (2005) “Meeting the Climate Change Challenge,” *Speech at the Brookings Institution*, April 18


Simulation (Role-play Exercise): Climate Change and the Future of Energy

Week 14 – November 29: Study & Research Day – A Strategy for Emerging Regional Powers

Reading Assignments:


➢ Benita Ferrero-Waldner (2005) “The EU, China and the Quest for a Multilateral World,” *speech at Institut Français de Relations Internationales*, July 4

Optional reading:


Team project commentaries due November 29 (Week 14)
Week 15 – December 6: Concluding Session – The Future of the Transatlantic Relations?

➢ How will and should the renewal and reorientation of the transatlantic relationship evolve?

➢ How will and should the United States and the European Union respond to global challenges and adapt the relationship to reflect new realities?

Discussion of Timothy Garton Ash’s book
Policy paper and book review due December 6 (Week 15)
Texas A&M University
Departmental Request for a New Course
Undergraduate - Graduate - Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of __________________________

2. Course prefix, number and complete title BUSH 677 Political Islam and Jihad

3. Course description (not more than 50 words) course will examine how Political Islam developed during the first half of century, why it gained support, examine the various strategies state elites have taken toward political Islam, will consider regional, transnational manifestations, implications of Islamist movements. This course is intended for individuals preparing professional careers in conduct of international affairs.

4. Prerequisite(s) n/a Cross-listed with n/a

5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to _____.

6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 489/689? □ Yes ☑ No If yes, how many times? _____ _2_____ Indicate the number of students enrolled for each academic period it was taught. 08A 09A 09A 10A 11A

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      n/a

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year |

| BUSH | 677 | POLITICAL ISLAM & JIHAD | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 6 | 4 | 0 | 9 |

FICE Code 00 3 6 3 2 Level

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of: Bush School

2. Course prefix, number and complete title: BUSH 674 Political Islam and Jihad

3. Course description (not more than 50 words): The course will examine how Political Islam developed in the first half of the century and why it gained so much support. Examine the various strategies state elites have taken toward political Islam and will consider the regional and transnational manifestations and implications of Islamist movements. This master's level course is intended for individuals preparing for professional careers in the conduct of international affairs. Cross-listed with Global Affairs.

4. Prerequisite(s): n/a

5. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? 1 Indicate the number of students enrolled for each academic period it was taught. Spring 2006

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      n/a

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) BUSH 674 Political Islam & Jihad

<table>
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<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
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Do not complete shaded area.

Approval recommended by: [Signature]
Head of Department Date

Chair College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: [Signature]
Date

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
Bush School of Government and Public Service  
Texas A&M University  
Spring 2006

Course: Political Islam and Jihad  
Instructor: Rola el-Husseini, Ph.D.  
Office 1095, Bush School  
Office Hours: TBD  
Email: rhusseini@bushschool.tamu.edu  
Tel: 979-845-6591

Course Description:
The emergence of "Muslim fundamentalism" (or the more scientifically correct "political Islam" or Islamism) is the most important trend in the Islamic world during the 20th century. We will examine how Political Islam developed in the first half of the century, its connection to the phenomenon of Western colonialism, and why it gained so much support during the second half. We then examine the various strategies state elites have taken toward political Islam, from full incorporation to total exclusion. Finally, we will consider the regional and transnational manifestations and implications of Islamist movements, and question the resulting policy implications of these movements.

Textbooks:


COURSE REQUIREMENTS:
This course will be conducted as a seminar and is very demanding. The student is expected to attend, to participate actively in the classroom through reports on readings. There will be a take-home midterm exam and a research paper assignment.

The student is also expected to attend the film screenings (to be announced). The screening of these (mainly) feature films aims at giving a broader socio-cultural understanding of the region, beyond the historical/political approach of the course. The film screenings are also open to all the students and faculty of the Bush School.

*Failure to fulfill any of the class expectations or graded components will result in a course grade of "F".*

READING REPORTS
As a seminar, this course will approach its subject material primarily through discussion. This means that each student is responsible for the upkeep and the success of the class. Therefore, presence, preparation, and participation are essential.
To ensure preparation and participation, students will be asked to write weekly reports on the required readings. As we are a big group, the class will be divided into 2 groups: every week, one of the groups will turn in their reports by email to the instructor. Reading reports are due on 3 days before class by 8:00 PM. In class, students will be called upon to summarize/criticize/analyze the readings they had to prepare. The reading reports and class presentations will be graded and the grade counts as class participation.

MIDTERM AND RESEARCH PAPER
The final paper is a 30-35 double-spaced pages research paper on a topic agreed upon with the instructor.
For the midterm, you will be asked to start preliminary research on your paper and formulate the outline. In the outline, you should include the following:

- The question/issue you are analyzing, your argument and working hypothesis, a summary of what other authors say about the topic (Literature review), in addition to the sources you plan to draw on.
- You will also be expected to submit an annotated bibliography of 2-3 pages. You are asked to write a couple of line on each work you plan to use, summarizing the main argument and possibly highlighting omissions or criticizing flaws in the argument.

The final paper will draw on the work done for the midterm. Both the midterm and the final have to be emailed to the instructor by 5:00 PM on the due date.

GRADE DISTRIBUTION
Reading Responses: 30%
Mid-term exam: 30%
Research Paper: 40%

EXAMINATION DUE DATES
Reading reports: weekly
Midterm: TBD
Research paper: TBD

AMERICAN DISABILITY ACT
The Americans with Disability 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 accommodation, please advise the instructor.

PLAGIARISM
As commonly defined, plagiarism consists of passing off as one's own ideas, the words, writings, music, graphs/charts, etc that were created by 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 have the permission of that person.
It does not matter from where the material is borrowed--a book, article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity and will not be tolerated. It carries extremely serious consequences.
To avoid plagiarism it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or endnote.

For further definition of the different forms of academic misconduct, please check,
http://www.tamu.edu/aggiehonor/acadmisconduct.htm

And remember,
AN AGGIE DOES NOT LIE, CHEAT OR STEAL, OR TOLERATE THOSE WHO DO.

APSR STYLE GUIDE
The Bush School faculty agreed that in all written assignments prepared for courses in the Bush School, the American Political Science Association Style Guide would be the default standard for citations, endnotes and references.
Week I- Introduction: what is Islam? What is Political Islam/Islamism?
No Readings required

Week II- Colonialism, Pan-Arabism and birth of Islamism in Egypt

Donahue and Esposito, *Islam in Transition*, p.9-28, 57-64, 123-128, 179-193, 238-245

Mitchell, *The Society of the Muslim Brothers*, 1-58, 105-151, 209-294

ICG Briefing, *Islamism in North Africa I: The Legacies of History*


Recommended readings:
Adams, *Islam and Modernism in Egypt*
Albert Hourani, *Arabic Thought in the Liberal Age*
Jacques Berque, *Arab Rebirth: Pain and Ecstasy*
Hopwood, *Egypt, Politics and Society 1945-1981*

Week III- The Jihad Movements in Egypt

Sayyid Qutb, *Milestones*, 5-17, 37-71, 101-105

ICG Briefing, *Islamism in North Africa II: Egypt’s Opportunity*


Recommended readings:
Gilles Kepel, *The Prophet and Pharaoh: Muslim Extremism in Egypt*
Ahmed Moussalli, *Radical Islamic Fundamentalism: The Ideological and Political Discourse of Sayyid Qutb*

Week IV- Revolutionary Secularists I: Algeria and Egypt


ICG Report, *Islamism, Violence and Reform in Algeria: Turning the Page*

*more readings*

**Week V - Revolutionary secularists II: Syria and Turkey**


*more on Turkey-- and if available on Syria*

**Week VI - Shi‘a Political Islam: Iran and Lebanon**


Arjomand, Said Amir. *Authority and Political Culture in Shi‘ism*, Chapter 6

ICG Report, *Iran: The Struggle for the Revolution’s Soul*

Roy Mottahedeh, *The Mantle of the Prophet* [chapters to be determined]


Amal Saad-Ghorayeb, *Hizb’llah: Politics and Religion* [chapters to be determined]

**Recommended readings:**
Momen, *An Introduction to Shi’i Islam*
Said Arjomand, *The Turban for the Crown*
Abdul-Karim Soroush, *Reason, Freedom, and Democracy in Islam*
Abdul-Karim Soroush, "Evolution and Devolution of Religious Knowledge", in *Liberal Islam*, 244-247
**Week VII- Political Islam and National Struggle: the Case of Hamas**


ICG Report *Dealing With Hamas*


**Recommended readings:**
Ziad Abu-Amr, *Islamic Fundamentalism in the West Bank and Gaza*  
Laetitia Bucaille, *Growing up Palestinian*

**Week VIII- Saudi Arabia and al-Qa’ida**

Mamoun Fandy, *Saudi Arabia and the Politics of Dissent* (chapters to be determined)

ICG Report, *Saudi Arabia Backgrounder: Who are the Islamists?*  


Christina Hellmich, "Al-Qaeda—Terrorists, Hypocrites, Fundamentalists? The View from Within" *Third World Quarterly*, Vol. 26, N. 1, 2005


**Week IX- Afghanistan and Pakistan**
Donohue and Esposito, *Islam in Transition*, 200-208, 251-271


ICG Report, *Pakistan: The Mullahs and the Military*  

ICG Report, *Pakistan: Madrasas, Extremism and The Military*


Recommended readings:
Schimmel, Islam in India and Pakistan
Vali Nasr, Mawdudi and the Making of Islamic Revivalism
Ahmed, Islamic Modernism in India and Pakistan

Week X - Why Turn toward the West?

Kepel, 185-236, 299-322


Kepel, Gilles, The War for Muslim Minds: Islam and the West, Harvard U. Press, 2004 (chapters to be determined)

Week XI- Comparing Motives and Strategies of State-Based and Transnational Movements


Olivier Roy, Globalized Islam: The search for a new Ummah, Columbia U. Press, 2004 (chapters to be determined)

Week XIII- Issues in Foreign Policy


Recommended readings:
Esposito, The Islamic Threat: Myth or Reality
Roy, The Failure of Political Islam

Week XIV- Conclusions
Wright, Robin. "Islam, Democracy and the West", Foreign Affairs, 71, No. 3 (Summer 1992), pp. 131-145


Texas A&M University

Undergraduate • Graduate • Professional

Departmental Request for a New Course

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of: [Bush School]

2. Course prefix, number and complete title: [BUSH 676: Interstate War: Theory & Hist. Implications for the 21st Century]

3. Course description (not more than 50 words): The course will cover central organizing principals for international security and the nature and role of war in contemporary relations among states and the evolving challenges. This master's level course is intended for individuals preparing for professional careers in the conduct of international affairs.

4. Prerequisite(s): n/a

5. Cross-listed with: n/a

6. Is this a variable credit course? [No] If yes, from ______ to ______.

7. Is this a repeatable course? [No] If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? [No]

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      n/a

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation) | Lect. | Lab | SCH | Subject Matter Code | Admin. Unit | Acad. Year | FICE Code | Level
     --------+---------+-----------------------------+------|-----|-----|---------------------+------------|------------|----------|---------|
     BUSH 676 | Inter War Theo & Hist | 3 | 0 | 0 | 0 | 45.000 | 1.000 | 1 | 84 | 08-09 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:
Head of Department [Signature] [Date]

Chair, College Review Committee [Signature] [Date]

Dean of College [Signature] [Date]

Submitted to Coordinating Board by:
Director of Academic Support Services [Signature] [Date]

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1261 or fax to 979-862-9737.

OAR/AS-5/04

[Stamp: RECEIVED JAN 8 2007]
DRAFT 1.0

Interstate War: Theoretical and Historical Implications for the 21st Century

Bush 689–704: Spring 2006
Dr. Kerry G. Herron

Description
The central organizing principles for international security and the nature and role of war in contemporary relations among states are evolving rapidly. How are challenges of the post-cold war environment shaping international security? How will interstate war evolve as an instrument of power? How will security conditions affect the pursuit of U.S. national and strategic objectives? What are key implications for U.S. defense strategy and posture? While such important questions cannot be answered definitively, there are valuable analytical frameworks from existing theory and lessons from modern history that can help provide insights into these and related questions about the future of warfare. In this course we examine key theories about why states go to war and historical lessons drawn from large-scale warfare in the 20th century. In addition to a broad theoretical overview of the evolution and causes of interstate war, the course provides a state-specific analysis of the American approach to security and U.S. experience with modern warfare. We analyze the broad strategic and political contours of World Wars I and II, the Korean War, the Cold War, the war in Vietnam, and U.S. wars in Iraq and Afghanistan. We examine the proliferation of weapons of mass destruction and their implications for the future of warfare, and investigate how unconventional methods of warfare are affecting security of the international system.

Key Objectives
1. Investigate the changing nature of international security in the post-cold war era
2. Train graduate students in the nature and evolution of interstate war and promote critical thinking about its implications for future U.S. and international security
3. Stimulate professional development and leadership by broadening historical understanding, building analytical capabilities, and developing writing skills needed for government and public service professions

Requirements
1. Assigned readings from the two course texts and electronic files provided by the instructor in “pdf” format
2. Class lectures consisting of weekly recorded presentations with viewgraphs
3. Written student analyses: short narrative (500 words maximum) responses to discussion questions
4. Written abstracts: concise (500 words maximum) thesis summaries of selected readings
5. Brief analytical commentaries on classmates’ abstracts and written responses to discussion questions
6. Professional quality, fully documented, original research paper of 20–30 pages

7. Mid-term and final exams are not required

1. Readings: Because of the breadth and scope of this course, the amount of required reading is substantial, but only the following two texts need to be obtained:


All other readings have been carefully selected from a variety of books, articles, and Internet resources, all of which are provided on-line via "pdf" files. It is essential that participants keep up with all required readings on a weekly basis.

2. Lectures: Most lectures are from 45–60 minutes, with a few being slightly longer. They are carefully structured to tie together the concepts and analyses from the assigned readings, and are prioritized to emphasize the flow of events and summarize the most important points. Printable viewgraphs showing key talking points accompany each lecture.

3. Written Analyses: Some classes will require short written responses to discussion questions. Each is to be limited to 500 words maximum, and will be posted so that other members of the class can read classmates' perspectives. Though responses to discussion questions will be graded, your grades will not be shared with others. Written analyses will be due on the date of the associated class, and late responses will not be accepted. During weeks when discussion questions are required, written abstracts will not be assigned. Written responses to discussion questions will constitute 20 percent of the course grade.

4. Written Abstracts: Participants are required to prepare abstracts (500 words maximum) of selected readings that concisely summarize the author's thesis and key arguments. These are not to be arguments about the validity of the author's views. They are to show that you understand the information the author presents and that you can concisely summarize the assigned reading. They will be posted on WebCT so that classmates can read them and provide comments. During weeks when abstracts are required, written discussion questions will not be assigned. Written abstracts will constitute 20 percent of the course grade.

5. Written Feedback on Classmates' Discussions and Abstracts: Each week, each student is to select two discussion responses or abstracts (as assigned for each session) submitted by fellow classmates and write short analytical responses that critique or comment on the input. These responses will not be graded, but will be monitored by the instructor and evaluated as part of class participation. Ten percent of your grade will be based on class participation and feedback provided to classmates.

6. Research Paper: A professional quality, carefully researched, and thoroughly documented analytical paper that makes an original research contribution to the collective body of knowl-
edge about interstate war is required two weeks prior to the end of the course. This paper requires personal research well beyond the required readings and materials covered in the course. The subject can be chosen from a list of topics I will provide or from other related subjects appropriate to the course of study. The chosen topic for each paper must be approved by me, and the selection of research topics are to be finalized by the fourth week of classes (10 February 2006). The paper must be prepared using Microsoft Word, Times New Roman typeface, 12 point type, double spaced, with one-inch margins. Citations are to be in accordance with the latest edition of the Style Manual For Political Science, published by the American Political Science Association Committee on Publications (a link to the publisher is provided in WebCT Vista). The paper is to be not less than 20 pages and not more than 30 pages (not counting the list of references or the title page) and is to be provided in electronic format. MS Word is required for ease of my editing notations and commentary; pdf format is not acceptable, because it is less easily edited. Research papers are due on 14 April 2006. Late submissions will be reduced one letter grade per day beyond the due date. This paper constitutes 50 percent of the course grade.

7. Written Examinations: This course is extremely broad in scope and covers a large amount of historical and theoretical material. Emphasis is on reading comprehension, developing professional research and analytical skills, strengthening professional writing, and integrating the lessons of history into a framework for analyzing the future. The emphasis is NOT on memorizing arcane details and historical trivia. This is a big-picture course, and your intellectual abilities to help shape that picture will be demonstrated by weekly analysis and writing and by your original research—not formal examinations.

Assignments and electronic postings

- Due not later than 11:59 pm (central time) on the date of the associated class. Unexcused late postings of weekly assignments will not be read and will result in a grade of zero for that assignment. Late submissions of the research paper will result in a drop of one letter grade for each day overdue.

- My comments and evaluations will be kept private and returned via email.

University Policies

Please read the General Course Policies provided on WebCT Vista. I feel VERY strongly about plagiarism, and I will strictly enforce University guidelines. The Internet makes others’ work easy to access; be very careful to fully cite all sources.

Technology Requirements

- Consistent access to the Internet (56K minimum; broadband preferred) and the WebCT Vista course site. Nancy Small at the Bush School or the Texas A&M computer helpdesk (toll free: 866-4112) are your best sources for technical assistance.

- Reliable email access.

- Access to and familiarity with Microsoft Word for written assignments
Schedule

Week 1 (20 January): Course Introduction and Overview
Required Readings: None

Week 2 (27 January): Origins of War
Required Readings:

Week 3 (3 February): Causes of War
Required Readings:

Week 4 (10 February): American Dimensions of Warfare
**Choice of topic for research paper must be approved.**
Required Readings:
Week 5 (17 February): World War I
Required Readings:


Week 6 (24 February): World War II: The War in Europe
Required Readings:


Week 7 (3 March): World War II; The War in the Pacific
Required Readings:


Week 8 (10 March): The Cold War: From Start to Peak
Required Readings:

Spring Break: 13–17 March

Week 9 (24 March): The War in Korea
Required Readings:

Week 10 (31 March): The War in Vietnam
Required Readings:
Week 11 (7 April): The Cold War: From Peak to End
Required Readings:

Week 12 (14 April): Operations Desert Storm, Enduring Freedom, and Iraqi Freedom
**Research Paper Due**
Required Readings:

Week 13 (21 April): Theory and Evolution in Warfare
Required Readings:

Week 14 (28 April): Future Challenges
Required Readings:
Texas A&M University  
Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of  
   Bush School

2. Course prefix, number and complete title  
   BUSH 676: Homeland Security and Business

3. Course description (not more than 50 words)  
   This course studies the impact of terrorism and homeland security on business in the U.S. It will examine the 10 principal functional areas in which business/companies/corporations are affected by terrorism and homeland security. This masters level course is intended for individuals preparing for professional careers in the conduct of int'l affairs.

4. Prerequisite(s) n/a  
   Cross-listed with n/a

5. Is this a variable credit course?  
   □ Yes  □ No  
   If yes, from _____ to _____

6. Is this a repeatable course?  
   □ Yes  □ No  
   If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term?  
   □ Yes  □ No

7. Has this course been taught as a 489/689?  
   □ Yes  □ No  
   If yes, how many times?  
   Indicate the number of students enrolled for each academic period it was taught. Fall 2005 3, Fall 2006 4

8. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
      n/a

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)  
        | BUSH 676: Homeland Security |

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Do not complete shaded area.

Approval recommended by:  

Head of Department  
Date

Chair, College Review Committee  
Date

Head of Department (if cross-listed course)  
Date

Dean of College  
Date

Submitted to Coordinating Board by:  

Director of Academic Support Services  
Date

Effective Date  

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-504  

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BUSH 689-702: Business and Homeland Security

Fall 2005

William I. Hancock
(wihancock@yahoo.com)

Overview:

This course is about the impact of terrorism and homeland security on US business. It deals with US companies and foreign companies that operate in the United States, plus US multinational corporations operating abroad. To a limited extent, we study terrorism and responses in other countries, in order to learn from others' experience. Homeland security is the reaction of US business and government organizations to the worldwide increase in terrorism, especially since 9/11/01. Terrorism and homeland security have many direct and indirect impacts on all types of different size businesses.

US businesses have been particularly traumatized by terrorism for several reasons. First, Western business managers have traditionally been less concerned about terrorist activities than their counterparts in other countries. This was due to the relatively low levels of such violence in our domestic markets, and also due to our ingrained belief in the essential goodness of others. This mindset in the past lowered Americans' perceived need to prevent wantonly hostile acts. Second, Western home markets are large, and even small incidents can have large ramifications economically, financially, and operationally. Third, Western companies are now more vulnerable to terrorist attacks, especially those orchestrated by Islamist radical groups, because many of these global firms have become the visible symbols of perceived Western imperialism. This has resulted from (a) the radicalization of many Muslims, (b) the spread of Western culture through the world wide web, international media, and product exports, and (c) the growing backlash to the US-led War on Terrorism's current focus on Muslim countries.

Approach:

This course will examine the 4 main business functions in which businesses/companies/corporations are affected by terrorism and homeland security. These are (1) management, (2) finance, (3) information, and (4) marketing. The first 4 classes cover the main functions of business, the next 4 describe the impact of terrorism on each business function, and the next 4 review the effects of homeland security on each business function. We then discuss the important leadership role of business in the emerging business-government partnership to provide homeland security. Finally, we explore some of the new opportunities for businesses and investors that have been created by terrorist threats and increased homeland
security measures.

Each student will choose or be assigned a specific industry from the list provided by the instructor, for which he/she will become a homeland security "expert".

Each week the instructor will present a series of narrated slides about that week's subject. Each week there will be a one hour online seminar in which students are encouraged to make general comments and ask questions about the week's topic. Student-specific questions or comments should be routed directly to the instructor's email address at any time.

Requirements:

- Course work will include weekly readings that cover the subjects listed for each of the 14 class sessions.
- Each week the student will submit writing assignments: 3 one page essays each week in weeks 1-4 and 1 three page essay each week in weeks 5-13. In weeks 5-13, approximately 2 essay pages should be devoted to answering the question in general, and the 3rd page should cover the student's assigned industry.
- In weeks 5-12, each student will also submit four 1-2 paragraph commentaries that analyze any other 4 students' essays.
- A final exam will be administered that includes 39 short answer questions covering weeks 1-13, plus 2 three page integrative essays that cover the entire course.
- The instructor will teach a class on "the business of homeland security" in week 14. This topic will not be included on the final exam, and no essay is required. However, students may submit a 3 page essay in the usual format, in response to the essay question provided by the instructor. This essay will be treated as extra credit, and it can be submitted at any time during the course but no later than end of final exam week.

Readings:

This is a new field of academic study, and few if any texts or books on this exact subject have been written. Students will be required to read a wealth of articles and reports on subjects for this course, most of which are focused narrowly on only one or a few topics within the overall subject area. Students will examine and interpret data available from various sources, in order to assess the quantitative and qualitative impact of terrorism and homeland security on US business overall and on the student's specific assigned industry. It is the responsibility and the challenge for each student to integrate this collage of piecepart information into a conceptual whole that can lead to practical conclusions and recommendations for managers at companies and in the field of homeland security.

Access to Required Reading:

- Students are required to purchase and review Business, by Pride, Hughes, & Kapoor, Houghton Mifflin pub., 8th edition, 2005 (ISBN 0618-534-814). Specific readings from this text will be assigned in weeks 1-4, and the student should use the text as a reference throughout the course. Students can also refer when necessary to online glossaries of business terms, several of which are listed at www.glossarist.com.
- All other course material is available online through the WebCT distance learning system. Additional material may be distributed by the instructor during the course. Required and supplemental readings are listed alphabetically by the first author's last name.
name.

- Students can obtain information about their assigned company from any source available to them, including articles, books, government documents (e.g., 10K's, 10Q's, and annual reports required by the Securities and Exchange Commission), and interviews with company personnel, industry experts, and reporters.
- Supplemental readings will be listed for use by students. Although supplemental readings are not required, they provide excellent background understanding of the field of terrorism and HLS. These readings may overlap with materials used in other courses in the Graduate Certificate Program in Homeland Security.

Staying Current:

Discussing the impact of terrorism and HLS on current business will be part of every class session. In addition to the assigned readings for this course, students should read regularly the national press, including The New York Times, The Wall Street Journal, The Washington Post, The Washington Times, and major business magazines such as Forbes, Fortune, and Business Week.

Work in Progress:

This course breaks new ground in analyzing the impact of terrorism and homeland security on business. This is a new field of academic study. Both the instructor and the students will be leaders and pioneers in bringing methodologies and intellectual thoroughness into an area which until now has not been examined with rigorous academic tools. Students are encouraged to bring to the class the benefit of new insights that they derive from their study and research into primary and secondary sources of information and data.

Grading:

Weekly Essays 50%
Weekly Commentaries 15%
Final Examination 35%
Extra Credit Assignment +10%

Please see the Policy page, linked under Getting Started in WebCT.

/ **Academic Honesty**: Students who engage in plagiarism or other forms of academic dishonesty are subject to disciplinary penalties, including failure in the course and possible dismissal from the university. Please consult the latest issue of the Texas A&M Student Rules, especially the section on Scholastic Dishonesty.

/ **Americans with Disability 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 for their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126, Koldus Building (phone 845-1637).
Wood, Janeen H.

From: Small, Nancy
Sent: Friday, April 07, 2006 4:00 PM
To: Wood, Janeen H.
Subject: RE: Homeland Security and Business

*If possible* and *not too much of a pain in the rump*, please name the 689 "Homeland Security and Business" (rather than "Business and Homeland Security"). If you need something shorter, then "HLS and Business." Dave would like to get all the courses named so that the HLS part is up front and the area (business, government, etc.) is the caboose. If it's too late, then don't worry about it. It's not that huge of an issue.

Let me know if this doesn't make sense.
Thanks so much for all your help.
Have a wonderful weekend, Janeen!

Nancy

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From: Wood, Janeen H.
Sent: Friday, April 07, 2006 3:57 PM
To: Small, Nancy
Subject: Homeland Security and Business

Nancy,
We got the ok on this course. I'll send it to OGS next week, so hopefully it will be posted before next Friday.
Sorry it has taken so long, the request wheels move slowly.
Janeen

Janeen H. Wood '90
Administrative Assistant
Master's Program for International Affairs
The Bush School of Government & Public Service
4220 TAMU
College Station, TX 77843-4220
979-458-2276
979-845-4155 fax