Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of  
   Educational Administration & Human Resource Development

2. Course prefix, number and complete title of course:  
   EDAD 603, Advanced Student Development Theory

3. Course description (not to exceed 50 words):  
   Advanced study of the nature, needs and characteristics of American college students;  
   developmental tasks, peer group relations and impact of college environment on student development; research from behavioral sciences.

4. Prerequisite(s):  
   EDAD 669; Graduate Classification

   Cross-listed with:

   Cross-listed courses require the signature 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 this course be repeated within the same semester?  
   ☐ 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.  
   Fall '08: 21; Spring '09: 17

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)

   MS, EDAD; MEd, EDAD

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 (excluding punctuation)

<table>
<thead>
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<th>Edad</th>
<th>603</th>
<th>Adv Stud Devlop Theory</th>
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<tbody>
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</table>

   Approval recommended by:  
   Head of Department  
   Date: 2/11/10

   Head of Department (if cross-listed course)  
   Date:  

   Submitted to Coordinating Board by:  
   Associate Director, Curricular Services  
   Date:  

   Questions regarding this form should be directed to Sandra Williams at 845-8201. 
   Curricular Services – 11/07
EDAD 603
Advanced Student Development Theory

Dept. of Educational Administration & Human Resource Development
Texas A&M University
GENERAL INFORMATION

Course Title: Advanced Student Development and Theory (3 sch)

Prerequisites: EDAD 669; Graduate Classification

Catalog Description: Advanced study of the nature, needs and characteristics of American college students; developmental tasks, peer group relations and impact of college environment on student development. Research from behavioral sciences.


Perry, W. G. *Forms of ethical and intellectual development in the college years: A scheme.* San Francisco, CA: Jossey Bass. (Required)


Course Goal: As a means of building upon the information covered in EDAD 669 *The College Student*, the purpose of this course is to explore and understand the nature, culture, and development of the American college student. To that end, the course will examine a range of human development theories that offer insight into the processes of student learning, growth, and development during the college years. Special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration. In addition, the course will examine the cultural environment of the student from historical and contemporary perspectives.
Supporting Goals:

The course goal will be achieved by addressing the following supporting goals:

1. To identify demographic trends in society and the changing characteristics of student who enroll in American colleges and universities.

2. To identify ways that colleges and universities should restructure to accommodate increasingly diverse student populations.

3. To gain an explicit understanding of select theories and models describing the development of college students and the conditions and mechanisms that facilitate such development.

4. To analyze the factors that influence students' selection of an transition to a college or university.

5. To analyze and evaluate the impact that the college experience has on students, including such outcomes as cognitive skills, psychosocial changes, values, attitudes, and career choice.

6. To develop skills of analysis, synthesis, evaluation, and communication (oral and written) concerning issues and ideas salient to the student affairs profession.

7. To develop an understanding of the relationship of theory to practice in student affairs.

Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions.

Session Topics

I. Introduction to the Study of Student Development Theory
II. Holistic Versions of Student Development
III. Intrapersonal/Interpersonal Dimensions of Development
IV. Cognitive Dimensions of Development
V. Theory to Practice
VI. Forms of Ethical and Intellectual Development in the College Years
VII. Educating By Design
VIII. Campus Politics: Let the Buyer Beware!
IX. Multiculturalism: The Campus Divided
X. Personal Life: Retreat from Intimacy
XI. Academics: Search for an Insurance Policy
XII. The Future: Doing Well on Doing Good
XIII. Conclusion: A Transitional Generation

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone, or no one can receive an "A." There are six different course requirements (with assigned point values) specified below.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>05</td>
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<tr>
<td>2. Personal Theory Paper</td>
<td>10</td>
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<tr>
<td>3. Article Briefs</td>
<td>10</td>
</tr>
<tr>
<td>4. Student Sub-Community Paper</td>
<td>35</td>
</tr>
<tr>
<td>5. Book Presentation (Group)</td>
<td>30</td>
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<tr>
<td>6. Final Examination (Group)</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. **Class Participation**

   An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

   Points will be awarded for participation in class discussion as follows:
   - Unusually good contributions: 04-05 points
   - Good contributions: 03-04 points
   - Minimal, but acceptable contributions: 02-03 points
   - Essentially no contribution: 00-01 points

   In arriving at this total, points will be awarded in several class discussions as follows:
   - Obviously well-prepared, significant contributions: 04-05 points
   - Well prepared, good contributions: 03-04 points
   - Some preparation, minimal contribution: 01-02 points
   - Simply there, little or no contribution, no participation: 00-00 points

   Your point total is determined by averaging ratings of your contributions over several class sessions.

2. **Personal Theory Paper**

   The purpose of this paper is to tap into your own informal beliefs and hunches about college students. This course component is implemented prior to your exposure to the numerous formal theories and models we will discuss throughout the semester. Please refer to Appendix B for a detailed explanation of this course component.

3. **Article Briefs**

   Each week you will be assigned one of the articles that will be discussed in class. You are to provide a two-page (10-12 point font) written critique. Briefs should not summarize readings and class sessions, but rather should highlight your critical reflections. Briefs should address the following questions, preferably but not necessarily in order:

   1. What was the most useful or interesting point you learned from this week's readings?
   2. How do the readings and discussion for this week fit or not fit with your personal experience as you developed as a college student?
   3. How do the readings fit with your personal observations of how college students develop in general?
   4. How might you apply this theory or theories in your work (presently and/or in the future) with college students?
Attention to detail in providing a well-thought out article brief is critical for your participation in class discussion. Class discussions of your article briefs will be primarily conducted using the Literature Circle (Appendix C); therefore, your article briefs will be shared among not only your group members but also the entire class.

4. Student Sub-Community Paper

Please select a particular subcommunity to research (e.g. African American college students, Hispanic college students, non-traditional women college students, etc.). You should complete a 25 page paper describing and analyzing your selected population. The main body of the paper should be built around a review and synthesis of the literature. A detailed explanation of this course component is included in Appendix D.

5. Book Presentation (Group)

As a member of a presentation group, you will be assigned one of the required books for this course. Your group is to facilitate the discussion of the text across the three hour classroom time block. During your class session, your group is expected to provide a focused discussion of the book and its relevant contents; the integration of audio, handouts, interactive activities, and video, PowerPoint is required for this course component. The rubric used to assess this course requirement is included in Appendix E.

6. Final Examination (Group)

Prior to the last class session you will be assigned to a final examination group to complete this course component. Groups will be provided with the entire three hour classroom time block to analyze and respond to a case. You are expected to integrate and utilize information taken from classroom discussions, lecture and readings as well as peer presentations. More information concerning this course component will be provided later in the semester. This course requirement is worth 10 points and will serve as the end of semester examination.

GRADES

Final grades will be assigned as follows:

For a grade of:
- "A" At least 90 total points
- "B" An accumulated point total between 80 and 89
- "C" An accumulated point total between 70 and 79
- "D" Any point total below 70

OTHER

Class Attendance

Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: http://student-rules.tamu.edu/rule07.
Class Procedures

Absence policy for this course will be administered in accordance with TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07).

Tentative Course Calendar

Appendix A contains a tentative course calendar. Please note that this calendar is subject to change. Any necessary amendments will be announced in class.

Academic Integrity (Aggie Honor Code)

An Aggie does not lie, cheat or steal, nor 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 our website (www.tamu.edu/aggiehonor).

On all course work, assignments, or examinations completed at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.

Students with Disabilities

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the Room B118 of Cain Hall—they may be contacted directly at (979) 845-1637.
## APPENDIX A
### TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR = ASHE READER</td>
<td>Introduction and Overview</td>
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<tr>
<td>Class 2</td>
<td>Unit One: Introduction to the Study of Student Development Theory</td>
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<td></td>
<td>Chapters 1, 2 &amp; 3 (AR)</td>
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<td></td>
<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<tr>
<td>Class 3</td>
<td>Unit Two: Holistic Versions of Student Development</td>
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<td></td>
<td>Chapters 4, 7, 8, 9, 10, &amp; 11 (AR)</td>
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<td></td>
<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<td></td>
<td><em>Personal Theory Papers Due</em></td>
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<td>Class 4</td>
<td>Unit Three: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 12, 13, 14, 15, &amp; 16 (AR)</td>
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<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<td>Unit Three: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 17, 18, 19, &amp; 20 (AR)</td>
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<td>Class 6</td>
<td>Unit Three: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 21, 22, 23, &amp; 24 (AR)</td>
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<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<td>Class 7</td>
<td>Unit Three: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 25, 26, 28, 29, 30, &amp; 31 (AR)</td>
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<td></td>
<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<td>Class 8</td>
<td>Unit Three: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 32, 33, &amp; 34 (AR)</td>
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<td></td>
<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<tr>
<td>Class 9</td>
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<td>Chapters 35, 36, 37, 38, &amp; 39 (AR)</td>
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<td>Class 10</td>
<td>Unit Four: Intrapersonal/Interpersonal Dimensions of Development</td>
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<td>Chapters 40, 41, 42, &amp; 43 (AR)</td>
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<td></td>
<td><em>Article Briefs Due (Assigned Groups)</em></td>
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<td>Class 11</td>
<td><strong>BOOK:</strong> New perspectives on racial identity development: A theoretical and practical anthology (GROUP #1)</td>
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<tr>
<td>Class 12</td>
<td><strong>BOOK:</strong> Women's ways of knowing: The development of self, voice, and mind (GROUP #2)</td>
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Class 13  
**BOOK:** *Educating by design: Creating campus learning environments that work*  
*(GROUP #3)*  
*Sub-Community Papers Due*

Class 14  
**BOOK:** *Forms of ethical and intellectual development in the college years:*  
*A scheme (GROUP #4)*

Class 15  
**FINAL EXAMINATION**
APPENDIX B
LITERATURE CIRCLE

A Literature Circle is a student centered reading activity for groups of 4-6 students. Each member of a circle is assigned a role to facilitate group discussion of the literature they have previously read. Literature Circles provide opportunities for students to control their own learning as well as opportunities to share thoughts, concerns and their understanding of the events that occurred in the literary work.

In each group, the members assume various roles. The facilitator will explain and model each of these roles before members are asked to assume responsibility. Each role is important because it provides group members with a unique lens from which they can critically think about and reflect on concepts from the readings. Additionally, this activity provides students with an opportunity to use the range of their various cognitive abilities and perspectives (Stein & Beed, 2004).

Connector - Good leaders draw on prior knowledge and experience to help them understand what they are exposed to and are thus able to use that knowledge to make connections. By teaching peers how to connect broad concepts to their daily lives they are able to better infuse solutions to problems (Harvey & Goudvis, 2000). In the role of connector, a student will find connections among articles (assigned readings) and various other sources of data (e.g. radio, television, film, newspaper, and personal experiences). The task is to provide a connection among the various elements discussed during weekly classroom engagements (i.e. typically among assigned articles) and the articulated data sources mentioned above.

Discussion Director - Questioning is effective for improving comprehension because it provides students with a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known (Armbruster, Lehr, & Osborn, 2001). The questioner's responsibility is to ask questions about the article that the group has been assigned to read in order to challenge the group to think broadly. Questions should be open-ended and should generate thoughtful discussion.

Passage Master - It is the passage master's job to decide which passage is worth discussing. This job involves identifying passages to be seen and shared with the group. It is his/her responsibility to plan for how the passages will be shared with the group.

Illustrator - The illustrator is the graphic artist of the group. It is his/her responsibility to draw a representation of the reading.

Other Roles that may be utilized include: The critical thinker develops questions for critical thinking based on Blooms Taxonomy. The technologist designs a technology-based activity that connects the article readings with current media and writings. The investigator locates background information on the topic that will be useful to gain a deeper understanding of the topic. The summarizer is responsible for summarizing the reading.

Note: Forms to facilitate group roles and responsibilities will be disseminated throughout the semester.
APPENDIX C
PERSONAL THEORY PAPER

The purpose of this paper is to tap into your own informal beliefs and hunches about college students before you become intimately connected to the various theories and models we will discuss throughout the semester. In 8-10 pages, address the following questions based upon your own undergraduate experiences.

☐ In what ways did you differ at graduation from the person you were upon enrolling in college as a freshman?

☐ To what experiences do you attribute these changes (both in and out of class)?

☐ What events or experiences contributed most significantly to these changes during college?

☐ What conclusion do you draw in summarizing the student development journey of your own college experience?
APPENDIX D
STUDENT SUB-COMMUNITY PAPER

Student subcommunity is defined as a group of students whose norms and values differ from the "mainstream" college student population in such ways that they want to come together as one subgroup. The purpose of this project is to sensitize the class to the existence of many subcommunities of students on college campuses. Further, it should lead to an understanding of the dynamics of such groups and their contributions to the total campus community. Of equal importance is the recognition that these subgroups have unmet needs on our campuses, and as such, they present significant challenges to college faculty, staff, and administration. Balancing a community of the parts with a community of the whole is one of the greatest challenges facing higher education today.

To get the most from this assignment, I encourage you to make a serious effort to study a sub-community that is different from your own. The range of potential sub-communities will be discussed in class. You are to complete a 25 page paper using the following structural guidelines:

**Background and/or history of the sub-community.** What is the background and/or historical placement of this particular sub-community in society in general and in higher education in particular. Do not assume that your targeted population is new to academe or that their presence is limited to only one campus setting. Most sub-communities are present on a variety of college campuses. (1-2 pages)

**Type of student included in the sub-community.** Pay particular attention here to physical descriptions, social status, and levels of development. (1-2 pages)

**Literature review.** In this section of the paper, you will be expected to critically examine and synthesize the body of literature concerning your sub-community. This section should do more than restate the findings of others, but should critically assess those findings and draw connections between the various works that you consider applicable to your population. Make note of how student development theory does or does not help to describe the higher education experiences of your sub-community members. (14-19 pages)

**Specific policy recommendations.** At the conclusion of your paper, provide your assessment of what colleges and universities should do regarding this sub-community. How should they be treated? How do their conclusions match what you now know about this particular sub-community? Please make specific notations in this section regarding "how college affects students" in this sub-community. In general, do students benefit from their association in this sub-community? How and in what ways? Or, why not? (1-2 pages)

**Integration of interview data.** Incorporate in your discussion the results of an interview conducted with at least one student sub-community member and/or with a college administrator/faculty or staff member who provides services to this sub-community. You do not have to limit your research or interviews to the Texas A&M campus. Guidelines for conducting the interview are listed below:

Each student will interview a student who belongs to one of the sub-community found on American college campuses. The subgroup should be the same as that used for your literature review. Participants need not be enrolled at Texas A&M, however, they must have been enrolled in college within the past year. You may select either graduate or undergraduate students. The interview should be approximately 30 minutes long. If you are unable to set up face-to-face meetings, telephone interviews will suffice. In addition to demographic information, your questions should be designed to elicit the student's perceptions of issues that have been discussed in class or addressed in your literature review.
Your report might begin with some demographic or descriptive data on the person, i.e., age, gender, classification (freshman, sophomore, etc.), major, name of institution, family background (marital status, number and ages of children, if applicable, occupation, if applicable, etc.). Do not use the individual’s real name or other information that would clearly identify your participant, unless he or she has given you permission to do so.

Think about the student’s comments in terms of your readings and our class discussions. Discuss ways in which the student interviewed reflects and/or differs from other members of this sub-community: a) as described by the theories of student development discussed in this and other classes; and b) as discussed in the literature you studied for your literature review.

Your report should connect your participant’s responses to what you have found in the readings; therefore, you must cite references when discussing the information from the literature. For example, if your sub-community was adult learners and you found that your participant’s major barrier to participation in a learning activity was lack of time and money, you might connect it to the literature as follows:

*According to Merriam and Caffarella (1991), insufficient financial resources and lack of time are primary reasons for nonparticipation in learning. Sarah confirmed that these were indeed obstacles for her.*

If your participant contradicts something in the readings, you might cite it as follows:

*Unlike many of the African American students described by Jones (as cited in Fleming, 1984), David did not find the Historically Black College to be particularly supportive. As a result, he decided to transfer to a Predominantly White Institution.*

The example above cites a secondary source. In this case, you did not read the original work by Jones, but read about it in Fleming. In your reference list, you would include Fleming, but not Jones.

There is no need to cite the individual whom you interviewed as personal communication when you are summarizing an interview; however, direct quotes from the participant are especially effective.
# APPENDIX E

## BOOK PRESENTATION EVALUATION FORM

### PRESENTER (S)

### RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT  
ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT  
FAIR - MARGINALY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

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<th>GOOD</th>
<th>FAIR</th>
<th>INADEQUATE</th>
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<td>1.0 POINTS</td>
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### PRESENTATION / DISCUSSION

1. PROVIDE A GOOD INTRODUCTION/OVERVIEW OF THE TEXT AND ASSOCIATED THEORY?

2. ALLOW SUFFICIENT CLASS PARTICIPATION (QUESTIONS AND DISCUSSION)?

3. KEEP THE CLASS ON TOPIC (AVOID/CONTROL DIGRESSIONS)?

4. PROVIDE ADEQUATE EXAMPLES / ILLUSTRATIONS WHERE NEEDED?

5. USE A VARIETY OF APPROACHES (HANDOUTS, OVERHEADS, PowerPoint, AUDIO, VIDEO, QUESTIONS, ETC.)?

6. EXERCISE COMMON SENSE IN SELECTING CONTENT--GIVEN THE TIME ALLOTED?

7. THEORY AND THEORETICAL PERSPECTIVE ADDRESSED IN THE BOOK ARE ADEQUATELY COVERED?

8. CLEARLY ADDRESSED RELEVANT THEORY-TO- PRACTICE CONNECTIONS AND PROVIDES KEY EXAMPLES?

9. PROFESSIONALLY EXECUTED PRESENTATION (TEAM APPEARANCE, QUALITY OF PRODUCTS DISSEMINATED, ETC.)

10. PROVIDE A GOOD SUMMARY OR CONCLUSION?

### TOTAL POINTS/GRADE:

### COMMENTS/SUGGESTIONS:
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 630: Urban Education

3. Catalog course description (not to exceed 50 words): Supports students in developing a knowledge base in urban education; share and discuss theoretical and conceptual frameworks that permeate city schools; examines historical perspective, pedagogical knowledge and insights of urban educational experiences.

4. Prerequisite(s): Graduate Classification; Urban Education emphasis; Concurrent enrollment in EDCI 648; or approval of instructor

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.

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

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

5/a

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

9. Approval recommended by:

   [Signatures]

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09
DEPARTMENT OF TEACHING, LEARNING AND CULTURE
TEXAS A&M UNIVERSITY
COURSE SYLLABUS – Fall 2010

Title & Number: EDCI 630, Urban Education
SECTION: TBD
SCHEDULE: Selected Thursdays, 5p.m. - 8p.m. – CyFair Berry Center
CREDIT: 3 SEMESTER HOURS
Prerequisites: Graduate Classification; Emphasis in Urban Education or Approval
of Instructor, Concurrent Enrollment in EDCI 648 – Urban Schools
and Communities

PROFESSOR: DR. NORVELLA CARTER
402 Harrington Towers
Telephone 979-862-3802
E-MAIL: ncarter@tamu.edu

OFFICE HOURS: Monday 11:00a.m. – 1:00p.m. - others by appointment.

COURSE DESCRIPTION:

This course is designed to support master's level students in developing a knowledge
base in urban education. This course will enable students to share and discuss
theoretical and conceptual frameworks that permeate city schools, for the purpose of
adding depth to their knowledge. In addition, students will examine historical
perspectives, pedagogical knowledge and insights concerning the educational
experience of teachers and learners in urban environments and the impact of diversity
in educational settings.

Rationale for the course: To enhance students' knowledge base in urban education
through the exploration of pertinent books, articles, the internet and urban center
resources. This is the first course in a series of classes that will establish the "urban
foundational components" for students with an urban education emphasis.

COURSE OBJECTIVES:

After successful completion of the requirements, students will be able to:
1. Define discuss urban education from multiple perspectives.
2. Identify and discuss pedagogical, theoretical and conceptual frameworks related to
   urban schools.
3. Identify and discuss the research related to cultural diversity and its educational
   implications in urban settings.
4. Identify, analyze and discuss policies, equity and “standards” issues in urban
   education.
5. Explore, analyze and discuss urban education in relation to racial, economic and
   linguistic diversity in urban educational environments, including parent, and
   community relations.
6. Develop an electronic notebook (E-book) of urban education resources.
REQUIRED TEXT:


Recommended Text:


ADDITIONAL READINGS (Optional Resources)


Course Format
This course will be offered in a hybrid format, which means that the class will be face-to-face with a major component of the course on-line. The majority of your coursework will be completed in groups in our on-line setting using WebCT Vista. To access WebCT Vista visit http://elearning.tamu.edu and select “TAMU NET ID”. Enter your “NET ID” and password. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All worked will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.

Required Technology
All students must monitor their TAMU e-mail throughout this course; (b) all students must use WebCT Vista to complete all assignments; and (c) all must master MS PowerPoint for lectures and the final project.

Americans with Disabilities Act 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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

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Plagiarism consists of using someone’s words, ideas, writings in your assignments as if they were your own and, of course, without providing due credit through appropriate documentation. You have committed plagiarism if you use the work of another person and turn it in as your own. You are expected to provide due credit to other scholars when using their ideas. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” You are also expected to do your own work unless instructed to do otherwise.
Texas A&M University Policy on Attendance and Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

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7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirning date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to:
http://student-rules.tamu.edu/rule7.htm
STUDENT EXPECTATIONS AND ASSIGNMENTS

1. Attend all classes.
2. Complete all assigned readings.
3. Write your educational philosophy
4. Design interview instrument, then interview a selected urban education author, provide article, critique and picture.
5. Provide "synthesis" review of book on urban education.
6. Attend and write a reaction paper to an urban conference or staff development session.
7. Conduct an in-class presentation based on major paper
8. Develop an electronic notebook (E-book) of resources pertinent to urban education

ASSIGNMENTS, GRADING SCALE AND DUE DATES

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Philosophy</td>
<td>10 points</td>
<td>TBD</td>
</tr>
<tr>
<td>Urban Education author interview and article critique</td>
<td>15 points</td>
<td>TBD</td>
</tr>
<tr>
<td>In Class presentation and discussion of urban books</td>
<td>10 points</td>
<td>Ongoing class participation</td>
</tr>
<tr>
<td>Conference or staff development session on urban education</td>
<td>20 points</td>
<td>Conference or staff development session</td>
</tr>
<tr>
<td>In-class Presentation, Specific to Urban topic and major paper</td>
<td>30 Points</td>
<td>TBD</td>
</tr>
<tr>
<td>Electronic Notebook</td>
<td>15 points</td>
<td>Last Day of Class</td>
</tr>
</tbody>
</table>

LETTER GRADES
A = 100 – 90  B = 89 – 79  C = 78 – 68  D = 67 – 57  
F = 56 – below

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

On-line evaluations. https://pica.tamu.edu
ASSIGNMENT GUIDELINES AND EVALUATION SCALES

Educational Philosophy

Write an educational philosophy that details your beliefs about urban teaching. Include the following in your typed, single or double-spaced, 4-5 pages. (Individual Assignment)

- What is the essence of education?
- What is the role of the teacher?
- How do you think children learn best?
- What should a strong curriculum include?
- What do urban teachers need to be successful?

Urban Education Author Interview and Article Critique

Conduct an interview session with an urban education author. Include basic questions in your interview, such as name, title, institution, type of educator, experience in urban education, other pertinent information based on your interview design. Oral (10-15 minutes) and written report are due in class. Critique an article (3-5 pages) by the same author you interviewed. Submit the interview, the article, a critique of the article, and picture (if possible) of the author on CD.

Author Interview Evaluation Scale

___ 5 Interview, In Class Oral report, brief PowerPoint
___ 10 Interview, Written Report, Picture, Article selection and critique

Urban Book Review – Written and Oral Assignment

Read an urban book of your choice. Respond to the following:

1. Briefly state the main idea of the book:

2. List three important facts that the author uses to support the main idea:
   1. 
   2. 
   3. 

3. List new terms and concepts that were discussed in the article and write a short definition.

4. Your overall reaction to the book along with recommendations.
Book Review and Activity - Presentation

Each person will present a book review and related exercise or activity. Provide a brief review of the book by highlighting significant components, then conduct an exercise or activity related to your points. DO NOT READ the chapter, provide quality talking points. Provide a handout for the class (one page). You have 10-15 minutes, plus a few minutes for comments/questions/answers.

Book Review Evaluation Scale

- 5 Powerpoint, attention getting, adds to delivery
- 5 Content, value of the information, impact

An independent decision will be made if a review does not fall into one of the above categories

Special Event

Attend Urban Conference or Urban Professional Development Session. Write a paper (3-5 pages) based on your attendance and include the following:

1. Discussion of the specific topic of the session and its significance.
2. After seeing or hearing information at the event, were you challenged to action (why or why not)?
3. What did you see or hear that either empowered or did not empower you?
4. How can you use this information in a current or future position?

You must attach official handout(s) from the session you attended!

Special Event Evaluation Scale

- 20 Each part was answered in a manner that revealed understanding, insights and analysis.
- 19-15 Each part was answered in a manner that revealed understanding and some insights.
- 14-10 All but one part was answered in a manner that revealed understanding.
- 10-0 Responses were missing and/or the responses lacked an understanding of the event.

An independent decision will be made if a review does not fall into one of the above categories

Notes:
Major Paper

The purpose of this assignment is to assist you in gaining greater depth on a specific urban topic. It will be necessary to refer the *Publication Manual of the American Psychological Association* (A.P.A. Manual), Sixth Edition as you prepare your document. Papers may be submitted early, late papers may be penalized.

Your paper must meet the following specifications:

- 20-25 pages (double-spaced)
- size 12 font
- 20 references (minimum), A.P.A. style
- balance

There will be five parts to your paper, they should be labeled:

1. Background and/or Historical Component – The purpose of this component is to convey the context of the people and/or issue and to reconstruct the past objectively and accurately (see Issac & Michael, p. 46). Definitions belong in this section.
2. Descriptive Component – The purpose of this component is to describe systematically a situation or area of interest factually and accurately. The component should reveal facts, characteristics and a review of the literature. A review of literature is a"... review of primary source material...[that gives] the reader a thorough understanding of the current state of knowledge in the area" of interest to you (Issac & Michael, p. 61). It enables you to build upon the knowledge that has been accumulated by other people.
3. Strategies and Practices
4. Implications, recommendations and Conclusion

---

**Presentation and Major Paper Evaluation Scale**

___10 Points, Presentation – Delivery and Content

Major Paper

___5 Background and/or Historical Component

___5 Descriptive Component

___5 Strategies and Practices

___5 Implications, recommendations and Conclusion OR simply Conclusions

Total Points = ____/30
Urban Education Electronic Notebook (E-Book) of Studies

You will be able to select 3 areas of interest in urban education. Locate, read, and write a synthesis of 10 resources in each area. You will have a total of 30 resources.

Submit an electronic copy of your 1 page resource reports. The goal is for you to have your own resource file for use in some aspect of urban education.

### Notebook Evaluation Scale

<table>
<thead>
<tr>
<th>5</th>
<th>Resource Selection</th>
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<tbody>
<tr>
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<td>Rationale for inclusion and Synthesis</td>
</tr>
</tbody>
</table>

### CLASS CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS

Face to Face = F  Online = O

<table>
<thead>
<tr>
<th>Class Thursdays</th>
<th>DATE</th>
<th>TOPICS AND EVENTS</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-F</td>
<td></td>
<td>Research related to cultural diversity and its educational implications in urban settings</td>
<td>Text book, “Culture, Race/Ethnicity and Urban Education” 47-101</td>
</tr>
<tr>
<td>4-O</td>
<td></td>
<td>Identify, analyze and discuss policies, equity and “standards” issues in urban education.</td>
<td>Text book “Policies, Standards, Equity and Social Justice” pp. 112-142</td>
</tr>
<tr>
<td>5-F</td>
<td></td>
<td>Presentations on Authors and articles</td>
<td>Text book pp. 143-289 Plus selected Articles based on urban topics</td>
</tr>
<tr>
<td>6-F</td>
<td></td>
<td>Explore, analyze and discuss urban education in relation to racial, economic and linguistic diversity in urban educational environments, including parent, and community relations.</td>
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</tr>
<tr>
<td>7-O</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8-F</td>
<td></td>
<td>Presentations on books Holiday - Thanksgiving</td>
<td>Text book pp. 303-329</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<td>9-12 F</td>
<td>Conference – weekend conference</td>
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<td>13 F</td>
<td>Major Presentations</td>
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<tr>
<td>14 F</td>
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<tr>
<td>15 O</td>
<td>Conference Paper DUE</td>
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<tr>
<td></td>
<td>Major papers due, Electronic E-Book Due</td>
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</tbody>
</table>

Please note: This syllabus is subject to change
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 637- Urban Education: Policy and Analysis

3. Catalog course description (not to exceed 50 words): Urban education policy making processes, emphasis on interaction between politics and educational policy.

4. Prerequisite(s): Doctoral classification; Emphasis in Urban Education or Approval of Instructor; Concurrent Enrollment in EDCI 629.

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 this course be repeated within the same semester? □ Yes ☒ No

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>S/C/IL</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>3</td>
<td>6</td>
<td>32</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dennie Smith
Department Head - Type Name & Sign Date

Chair, College Review Committee Date

Department Head - Type Name & Sign (if cross-listed course)

Dean of College Date

James B. Kracht 4-16-10

Dean of College Date

David W. Reed 6 May 10

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu. Curricular Services – 3/09
Texas A&M University  
College of Education and Human Development  
Department of Teaching, Learning and Culture  
EDCI 637 – Urban Education: Policy and Analysis  
Fall 201X

Professor:  Dr. Chance W. Lewis  
Associate Professor  
E-mail: chance.lewis@tamu.edu

Office:  Harrington Tower – Room 402c  
(979) 458-0835  
Office Hours:  By appointment

Meetings:  TBA

Class Website:  http://elearning.tamu.edu and iTunesU at TAMU

Prerequisites:  Doctoral Classification; Emphasis in Urban Education or Approval of Instructor, Concurrent Enrollment in EDCI 629 – Benchmarks in Urban Education

COURSE DESCRIPTION

Students in this course will be introduced to the education policy making process as it operates in the field of education, particularly in the field of urban education, as well as a range of issues that are currently of interest to policymakers and educators. Analytical frameworks used for reflection upon and analyzing educational policy also will be examined. An emphasis will be placed on the interaction between politics and educational policy as it relates to urban educational settings.

REQUIRED TEXTS


RECOMMENDED TEXT


GENERAL COURSE REQUIREMENTS

Students are expected to analyze and synthesize information from the assigned readings while maintaining an open and critical stance toward information related to the course. The primary contribution to your grade is dependent upon your performance on the assigned and in-class learning activities. All students will be expected to: (a) attend class, (b) participate in class and on-line discussions,
(c) demonstrate knowledge and understanding of assigned readings, and (d) complete all assignments and papers. All written assignments should be computer generated in readable print. Unless otherwise specified, assignments should be prepared using 1-inch margins on all sides with 12-point type and double-spaced. No extra credit assignments will be granted. All assignments must be submitted on the date specified unless pre-approved by instructor in writing.

COURSE OBJECTIVES

After successful completion of the requirements of EDCI 689:612, students will be able to:

1. Understand the educational policy process, especially policy formation at the local, state and federal levels in American education;

2. Become familiar with the status of changing demographics and its educational implications in urban settings.

3. Analyze and discuss legal mandates related to equity and excellence issues in urban education.

4. Explore various views on racial, economic and cultural diversity in urban schools.

5. Recognize the interplay of politics in policy formation;

6. Explain the complexities of inherent paradoxes in policy making in education;

7. Study current educational policy issues affecting urban education environments;

8. Examine the role of the policy analyst;

9. Analyze a selected educational policy or issue;

10. Explore processes to encourage more parental and community involvement in urban schools.

ADDITIONAL READINGS


**Course Format**

This course will be offered in a hybrid format, which means that the class will be face-to-face with a major component of the course on-line. The majority of your coursework will be completed in groups in our on-line setting using WebCT Vista. To access WebCT Vista visit [http://clearning.tamu.edu](http://clearning.tamu.edu) and select “TAMU NET ID”. Enter your “NET ID” and password. Please explore the system by clicking on different icons, which house the various assignments and
information items for this course. All worked will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.

Learning Communities

In an effort to enhance the fulfillment of the course objectives, this course will be organized into Learning Communities. These groups will be provided specific assignments and activities to focus on, but groups must develop a strategy for class presentations, video podcasts, discussions, on-line activities, etc. Each group will nominate a group leader and a leadership structure that will ensure each student is involved in the group process. Also, each group will have a designated area for their Learning Community on WebCT. Learning Community collaboration is the key to success for this course, so each group member will have an opportunity to evaluate each other. Group evaluations will account for 100 points of your final grade for the course. Students who are evaluated as non-participants by their group members will lose points on each group assignment.

Required Technology

This course will feature a number of emerging technologies that students enrolled in this course must monitor and master to be successful in this course. These are as follows: (a) all students must monitor their TAMU e-mail throughout this course; (b) all students must use WebCT Vista to complete all assignments; (c) all students must access TLAC on iTunes for student and instructor podcasts at various points during the course; (d) all students must download and use the Audacity software from http://audacity.sourceforge.net/download/windows, which allows you to record, edit and export as an MP3 voice data files for iTunes. On this page, click “recommended downloads” and select Audacity 1.26 installer; and (e) all must master MS PowerPoint for lectures and the final project.

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To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to: http://student-rules.tamu.edu/rule7.htm
ASSIGNMENTS AND GRADING

Grades will be based on the quality of work completed on the following assignments listed below. NOTE: All assignments must be turned in on time.

PROFESSIONAL ENGAGEMENT: (30 points) Due Date: Ongoing
As a student in a hybrid-format course, your participation is expected for all classroom and on-line activities. You should consider your participation in all class and on-line activities absolutely mandatory. Participation includes: (a) participating in all course activities; (b) cooperating with Learning Community members on collaborative projects; and (c) submitting all course assignments on-time. As a professional, it is important to demonstrate such responsibility in your coursework. Non-participation will be reflected in your course point tabulation. You must also be prepared for all class and on-line activities. Preparation includes, but is not limited to, having read and critically considered assigned readings and having completed all on-line assignments. Your professional engagement will be assessed for promptness, preparedness and active participation.

<table>
<thead>
<tr>
<th>Evaluation Scale for Professional Engagement</th>
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<tbody>
<tr>
<td>30 = Student participated in all components of the on-line course</td>
</tr>
<tr>
<td>20 = Student participated in &lt;100% and &gt;90% of the components of the course.</td>
</tr>
<tr>
<td>10 = Student participated in &lt;90% and &gt;80% of the components of the course</td>
</tr>
<tr>
<td>05 = Student participated in &lt;80% and &gt;70% of the components of the course</td>
</tr>
<tr>
<td>00 = Student participated in &lt;70% of the components of the course</td>
</tr>
</tbody>
</table>

ALL ABOUT ME PROJECT (70 points) Due Date: See Calendar
For this assignment, each student should create a maximum 5-slide MS PowerPoint presentation. This maximum 5-slide presentation should include the following components: (a) a high-quality digital photo of the student; (b) Name, title, place of employment, and e-mail address; and (c) any other material that you deem worthy of sharing with your classmates.

Also, each student is required to complete a separate 2-minute maximum audio podcast (see instructions for creating an audio podcast file) that will be posted on our iTunesU website. This audio podcast should include a description of who you are as a person and as an educator. This should include a description of your career goals after completion of the doctoral program. Also, students should briefly discuss why it is important to understand the impact of policy in the lives of urban educational students. (Individual Assignment)

<table>
<thead>
<tr>
<th>Evaluation Scale for All About Me Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 = Assignment was well-done and included all components of the requirements</td>
</tr>
<tr>
<td>60 = Assignment was fairly well-done and included all components</td>
</tr>
<tr>
<td>50 = Assignment was fairly well-done and did not include all components</td>
</tr>
<tr>
<td>40-0 = Assignment was not well-done and did not include all components</td>
</tr>
</tbody>
</table>
WEEKLY BLOG ENTRIES (50 points) Due Date: Ongoing
Each week students will be required to submit a minimum of three (3) blog entries on our course WebCT site. For this course, a weekly blog entry is defined by the following criteria: (a) an intellectual posting based on assigned readings and class activities; (b) an intellectual response to a posting from one of your colleagues; and (c) an intellectual posting of an international, national, state or local current event impacting urban education. (Individual Assignment).

<table>
<thead>
<tr>
<th>Evaluation Scale for Weekly Blog Entries</th>
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<tr>
<td>50 = Assignment was well-done and included all components of the requirements</td>
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<td>40 = Assignment was fairly well-done and included all components</td>
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<tr>
<td>30 = Assignment was fairly well-done and did not include all components</td>
</tr>
<tr>
<td>20-0 = Assignment was not well-done and did not include all components</td>
</tr>
</tbody>
</table>

SCHOLARLY BOOK REVIEWS (60 points) Due Date: See Calendar
To fulfill the requirements of this assignment, each student must complete a 3-page maximum book review for at least two (2) of the textbooks for this course. This assignment has two purposes: (1) this will allow students to critically analyze the course readings; and (2) provide an opportunity for doctoral students to write a scholarly book review that could possibly be submitted to an academic journal. Book reviews must fulfill all necessary requirements provided by the instructor. Also, examples will be provided of previously published book reviews (Individual Assignment).

<table>
<thead>
<tr>
<th>Evaluation Scale for Scholarly Book Reviews</th>
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<tbody>
<tr>
<td>60 = Assignment was well-done and included all components of the requirements</td>
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<tr>
<td>50 = Assignment was fairly well-done and included all components</td>
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<tr>
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</tr>
<tr>
<td>30-0 = Assignment was not well-done and did not include all components</td>
</tr>
</tbody>
</table>

URBAN EDUCATION POLICY ANALYSIS PAPER AND INDIVIDUAL VIDEO PODCAST (200 points) Due Date: See Calendar
The purpose of this assignment is to assist doctoral students in the doctoral-level writing process. For this policy analysis paper, each student must research a local education or urban education policy at the school district and/or individual school level and analyze the policy utilizing the framework provided in this course. All students must submit their proposed topics for this individual policy analysis paper by September 15, 200X to Dr. Lewis.

Your paper must meet the following specifications:

- 7-10 pages
- double-spaced
- size 12 font – Times New Roman font
- Entire paper in APA 5th edition format including cover page, references, and other items (i.e., tables and figures)
- 10 references (minimum), A.P.A. style
- Balance
Policy Analysis papers should also have a VIDEO PODCAST to support this paper. The video podcast must meet the following requirements:

1. A video podcast presentation (to be posted on iTunesU). Maximum 10 minutes for policy presented detailing the school district or school policy that was selected. Second, each Learning community must detail information derived from the policy analysis utilizing the framework provided in this course. Third, a policy analysis decision(s) based on the policy analysis framework.

2. Two page handout over viewing each of the policies presented. Prior to presentation date for this assignment, each individual must post by the Thursday before the class session, a 2-page handout that will aid your colleagues in understanding the policies that were selected and findings from the policy analysis.

3. A brief scholarly conversation on the impact of these policies on the urban educational environment. (Each student will lead this intellectual conversation for their colleagues and should be able to answer questions based on their work).

| Evaluation Scale for Urban Education Policy Analysis Paper and Video Podcast |
|-----------------------------|------------------------------------------------------------------------------------------------------------------|
| 200-180 =                  | Policy paper and podcast was well-done and included all components of the assignment.                               |
| 179-160 =                  | Policy paper and podcast was fairly well-done and included all of the components of the assignment.                   |
| 159-140 =                  | Policy paper and podcast was fairly well-done and did not include all components.                                    |
| 139-120 =                  | Policy paper and podcast was not well-done and did not include all components.                                      |
| 119-000 =                  | Policy paper and podcast did not meet the quality standards for this assignment.                                      |

LEARNING COMMUNITY PROJECTS-NATIONAL AND STATE POLICY ANALYSIS (100 x 4 = 400 points) Due Date: See Calendar

Students in this course will volunteer to be in one (1) of six (6) Learning Communities to analyze a minimum of four (4) policies (2 federal policies and 2 state policies) impacting urban educational environments. Students will be responsible for the following:

1. A video podcast presentation (to be posted on iTunesU). Maximum 10 minutes for each policy presented detailing the federal and state policies that were selected. Second, each Learning community must detail information derived from the policy analysis utilizing the framework for policy analysis provided in this course. Third, a policy analysis decision(s) based on the policy analysis framework.

2. Two page handout over viewing each of the policies presented. Prior to presentation date for this assignment, each Learning Community must post by the Thursday before the class session, a 2-page handout that will aid your colleagues in understanding the policies that were selected and findings from the policy analysis.

3. Class Discussion on the impact of these policies on the urban educational environment. (Each LC will lead this intellectual conversation for their colleagues and should be able to answer questions based on their work).

The goal of this assignment is to prepare students to be able to present their work at academic conferences where they will have to answer critical questions for participants.


<table>
<thead>
<tr>
<th>Evaluation Scale for Learning Community Learning Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-360= LC was well-done and included all components of the assignment</td>
</tr>
<tr>
<td>359-320= LC was fairly well-done and included all of the components of the assignment</td>
</tr>
<tr>
<td>319-280= LC was fairly well-done and did not include all components</td>
</tr>
<tr>
<td>279-240= LC was not well-done and did not include all components</td>
</tr>
<tr>
<td>239-000= LC did not meet the quality standards for this assignment</td>
</tr>
</tbody>
</table>

Learning Community Participation (100 points)
Each student should be a valuable member of their Learning Community. This involves: (a) providing quality ideas to the group; (b) meeting goals/expectations of the group; (c) being an overall good team member. Each member of their group will assign a score to their group members and the instructor will also assign a point value. The average of each of these assessments will be the point value that this person receives for participating in the Learning Community.

<table>
<thead>
<tr>
<th>Evaluation Scale for Learning Community Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90= Student was very involved in the LC and provided valuable input</td>
</tr>
<tr>
<td>89-80= Student fairly well-involved in the LC and provided valuable input</td>
</tr>
<tr>
<td>79-70= Student was fairly well-involved in the LC and provided somewhat valuable input</td>
</tr>
<tr>
<td>69-60= Student was not well-involved in the LC and provided somewhat valuable input</td>
</tr>
<tr>
<td>59-00= Student did not meet the quality standards for this assignment</td>
</tr>
</tbody>
</table>

Grading Scale

\[
910 - 819 = A \\
818 - 728 = B \\
727 - 637 = C \\
636 - 546 = D \\
545 - 000 = F
\]

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.

Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

Important Websites

PICA website for student evaluation-https://pica.tamu.edu
Academic Calendar-http://admissions.tamu.edu/registrar/general/calendar.aspx
Final Exam Schedule-http://admissions.tamu.edu/registrar/general/finalschedule.aspx
On-Line Catalog-http://www.tamu.edu/admissions/catalogs/
Student Rules-http://student-rules.tamu.edu/
Religious Observances-http://dof.tamu.edu/faculty/policies/religiousobservance.php
Center for Teaching Excellence-http://cte.tamu.edu
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td></td>
<td>Steinberg &amp; Kincheloe (pp. 1-28)</td>
<td>Weekly Blog Entries Due by Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bierlein (pp. 16-34)</td>
<td></td>
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<td></td>
<td></td>
<td>Bardach (xiii-xvii)</td>
<td></td>
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<tr>
<td>Week #2</td>
<td>Class Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Class Logistics</td>
<td></td>
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<tr>
<td></td>
<td>Syllabus Review</td>
<td>Steinberg &amp; Kincheloe (pp. 29-40)</td>
<td>Weekly Blog Entries Due by Friday</td>
</tr>
<tr>
<td></td>
<td>Detail Review of Assignments</td>
<td>Bardach (pp. 1-24)</td>
<td></td>
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<tr>
<td></td>
<td>LC Formation</td>
<td>Anyon (pp. 17-46)</td>
<td>All About Me PowerPoint Presentation Due</td>
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<tr>
<td></td>
<td>Class Activities</td>
<td>Policy Analysis paper</td>
<td></td>
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<tr>
<td>Week #3</td>
<td></td>
<td>Steinberg &amp; Kincheloe (pp. 41-52)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<tr>
<td></td>
<td></td>
<td>Bardach (pp. 25-53)</td>
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<tr>
<td></td>
<td></td>
<td>Anyon (pp. 47-60)</td>
<td>All About Me Audio Podcast Due</td>
</tr>
<tr>
<td>Week #4</td>
<td></td>
<td>Steinberg &amp; Kincheloe (pp. 53-79)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<td>Bardach (pp. 61-88)</td>
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<td>Week #5</td>
<td></td>
<td>Steinberg &amp; Kincheloe (pp. 85-98)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<tr>
<td></td>
<td></td>
<td>Anyon (pp. 75-92)</td>
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<tr>
<td></td>
<td></td>
<td>Bierlein (pp. 90-101)</td>
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<tr>
<td>Week #6</td>
<td></td>
<td>Steinberg &amp; Kincheloe (pp. 99-108)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<tr>
<td></td>
<td></td>
<td>Bardach (pp. 123-131)</td>
<td></td>
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<tr>
<td>Week #7</td>
<td>Federal and State</td>
<td>Bardach (pp. 133-140)</td>
<td>Weekly Blog</td>
</tr>
<tr>
<td>Week #8</td>
<td>Policy Processes</td>
<td>Steinberg &amp; Kincheloe (pp. 119 - 126)</td>
<td>Entries Due by Friday</td>
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<tr>
<td>Week #9</td>
<td>LC Presentations</td>
<td>Steinberg &amp; Kincheloe (pp. 209-218)</td>
<td>Weekly Blog Entries Due by Friday</td>
</tr>
<tr>
<td>Week #10</td>
<td>Class Activities</td>
<td>Steinberg &amp; Kincheloe (pp. 143-156)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<tr>
<td>Week #11</td>
<td>Guest Speaker</td>
<td>Steinberg &amp; Kincheloe (pp. 157-172)</td>
<td>Weekly Blog Entries Due by Friday</td>
</tr>
<tr>
<td>Week #12</td>
<td>Future Outlook</td>
<td>Work on papers – No Readings</td>
<td>Individual Policy Analysis Papers and Video Podcast Due</td>
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<tr>
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<tr>
<td>Week #13</td>
<td>Individual</td>
<td>Anyon (pp. 127-150)</td>
<td>Weekly Blog Entries Due by Friday</td>
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<td></td>
<td>Presentations</td>
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<td>Local Policy</td>
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<td>Procedures</td>
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<td>LC Discussions</td>
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<td></td>
<td>Future Outlook</td>
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</tbody>
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Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of: Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 641: The African American Learner in Urban Settings

3. Catalog course description (not to exceed 50 words): Supports graduate level students in locating, reviewing, synthesizing, and analyzing research on the African American learner in urban settings.

4. Prerequisite(s): Doctoral Classification; Urban Education emphasis; or Approval of instructor  
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 this course be repeated within the same semester?  ☐ Yes  ☑ No

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

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

9. Prefix: EDCI  
Course #: 641  
Title (excluding punctuation): AFRICAN AMERICAN URBAN

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Core</th>
<th>CIP and Seq Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
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<tr>
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<td>0</td>
<td>03130301000428041112</td>
<td>003632</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
Dennie Smith  Department Head - Type Name & Sign  Date

Submitted to Coordinating Board by:  
Associate Director, Curricular Services  Date

Chair, College Review Committee  Date  
Dean of College  Date  
Dean of College  Date  
Dean of College  Date  
Dean of College  Date  
Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
DEPARTMENT OF TEACHING, LEARNING AND CULTURE  
TEXAS A&M UNIVERSITY  
COURSE SYLLABUS – Spring 20XX

Title & Number: EDCI 641, The African American Learner in Urban Settings  
SCHEDULE: Thursdays, 5p.m. to 8p.m. – CyFair ISD, The Berry Center  
CREDIT: 3 SEMESTER HOURS  
Prerequisites: Doctoral Classification; Emphasis in Urban Education or Approval of Instructor  
PROFESSOR: DR. NORVELLA CARTER  
402 Harrington Towers  
Telephone 979-862-3802 OR 281-788-4388  
E-MAIL: ncarter@tamu.edu OR norvella@comcast.net  
OFFICE HOURS: Wednesdays 1:00p.m. – 4:00p.m. - others by appointment.  

COURSE DESCRIPTION:

This course is designed to support graduate level students in locating, reviewing, synthesizing and analyzing research on the African American (AA) learner in urban settings.  

Rationale for the course: The overall goal is to use literature reviews and research to develop the students’ knowledge base on African American learners in urban education.  

COURSE OBJECTIVES:

After successful completion of the requirements, students will be able to:  
1. Discuss the historical context and academic evolution of AA learners in urban environments, including the so-called “achievement gap.” 
2. Identify and discuss pedagogical, theoretical and conceptual frameworks of failure and success of AA learners in urban settings.  
3. Identify and discuss factors related to cultural diversity and its educational implications in urban settings.  
4. Identify, analyze and discuss factors affecting academic achievement in various content areas (including technology) for AA learners in urban settings.  
5. Explore, analyze and discuss AA learners in relationship to racial, economic and linguistic diversity in urban educational environments.  
6. Explore the dynamics of parent, community relations and higher education.  
7. Locate, review, synthesize and analyze various types of research on African American Learners.
REQUIRED TEXT:


ADDITIONAL READINGS (Optional Resources)


Course Format
This course will be offered in a hybrid format, which means that the class will be face-to-face with a major component of the course on-line. The majority of your coursework will be completed in groups in our on-line setting using WebCT Vista. To access WebCT Vista visit http://elearning.tamu.edu and select “TAMU NET ID”. Enter your “NET ID” and password. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All worked will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.

Required Technology
All students must monitor their TAMU e-mail throughout this course; (b) all students must use WebCT Vista to complete all assignments; and (c) all must master MS PowerPoint for lectures and the final project.

Americans with Disabilities Act 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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

TLAC Diversity—Anti-Discrimination—Statement
The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism.

Academic Integrity Statement

“An Aggie does not lie, cheat or steal or tolerate those who do.”

For more information on the Aggie Honor Code, please see the following website: http://www.tamu.edu/aggiehonor

Plagiarism Statement

Plagiarism consists of using someone’s words, ideas, writings in your assignments as if they were your own and, of course, without providing due credit through appropriate documentation. You have committed plagiarism if you use the work of another person and turn it in as your own. You are expected to provide due credit to other scholars when using their ideas. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” You are also expected to do your own work unless instructed to do otherwise.
Texas A&M University Policy on Attendance and Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu

b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non-acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to:
http://student-rules.tamu.edu/rule7.htm
STUDENT EXPECTATIONS AND ASSIGNMENTS

1. Attend all classes.
2. Complete all assigned readings.
3. Complete article reports
4. Participate in discussion and reviews (in class and online).
5. Attend and write a paper on conference (AA learners).
6. Write a major paper based on your Archival results and findings
7. Conduct a major presentation based on your major paper

ASSIGNMENTS, GRADING SCALE AND DUE DATES

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article reports on The AA learner- online submissions</td>
<td>20 points (4 reports, 5 pts each)</td>
<td>TBA</td>
</tr>
<tr>
<td>In Class Discussion of Research articles and studies</td>
<td>10 points</td>
<td>Ongoing class participation</td>
</tr>
<tr>
<td>Conference Paper, Field Trip Online submission</td>
<td>15 points</td>
<td>TBA</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>25 Points</td>
<td>TBD</td>
</tr>
<tr>
<td>Major Paper</td>
<td>30 points</td>
<td>Last Day of Class</td>
</tr>
</tbody>
</table>

LETTER GRADES
A = 100 – 90    B = 89 – 79    C = 78 – 68    D = 67 – 57
F = 56 – below

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

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On-line evaluations. https://pica.tamu.edu
ASSIGNMENT GUIDELINES AND EVALUATION SCALES

Research Articles on African American Learners (4 articles, 5 points each), 1-2 pages. Each article and report will be available on-line for fellow class members.

Online submissions

Identify research on AA learners through your own research. Respond to the following questions for each research report.

1. Briefly state the main idea of the research:

2. List three important facts about the research:
   1.
   2.
   3.

3. List new terms and concepts that were discussed in the research.

4. Your overall reaction to the research you selected.

Research Articles - Evaluation Scale

___ 5 the report met the requirements and the reaction components revealed understanding, insights and analysis.
___ 4 the report met the requirements and the reaction components revealed understanding.
___ 3 the report met the requirements but the review relevance/reaction components revealed lack of understanding in one area.
___ 2 one component of the report was missing or the relevance/reaction revealed lack of understanding in two areas.
___ 1-0 two or more of the components were missing the relevance/reaction revealed a lack of understanding in more than two areas.

An independent decision will be made if a review does not fall into one of the above categories.
Conference (an alternative assignment will be given if you are unable to attend the conference).

Write a 5-7 page double-spaced paper on a conference presentation. Include the following in your paper:

1. Discussion of the specific topic.
2. Explain and give an evaluation of the research component. Explain the significance.
3. After seeing or hearing information at the event, were you challenged to action (why or why not)?
4. What did you see or hear that either empowered or did not empower you?
5. How can you use this information in a current or future position to support AA learners?

**Special Trip Paper, Evaluation Scale**

___ 15-13 Each part was answered in a manner that revealed understanding, insights and analysis.
___ 12-10 Each part was answered in a manner that revealed understanding and some insights.
___ 9-6 All but one part was answered in a manner that revealed understanding.
___ 5-0 Responses were missing and/or the responses lacked an understanding of the event.

*An independent decision will be made if a review does not fall into one of the above categories*

**Presentation** based on major paper (see below) – 20 minutes, on specific topic, based on your major paper. Time management will be graded. Your presentation must include PowerPoint or some other form of technology. Quality of Q & A component will be graded.

Add 10 minutes for comments/questions/discussion.

**Presentation Evaluation Scale**

___ /10 Content of selected material
___ /10 Delivery and technology
___ /5 Question and Answer component
**Major Research Project Due**

You will be given archival data to review and report on - based on 1,800 teachers’ responses to The Cultural Awareness Belief Inventory (CABI). Details of this assignment will be provided in a separate hand-out and reviewed in detail. You will be able to choose different parts of the data to review based on demographic characteristics and your particular research interests such as:

**Level**
- Early Childhood
- Elementary
- Intermediate
- Middle
- Secondary
- Special Education

**Race**
- African American
- European American
- Hispanic American

**Content Areas**
- Reading
- Math
- Science
- Social Studies
- Others

All of the data has been compiled. You will need to review and report about it. This assignment will give you practice in thinking about and reporting on quantitative and qualitative data about teachers of African American students. You will conduct a presentation and major paper based on the component you select. In addition, your paper will include an introduction and background information, current state and statistics about your area, the results (quantitative) and findings (qualitative) based on the CABI, and finally, the conclusions you have drawn based on the data you were provided.

**Major Paper Evaluation Scale**

| __5 Introduction and background |
| __5 Current State and Statistics |
| __5 Results (quantitative) |
| __5 Findings (qualitative) |
| __10 Conclusions |

Total Points = ____/30
# CLASS CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>DATE</th>
<th>TOPICS AND EVENTS</th>
<th>REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Class roll, Review meeting dates, Review of syllabus, Topic selection, Assignment Review, Conference Date - The historical context and academic evolution of AA learners in urban environments, including the so-called &quot;achievement gap.&quot;</td>
<td>Text - Ch. 1 Why Can’t We Close the Achievement Gap</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Pedagogical, theoretical and conceptual frameworks of failure and success of AA learners in urban settings. In class Activities - Name Five and The Watch DVD - Thaddeus Lot - on failure and success</td>
<td>Article, Dr. James Anderson, The historical context for understanding the test score gap</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Factors related to race and cultural diversity Socio-economics, linguistics and gender - educational implications in urban settings.</td>
<td>Text - Ch. 6 Institutional Practices that Support AA Student Achievement, Ch. 7 No Excuses Approach Ch. 9 Case Study for Culturally Relevant Pedagogy, Ch. 10, Learning styles Selected articles from <em>Urban Education</em> journal</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Identify, analyze and discuss factors affecting academic achievement in various content areas for AA learners in urban settings. Explore the dynamics of parent, community relations and higher education</td>
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<td></td>
<td>2 Day Conf. Dates TBA This is a yearly regional conference of The National Association for Multicultural Education</td>
<td>NAME Conference Program, review presenters bios’ online and become familiar with their work on AA students</td>
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<td>Presentations</td>
<td>Text - Ch. 21 Reform: Narrowing the Achievement Gaps</td>
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<td>15</td>
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<td>Synthesis of class, Major Project Due</td>
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</table>

Please note: This syllabus is subject to change
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 648 - Urban Schools and Communities

3. Catalog course description (not to exceed 50 words): Sociological, historical, philosophical, anthropological, and political dimensions of urban schools and community change; issues and contexts grounded in core disciplines of social sciences.

4. Prerequisite(s): Graduate Classification, Emphasis in Urban Education or approval of instructor, Concurrent Enrollment in EDCI 630.

Cross-listed with: n/a

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes ☒ No

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

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

9. Prefix Course # Title (excluding punctuation) ED C I 6 4 8 U R B A N S C H O O L S & C O M M U N

<table>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Dennie Smith
Department Head - Type Name & Sign Date

Chair College Review Committee
Date

Dean of College
Date

Dean of College
Date

Associate Director, Curricular Services

Submitted to Coordinating Board by:

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/09
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning and Culture
EDCI 648–Urban Schools & Communities

Professor:  Dr. Valerie Hill-Jackson
Clinical Assistant Professor
E-mail:  vhljackson@tamu.edu

Office:  Harrington Tower – Room 322
(979) 845-8384
Office Hours:  By appointment

Meetings:  TBA

Class Website:  http://elearning.tamu.edu

PREREQUISITES: Graduate Classification; Emphasis in Urban Education or Approval of Instructor, Concurrent Enrollment in EDCI 630– Urban Education

COURSE DESCRIPTION

Urban Schools and Communities provides students with a comprehensive understanding of the social forces that affect urban schools and communities. Students enrolled in this course examine the sociological, historical, philosophical, anthropological, and political dimensions of schools and community change.

REQUIRED TEXTS


ISBN# 0805848681

ISBN# 09761858-0-6

GENERAL COURSE REQUIREMENTS

Students are expected to analyze and synthesize information from the assigned readings while maintaining an open and critical stance toward information related to the course. The primary contribution to your grade is dependent upon your performance on the assigned and in-class learning activities. All students will be expected to: attend class, participate in class discussions, demonstrate knowledge and understanding of assigned readings, and complete all assignments and papers. All written assignments should be computer generated in readable print. Unless otherwise
specified, assignments should be prepared using 1.5-inch margins on all sides with 12-point type and double-spaced. No extra credit assignments will be granted. All assignments must be submitted on the date specified unless pre-approved by instructor in writing.

COURSE OBJECTIVES

After successful completion of the requirements of US&C, students will be able to:

1. Gain the knowledge and skills for nurturing parent and community involvement in schools;

2. Understand the processes for negotiating schools’ role in community development;

3. Communicate cross culturally

4. Develop alternative models for social services delivery;

5. Critique the social, cultural, and political capital as a contextual element of schooling;

6. Examine neighborhoods, communities, and schools as contexts for teaching and learning opportunities;

7. Become familiar with the status of changing demographics and its educational implications in urban settings;

8. Explore various views on race, economics, and globalization on community schools;

9. Recognize the interplay of politics in policy formation;

10. Explain the complexities of inherent paradoxes in school-community relations in education;

11. Study current educational issues affecting communities and schools;

12. Examine the role of the transformative leader;

13. Analyze selected school/community partnerships;

ADDITIONAL READINGS


http://www.digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF


**Course Format**

This course will be offered in a hybrid format, which means that the class will be face-to-face with a major component of the course on-line. The majority of your coursework will be completed in groups in our on-line setting using WebCT Vista. To access WebCT Vista visit [http://elearning.tamu.edu](http://elearning.tamu.edu) and select “TAMU NET ID”. Enter your “NET ID,” which is the same as your “NEO E-mail. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All worked will be stored, submitted and graded online. Each assignment description will provide instructions on where to find and turn in the assignment.

**Learning Communities**

In an effort to enhance the fulfillment of the course objectives, this course will be organized into Learning Communities. These groups will be provided the topics and chapters to focus on, but groups must develop a strategy for lectures, discussions, on-line activities, etc. Each group will have a group leader and a leadership structure that will ensure each student is involved in the group process. Also, each group will have a designated area for their Learning Community on WebCT. Group work is the key for this course, so each group member will have an opportunity to evaluate each other. Group evaluations will account for a portion of your final grade for the course. Students who are evaluated as non-participants by their group members will lose points on each group assignment.

**Required Technology**

This course will feature a number of technologies that students enrolled in this course must monitor and master to be successful in this course. These are as follows: (a) all students must monitor their TAMU NEO e-mail throughout this course; (b) all students must use WebCT Vista to complete all assignments; and (c) all must master MS PowerPoint for lectures and the final project.
Americans with Disabilities Act 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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

TLAC Diversity—Anti-Discrimination—Statement

The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism.

Academic Integrity Statement

"An Aggie does not lie, cheat or steal or tolerate those who do."

For more information on the Aggie Honor Code, please see the following website:
http://www.tamu.edu/aggiehonor

Plagiarism Statement

Plagiarism consists of using someone’s words, ideas, writings in your assignments as if they were your own and, of course, without providing due credit through appropriate documentation. You have committed plagiarism if you use the work of another person and turn it in as your own. You are expected to provide due credit to other scholars when using their ideas. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” You are also expected to do your own work unless instructed to do otherwise.

Texas A&M University Policy on Attendance and Excused Absences

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical
professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

To view all Student Rules, please go to: http://student-rules.tamu.edu/

To view Rule 7 of the Student Rules please go to: http://student-rules.tamu.edu/rule7.htm
ASSIGNMENTS AND GRADING

Grades will be based on the quality of work completed on the following assignments listed below.
NOTE: All assignments must be turned in on time.

(1) PROFESSIONAL / LC ENGAGEMENT: (10 points) Due Date: Ongoing
As a student in a hybrid-format course, your participation is expected for all classroom and on-line activities. You should consider your participation in all class and on-line activities absolutely mandatory. Participation includes: (a) participating in all course activities; (b) cooperating with group members on collaborative projects; and (c) submitting all course assignments on-time. As a professional, it is important to demonstrate such responsibility in your coursework. Non-participation will be reflected in your course point tabulation. You must also be prepared for all class and on-line activities. Preparation includes, but is not limited to, having read and critically considered assigned readings and having completed all on-line assignments. Your professional engagement will be assessed for promptness, preparedness and active participation. Your LC members will have an opportunity to evaluate your participation as well.

<table>
<thead>
<tr>
<th>Evaluation Scale for Professional Engagement</th>
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<tbody>
<tr>
<td>10 = Student participated in all components of the on-line course</td>
</tr>
<tr>
<td>9  = Student participated in &lt;90% and &gt;80% of the components of the course.</td>
</tr>
<tr>
<td>8  = Student participated in &lt;80% and &gt;70% of the components of the course</td>
</tr>
<tr>
<td>07 = Student participated in &lt;70% and &gt;60% of the components of the course</td>
</tr>
<tr>
<td>00 = Student participated in &lt;60% of the components of the course</td>
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(2) STUDENT INTRODUCTION PROJECT (10 points)
For this assignment, each student should create a 1-slide MS PowerPoint presentation. The 1-slide presentation should include the following components: (a) a high-quality digital photo of the student; and (b) Name, title, place of employment, phone number and e-mail address. This should include a description of your career goals after completion of the doctoral program. This will be posted on WebCT. ( Individual Assignment )

<table>
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<th>Evaluation Student Introduction Project</th>
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<tbody>
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<td>10 = Assignment was well-done and included all components of the requirements</td>
</tr>
<tr>
<td>8  = Assignment was fairly well-done and included all components</td>
</tr>
<tr>
<td>7  = Assignment was fairly well-done and did not include all components</td>
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<tr>
<td>0-6.5 = Assignment was not well-done and did not include all components</td>
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</tbody>
</table>

(3) Learning Community Discussions and Assignments (20 points)
Students in the course will be randomly assigned into four (4) Learning Communities to cover the content in the course. Each Learning Community will be responsible for developing and presenting a lesson based on an assigned reading in our course and/or any other supplementary materials provided by the instructor. Students will be responsible for the following:

1. PowerPoint Summary for the assigned reading (20-slide maximum). This PowerPoint summary will serve as a foundation for the chapter discussion in-class. This presentation should answer the questions (when, where, what, why and how) of the issues
raised in the chapter and how they apply to school-community settings. This PowerPoint presentation should be posted by 12 noon the day before the class session in the MS PowerPoint summary folder in WebCT. NOTE: The audience for this assignment is your classmates enrolled in the course.

2. Chapter Discussion – this section of the learning cycle should focus on how the assigned reading addresses a current controversial issue in the field of education. This will focus on the LC's ability to attach the course ideas to controversial issues currently occurring in the field of community education. Each LC should post a discussion question based on their chapter(s) and current issue in education on the WebCT discussion board. Additionally, each LC will be responsible for facilitating the discussion in class surrounding this issue. Although not required, students may want to find a video/audio clip that supports this issue.

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<th>Evaluation Scale for Learning Community Discussions and Assignments</th>
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<td>20 = LC was well-done and included all components of the assignment</td>
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<td>19-18 = LC was fairly well-done and included all of the components of the assignment</td>
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<tr>
<td>17-15 = LC was fairly well-done and did not include all components</td>
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<tr>
<td>14-13 = LC was not well-done and did not include all components</td>
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<tr>
<td>12 and below = LC did not meet the quality standards for this assignment</td>
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(4) URBAN SCHOOLS & COMMUNITIES ANALYSIS PAPER (30 points)

The purpose of this assignment is to assist master’s students in the academic writing process. For this community analysis paper, each student should research a school partnership or a current school-community issue and provide in-depth analysis of this partnership. All papers must meet the criteria outlined below.

Your paper must meet the following specifications:

- 8-10 pages
- double-spaced
- size 12 font – Times New Roman font
- Entire paper in APA format including cover page, references, and other items (i.e., tables and figures)
- 8 references (minimum), A.P.A. style
- Organization / coherence / balance

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<th>Evaluation Scale for Transformative School Contexts &amp; Communities Analysis Paper</th>
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<td>30 = Position paper was well-done and included all components of the assignment</td>
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<tr>
<td>29-25 = Position paper was fairly well-done and included all of the components of the assignment</td>
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<tr>
<td>24-20 = Position paper was fairly well-done and did not include all components</td>
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</table>
19-15 = Position paper was not well-done and did not include all components
14 and below = Position paper did not meet the quality standards for this assignment

(5) URBAN SCHOOLS/COMMUNITY PARTNERSHIP FINAL PROJECT (30 POINTS)

The community inquiry project combines theory, practice and the use of technology. This assignment engages you and your group members in interviewing six people about a question related to one of the topics related to transformative school contexts and communities presented in this class. Your group will develop a question that will be asked of six people. You should not seek out an expert only; rather solicit various perspectives. No more than two respondents may be connected to education or education related fields. The aim is to present various perspectives on the question. You will present your findings to the class via streaming digital video in WebCT. Your streaming video of no more than 7 minutes in length and your assignment will be played in class by the instructor on __________. Also, you should have a 1-2 page handout to support your digital video presentation. If you have any questions to the videotaping please contact ITS.

**Evaluation Scale for Final Project (30 points)**

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<tr>
<td>24-20</td>
<td>Final project was fairly well-done and did not include all components</td>
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<tr>
<td>19-15</td>
<td>Final project was not well-done and did not include all components</td>
</tr>
<tr>
<td>14 and below</td>
<td>Final project did not meet the quality standards for this assignment</td>
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**Grading Scale**

- 100 - 90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59-60 = F

Notes: Posting Grades in a Secure System
The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.
Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.

**Instructional Technology Services**
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu
# COURSE SCHEDULE

<table>
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<th>Readings</th>
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<td>Week #1</td>
<td>Course Introduction&lt;br&gt;Review of Course Expectations&lt;br&gt;Project Discussion&lt;br&gt;What are Urban Schools &amp; Communities?</td>
<td>N - Ch. 1-2&lt;br&gt;P&amp;S – Ch. 1-2</td>
<td>Student Introduction Project Due</td>
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<td>Week #2</td>
<td>The Urban School Community Dialectic</td>
<td>H – Ch. 1-2&lt;br&gt;P&amp;S – Ch. 7 &amp; 11&lt;br&gt;N – Ch. 3</td>
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<td>Week #3</td>
<td>The Strange Career of Poverty / Failing Economics</td>
<td>H – Ch. 9&lt;br&gt;N – Ch. 5&lt;br&gt;Article: “A Poverty Antidote Goes Global” (see WebCT)</td>
<td>LC#2</td>
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<td>Week #4</td>
<td>Schools in Crisis</td>
<td>H – Ch. 4-5</td>
<td>LC#3</td>
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<td>Week #5</td>
<td>Schools in Crisis</td>
<td>N – Ch. 4&amp;6</td>
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<td>Week #6</td>
<td>Community &amp; Neighborhood Theories</td>
<td>Murrell – Read Peter Murrell’s <em>Concept Paper</em>&lt;br&gt;Friere – <em>Pedagogy of the Oppressed</em> (Ch. 2)&lt;br&gt;Tocqueville – Read excerpt from Tocqueville’s book “Democracy in America”&lt;br&gt;Furman – <em>Moral Leadership</em>&lt;br&gt;Hayes – <em>Race, Culture</em></td>
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<td>H – Ch. 8, 10-11</td>
<td>LC#5</td>
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<td>Critical / Transformative Education</td>
<td>Article: “Moral Leadership and the Ethic of Community”</td>
<td>LC#1</td>
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<td>P&amp;S – Ch. 9-10</td>
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<td>Communication Cross-Culturally &amp; Social Justice</td>
<td>N – Ch.7</td>
<td>LC#2</td>
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<td>Article: “Culture Clash”</td>
<td>Analysis Paper Due</td>
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<td>Schools for Tomorrow / Innovation / Partnerships</td>
<td>Article: “Multicultural Service-Learning and Community-Based Research as a Model Approach to Promote Social Justice”</td>
<td>LC#3</td>
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<td>Week #11</td>
<td>Community Involvement in Urban Schools</td>
<td>Article: “Community Involvement in Urban Schools from Concept to Practice” by Mavis Sanders (Education &amp; Urban Society)</td>
<td>LC#4</td>
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<td>Week #12</td>
<td>Full-Service Community Schools</td>
<td>Selected Readings - TBD</td>
<td>LC#5</td>
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<td>Week #13</td>
<td>Charter Schools in Urban Areas</td>
<td>Communities &amp; Schools: A New View of Urban School Reform (Harvard Education Review)</td>
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</tr>
<tr>
<td>Week #14</td>
<td>Final Projects</td>
<td></td>
<td>Final Projects Due</td>
</tr>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 653- Education Policy for Language-Minority Children

3. Catalog course description (not to exceed 50 words): Analysis of language planning, educational policies and instructional models in the US and internationally for the education of young language-minority students.

4. Prerequisite(s): Graduate classification

Cross-listed with: n/a

Cross-listed courses require the signature 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 this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will:
   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)
      MS, MED, PhD in EDCI

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

9. Prefix: EDCI Course #: 653 Title (excluding punctuation): EDCI 653- Education Policy for Language-Minority Children

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Approval recommended by:

[Signatures and dates]

[Signatures and dates]

Submitted to Coordinating Board by:

[Signature and date]

[Lname, First Name, Title]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/09
EDCI 653

Education Policy for Language-Minority Children

Spring, 2011

Hybrid format: Online and Saturdays
Jan. 29, Feb. 26, Mar. 26, & April 23 11 am – 4 pm
**NOTE: SUBSTANTIAL WORK IS REQUIRED ONLINE**

Instructor: Dr. L. Quentin Dixon
Office: 352 Harrington
Office Phone: 979-862-3577
Email: qdixon@tamu.edu (preferred method of contact)
Office Hours: Mondays 3-5 pm or by appointment

Course Description:
Language planning, educational policies and instructional models in the US and internationally for the education of young language-minority students are analyzed using evidence from psycholinguistic, sociolinguistic and sociocultural research on the social, cultural, political and psycholinguistic factors that influence successful second language acquisition.

Prerequisite: Graduate classification.

Professor of Record: Dr. Quentin Dixon

Course objectives:
Students in this course will:
- Describe and analyze different countries’ language planning efforts, educational policies and instructional models for the education of young language-minority students
- Describe and analyze social, political, and cultural issues related to the education of young language-minority students
- Describe and analyze factors related to language maintenance and language loss
- Describe and analyze the relationship between language, bilingualism, and cognition
- Describe and analyze the individual psycholinguistic factors related to successful second language learning for language-minority students
- Describe and analyze different models for educating language-minority students, their differing goals, and the evidence for their effectiveness
Required Texts:


Calendar of Course Topics and Readings:

Week 1
Jan. 22: Introduction to Bilingualism and Language-Minority Students


Baker (2006), Ch. 4: Languages in society.

Baker (2006), Ch. 5: The early development of bilingualism.

Week 2
Jan. 29: Language Maintenance and Language Loss

Baker (2006), Ch. 3: Endangered languages: Planning and revitalization


Week 3
Feb. 5: Introduction to Language Planning and Education Policy


Week 4
Feb 12: Language-in-Education Policy Internationally


Week 5
Feb. 19: Language-in-Education Policy Internationally


Baker (2006), Ch. 9: Historical introduction to bilingual education: The United States


Week 6
Feb. 26: Language and Cognition

Baker (2006), Ch. 7: Bilingualism and cognition.

Baker (2006), Ch. 8: Cognitive theories of bilingualism and the curriculum.


Week 7
Mar. 5: Second Language Acquisition: Psycholinguistic Factors


**NO CLASS MAR. 12 DUE TO SPRING BREAK**

**Week 8**

Mar. 19: Bilingual Education Debate and Models of Education for Language-Minority Students, Part I

Baker (2006), Ch. 10: Types of bilingual education


**Week 9**

Mar. 26: Models of Education for Language-Minority Students, Part II

Baker (2006), Ch. 11: Education for bilingualism and biliteracy.


Week 10
Apr. 2: Dual Language Education

- Ch. 1: Language education programs and politics
- Ch. 2: Theoretical and conceptual foundations for dual language education programs
*Ch. 3: Critical features of successful language education programs: Design and implementation issues

Week 11
Apr. 9: Assessment of Language-Minority Students


Lindholm-Leary (2001), Part 3: Student outcomes in dual language education programs
- Ch. 8: Student outcomes: Introduction and data collection
- Ch. 11: Student outcomes in reading and literacy: Standardized achievement tests vs. alternative assessment

Week 12
Apr. 16: Evidence of Effectiveness of Different Educational Models for Language-Minority Students, Part I

Lindholm-Leary (2001), Part 3: Student outcomes in dual language education programs
- Ch. 9: Student outcomes: Oral language proficiency
- Ch. 10: Student outcomes: Academic language proficiency: Reading and Language achievement
- Ch. 12: Student outcomes: Content area achievement in math, science and social studies
- Ch. 13: Student outcomes: Attitudes

Week 13
Apr. 23: Evidence of Effectiveness of Different Educational Models for Language-Minority Students, Part II

Baker (2006), Ch. 12: The effectiveness of bilingual education

Compendium of research on bilingual education (187-212). Washington, DC: NCBE
George Washington University.

Rolstad, K., Mahoney, K. & Glass, G.V. (2005). The big picture: A meta-analysis of
program effectiveness research on English language learners. Educational Policy, 19

Week 14

April 30: Conclusions and Implications

Baker (2006), Ch. 17: Bilingualism and bilingual education as a problem, right and
resource.

Lindholm-Leary (2001), Part 4: Conclusions and implications for language education
programs
  • Ch. 14 Summary and conclusions
  • Ch. 15 Implications

Course Requirements:

1. Reading

Every reading for each class must be read thoroughly. Because this is a small seminar
class, the quality of each class session will be determined in large part by the level of
preparation of each student.

2. Online Participation

Each week, students are responsible for completing each “module” posted online. These
modules will typically include the readings for the week and at least one online
assignment, such as a discussion question to answer. Modules may also include films or
other media to view. Some modules may be completed in a 2-week time period. Because
this is a hybrid class, active online participation is extremely important.

3. Attendance/Professionalism

Attendance at all class sessions is required. Because this is a small seminar, absences will
be obvious and will diminish the quality of the learning environment for everyone.

Only university-approved absences will be accepted as excused absences. For an excused
absence, please behave in a professional manner and contact me prior to the class session
to be missed (or as soon as possible after the missed class). Following university policy,
ilness or injury resulting in missing more than 3 days of classes must be documented
with a medical confirmation note from the student’s medical provider. For this class, any
absence due to illness or injury that results in missing less than 3 business days of classes
will also need to be documented with a confirmation of a visit to a health care provider,
with date and time of visit. Any emergency situation must also be documented. For
additional information on university-approved excused absences, please see:
http://student-rules.tamu.edu/rule7.htm

Each unexcused absence will result in a lowering of one letter grade of the student’s final
grade in the class.

4. Participation

Active participation in class discussions and activities – both in-person and online – is
expected. Active engagement in class means asking relevant, interesting questions;
expressing your own ideas, concerns and insights; listening and responding to the ideas of
others; bringing relevant handouts, newspaper clippings, or journal articles to class for
distribution to classmates; making recommendations for further reading on a course
topic; and being willing to challenge and to be challenged by the course material.

Student evaluations. Another part of active participation is filling out the very brief
online student evaluation form, both mid-semester and at the end of the semester, through
the PICA website: https://pica.tamu.edu. I take student evaluations very seriously, and
use the feedback to adjust the class mid-semester, and to change the class for future
students.

5. Communication

Because this is a hybrid course with much work completed in the online environment, I
will often be communicating with the class via e-mail or with postings on the website.
Each student is responsible for ensuring their e-mail (or e-mail forwarding service) is
working properly so she or he can receive the professor’s e-mails. In addition, each
student is responsible for regularly checking the class website for new postings from the
professor. As soon as the final deadline for activities in one module has passed, students
should look online for the directions for the next module.

6. Brief article or chapter presentation

At each in-person class, 2-4 students will each give an individual, very brief (10 minute)
presentation of an article relating to the student’s final paper topic. The presenter should
discuss the article or chapter in relation to concepts discussed in previous weeks, and pull
out the most salient points for class discussion of this particular article or chapter.

7. Short Paper #1: Country Study

This 3-4 page paper should analyze, synthesize, or build on the course materials (NOT
simply summarize).

Choose one of the following countries: Malaysia, Switzerland, Belgium, Finland,
South Africa, Bolivia, Papua New Guinea, India, Nigeria, Kenya, Tanzania,
Australia. If the country you choose has more than one language-minority group, choose
one language-minority group on which to focus your paper. You will need to locate and read 3-5 journal articles to complete this assignment.

For that country, describe:

- the majority language and minority language situation
- a very brief history of the contact between the majority and minority language groups
- a very brief overview of the educational system, including the language(s) of instruction
- demographics of the language minority group, including total number of speakers, geographic dispersion or concentration, urban/rural location, usual occupation(s), educational levels, literacy levels, income levels
- ethnolinguistic vitality of the language minority group
- language policies toward the minority language
- educational options for the language minority children

Based on your analysis, what do you predict will happen to the minority language in 10 years?

**Short Paper (Country Study) due: Monday, February 14 by 10 am**

8. Short Paper #2: Theories of Second Language Acquisition

This 3-4 page paper should analyze, synthesize, or build on the course materials (NOT simply summarize).

Choose two of the theories studied (in Weeks 6 and 7) to examine in more depth. Locate and read 2-3 additional sources on the theory chosen. Answer the following questions from each theory’s point of view:

- What is the hypothesis regarding how children learn an additional language?
- What are the most important factors in a child’s success in learning a second language? Social factors? Individual? How does the theory describe the differing contributions of various factors?
- Does the theory suggest that children of different ages learn a second language differently? Describe any hypothesized age differences.
- What are some of the practical implications of the theory?
Short Paper #2 (Theories of SLA) due: Monday, April 4 by 10 am


This 10-15 page "thesis" paper applies the theories and models of education we read about in class to the country examined in the Country Study Paper. In addition to course readings and works read for the two Short Papers, an additional 5-7 journal articles or book chapters should be found through a literature search and read for the Thesis Paper.

The following questions should be answered by this paper:

- From the educational data available, is the country's language-in-education policy successful or not for the language-minority group? What seem to be the areas of strength and weakness of the policy?

- Using each theory in turn, how would that theory describe and explain the success or failure of the country's language-in-education policy?

- Based on the theories examined and the models of education studied in class, what language-in-education policy and educational model would you recommend for this country?

- What are the strengths of the policy and model you recommend? What are some of the challenges for implementation the country might face in adopting your recommended policy and model? How might these areas be addressed?


Thesis Paper due: Monday, May 9 by 10 am

Assignment Deadline Policy:

NO CREDIT will be given for assignments that are not turned in by the stated deadlines except for university-approved excused absences. In the case of an excused absence that is scheduled in advance, please behave professionally and provide the professor with notice prior to the missing of the deadline. In the case of sudden illness or an emergency, please submit documentation to the professor as soon following the absence as possible. In these exceptional situations, a new deadline will be set on a case-by-case basis.

Grading Policy:

Class Participation: 20%
Brief Article Presentation: 10%
Short Paper #1: 15%
Short Paper #2: 15%
Thesis Paper: 40%
Percentage that earns each letter grade:
A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = Below 60

Grades will be posted only via the secure Blackboard Vista/WebCT gradebook.

Americans with Disabilities Act Statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 Disability Services in Room B-118 in Cain Hall, or call 845-1637.

Academic Integrity Statement

"An Aggie does not lie, cheat or steal or tolerate those who do."

It is expected that you will write your own papers and do your own work, and properly credit the ideas of others that you discuss in your work. For more information on academic honesty, please refer to the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor.

Plagiarism – failing to properly credit the ideas of others in your writing – is considered the worst of academic crimes. Plagiarism undermines the very basis of conducting research and creating theory by opening the authenticity of the work to question. I take plagiarism very seriously and will apply the appropriate consequences (including failing the course) if I discover plagiarism in your work.

TLAC Discrimination Statement

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Please note that all assignment dates on this syllabus are tentative and may be altered by the professor. However, unless otherwise notified by the professor, these dates hold. Specific readings and content of assignments may also be adjusted with notice from the professor.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning, and Culture

2. Course prefix, number and complete title of course: EDCI 656 Learning Theories for Teachers of Young Children

3. Catalog course description (not to exceed 50 words): Educational applications developed from theory and research of young learners, specifically the processes of learning.

4. Prerequisite(s): Graduate Classification
   Cross-listed with: N/A
   Cross-listed courses require the signature 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 this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      M.Ed. and M.S. in Early Childhood Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.Ed.; M.S.

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

9. Prefix Course # Title (excluding punctuation) E D C I 6 5 6 L E A R N I N G T H E O R I E S

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Approval recommended by:

Dennie Smith
Department Head - Type Name & Sign
Date

Chair, College Review Committee
Date

Dean of College
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
EDCI 656-Learning Theories for Teachers of Young Children
Spring 2011
Website: e-learning.tamu.edu

Robin Rackley, Ph.D.
Office: 342 EDCT
Office hours: By Appointment
Office phone: 862-6444
Email-rrackley@tamu.edu


COURSE DESCRIPTION:
Examine theory and research that has direct implications for educational practice of young learners (birth through age 8). Analyze the educational applications that have developed from this theory and research, specifically the processes of learning, which include: Learning from a Behavioral Perspective, a Cognitive Perspective, a Constructivist Perspective, and from Social Cognitive Theory.

Prerequisites: Graduate Classification

COURSE OBJECTIVES:
Students in this course will be expected to achieve the following objectives:

1. Understand the varying nature of young learners (birth through age 8) and the learning process.
2. Examine theory and research that has direct implications for educational practice of young learners (birth through age 8).
3. Analyze the educational applications that have developed from this theory and research.
4. Comprehend the processes of learning, which include learning from a) a Behavioral Perspective, (b) a Cognitive Perspective (with emphasis on Information Processing Theory, (c) a Constructivist perspective, and from the perspective of (d) Social Cognitive Theory—as each relates to the young child.
5. Explore development as it relates to learning and the young child—which includes cognitive, social, emotional, and moral dimensions.

STUDENT RESPONSIBILITIES: Students enrolled in EDCI 656, Learning Theories for Teachers of Young Children, are expected to:

(1) Read all specified chapters/articles by the date indicated on the syllabus
(2) Participate in in-class discussion and activities (see on-line suggestions on pg. 5).
(3) Complete and submit all assignments by date given on syllabus. Submissions must be received by 11:59 pm. (Make-up tests/quizzes/assignments only given for university-excused absences. See your Student Handbook.)

"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 online at http://student-rules.tamu.edu/rule07."
COURSE EVALUATION: Your grade in this course will be determined by the following:

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<th>Component</th>
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<td>Extension Facilitation Outline</td>
<td>5%</td>
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<td>Extension Facilitation</td>
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<tr>
<td>Extension Facilitation Reflection</td>
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<tr>
<td>Reading Reaction papers</td>
<td>15%</td>
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<tr>
<td>Class Participation/Attendance/Activities</td>
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<td>Synthesis</td>
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<td>Performance</td>
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<td>Performance Assessment</td>
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<td>Performance Reflection Paper</td>
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<td><strong>Total</strong></td>
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GRADING: Letter grades will be assigned on the following basis:

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<td>70-79%</td>
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For calculation of final grades, the midpoint of the numerical scale for a letter grade will be used (e.g., A on an assignment = 95) with – receiving the minimum of the scale and + receiving the maximum. All assignments must be completed and handed in on the due date for an A. Late assignments will receive one grade lower than the grade assigned.
# Tentative Class Schedule

<table>
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<tr>
<th>DATE</th>
<th>TOPICS</th>
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<td><strong>Introductions</strong> - <em>Processes of learning</em></td>
<td>Text-pg. 1-69</td>
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<td>NAEYC Position statement</td>
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<td>Jan. 25</td>
<td>Behavioral Perspectives of Learning</td>
<td>Text pg. 70-123</td>
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<td>Classical and Operant Conditioning</td>
<td>SECA article</td>
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<td>Feb. 1</td>
<td>Cognitive Perspectives of Learning</td>
<td>Text pg. 211-234</td>
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<td>Information Processing Model; Metacognition; Types of knowledge</td>
<td>Gesell selection</td>
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<td>Feb. 8</td>
<td>Cognitive Developmental Theory</td>
<td>Extension article</td>
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<td>Jean Piaget</td>
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<td>Feb. 15</td>
<td><strong>Performances</strong></td>
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<td>Feb. 22</td>
<td>Observational Learning Theory and the work of Albert Bandura</td>
<td>Text pg. 154-210</td>
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<td>U.S Dept. of Ed. articles</td>
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<td>Learning from a Constructivist Perspective</td>
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<td>Lev Vygotsky</td>
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<td>Personal, Social and Emotional Development</td>
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<td>Theories of Motivation</td>
<td>Text pg 133-153</td>
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<td>Synthesis</td>
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<td>April 19</td>
<td>Assessment theories</td>
<td>Text pg. 236-300</td>
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<td>Shepard article</td>
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<tr>
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<td><strong>Performances</strong></td>
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EXPLANATION OF ASSIGNMENTS

1. **Extension Facilitation** (extension article for class reading, outline of content and activities, and bibliography to be turned in to professor prior to facilitation for approval). Students (in groups of three to five) will elect to facilitate one of four discussion topics: Piaget’s theories of cognitive development; Vygotsky’s socio-cultural theory; Erikson’s psychosocial perspective; or Kohlberg’s theory of moral development. Students will prepare a bibliography (5-10 citations) of RECENT research on the topic (preferably within the past 3 years but no older than 2004). The articles chosen should be either research or reviews of research published within the past four years in a respected research journal. The students will choose one of the articles for the entire class to read and facilitate a discussion of the article. This article will need to be posted to the course website for the rest of the class one week prior to the scheduled facilitation. To prepare for this, the facilitators should determine the research questions, methodologies, findings, implications, issues, and controversies revealed in the assigned reading and related readings and devise activities, questions or statements that encourage discussion by class members. In addition, the facilitators should be prepared to elicit views that oppose or challenge the stances/findings taken in the readings and/or introduce additional views. Strategies that encourage more student-centered discussion (e.g., cooperative groups, debates) are encouraged.

2. **Reading Reaction Papers.** These informal reactions are designed to insure that you integrate/personalize the readings assigned in this course and to give me a better idea of how you think. Respond to the readings for the assignment for the class period in which the paper is due. This response may be about 'big ideas' you gleaned from the reading, personal experiences related to the topic(s)/ideas presented, agreement or disagreement with major tenets, questions that occurred to you as you were reading, etc. Do not include references - although you should make it clear to me the reading(s) referenced. Papers should be approximately 1 double-spaced, typed page.

3. **Synthesis.** Students will respond in essay format to questions covering readings and discussions to date. No outside references are necessary but class readings should be clearly referenced where needed.

4. **Individual Performance** (creative presentation – not a written paper or traditional presentation) The final project or 'performance' will be individually determined and should focus on creative or nontraditional performances of one of the following: (a) presentation of a review of literature in a specific area of interest to the student not covered in depth in the class; (b) proposal of a research study to investigate a topic covered in the course; (c) review/critique/administration of a specific instrument related early childhood; (d) design of a research-based lesson/unit which is representative of a particular approach; (e) exhibition of a particular aspect, characteristic, or concept covered in the course; or (f) any other performance approved by the professor that relates to topics covered during the course. You may choose to deliver the performance yourself, involve others, or use media. While no formal paper is required, you will need to determine with the professor if any additional product other than the performance is needed.

**Performance Assessment** (to accompany performance and to be used by the professor and/or students or others in evaluating the performance - please provide professor with a copy or written explanation). Please devise a means of evaluating the performance that matches the intent of the performance. This might include (but is not limited to) a rubric to assess performance components, an instrument to determine impact on the audience, or a panel of experts recruited from within or outside the class.

**Reflection Paper** (to follow performance). The reflection paper is based on the individual performance delivered by the student and should include the following components (not necessarily in the order given): (1) description of the performance in enough depth that someone who had NOT seen it would be able to understand it; (2)
rationale/relation to theory and research; (3) analysis of performance assessment data; and (4) insights gleaned from the performance.

All papers should be double spaced with one inch margins, 12 point font and should follow APA guidelines (6th edition).

On-Line Etiquette:

There is an informal code of conduct that most people follow on the Internet. As Virginia Shea (known as Ms. Manners of the Internet) puts it: "What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. In other words, Netiquette is a set of rules for behaving properly online." Online communication suffers from the absence of physical, face-to-face cues which can enhance our understanding and final meaning of our interaction. Therefore, we must apply guidelines for appropriate communications.

Worthwhile suggestions are:

- DON'T USE ALL CAPITAL LETTERS (it's hard to read and is considered shouting);
- Be brief;
- Use meaningful subject lines;
- Quote just enough from what you're answering to provide useful context;
- Don't send "Me too" notes to discussion lists;
- Accept and cheerfully answer questions asked by people newly online — remember that we all started with the basics;
- If you receive multiple replies to a question you ask online, summarize the answers for everyone else who saw the question;
- Be careful with humor — what's obvious and sidesplitting to you may baffle, annoy, or even offend someone else;


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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. In addition, the handouts (all materials) generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I expressly grant permission. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty".

Academic Integrity Statement

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: www.tamu.edu/aggiehonor/

Teaching, Learning and Culture (TLAC) Statement

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Course Evaluation

The course evaluation information will be e-mailed to your neo account during the last month of classes. The address for submitting evaluation is https://pica.tamu.edu
Bibliography


Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Teaching, Learning and Culture
   EDCI 660: Research Investigating the Science Teacher Professional Continuum in Texas

2. Course prefix, number and complete title of course:

3. Catalog course description (not to exceed 50 words):
   Reviews general features and investigates aspects of the science teacher professional continuum (TPC), including recruitment, retention, induction, mentoring, professional development, professional culture, and reformed practice; uses extant data sets in TPC research, including literature review, conceptual framework development, research proposal, IRB approval, data analysis, and making conclusions.

4. Prerequisite(s):
   Graduate Classification in EDCI or Approval of Instructor

5. Cross-listed with:
   NA
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes ☒ No
   If yes, from ________ to ________
   Is this a repeatable course? □ Yes ☒ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Ph.D. or Ed.D. in EDCI

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

9. Prefix Course # Title (excluding punctuation)
   E   D   C   I   6   6   0   R   E   S   I   N   V   S   C   I   T   C   H   P   R   O   F   C   O   N
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 1 3 0 3 0 1 0 0 0 4 2 8 0 4 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:
   Dennie Smith
   Department Head - Type Name & Sign
   Date
   (if cross-listed course)
   Dean of College - Type Name & Sign
   Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Date
   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services – 3/09
Course title and number: EDCI 660: Research Investigating the Science Teacher Professional Continuum in Texas
Term: Fall 2011
Meeting times and location: Thursday afternoons, 1:00-4:00, Harrington Tower 301

Course Description and Prerequisites

Catalog Description:
Reviews general features and investigates aspects of the science teacher professional continuum (TPC), including recruitment, retention, induction, mentoring, professional development, professional culture, and reformed practice. Uses extant data sets to engage students in TPC research, including literature review, conceptual framework development, research proposal, IRB approval, data analysis, and making conclusions.

Prerequisite:
Graduate Classification in TLAC; or Instructor Approval

Rationale:
Research at national, state, and local levels indicates that science teachers are leaving the field through retirement and attrition at a faster rate than they can be replaced. The goals of this course are (1) to provide an overview of theory, research, policy, and practice related to the professional lives of secondary science teachers and (2) to provide opportunities for authentic education research using an extant data set collected in a rich TPC context associated with some aspect of the professional lives of teachers. The instructor chooses the extant data set (e.g., classroom observation data, videotapes of induction teachers, interviews of principals and/or high school science teachers, or data from teachers engaged in a professional development experience) and guides the members of the class through a group research experience that culminates with a paper that can be presented at a professional conference and/or published in an education research journal.

Learning Outcomes or Course Objectives

Independent Students Learning Outcomes:

Students will demonstrate the following at the end of this course:
1. Use an electronic platform to communicate, share data, and post drafts in a collaborative research project
2. Read, analyze, and abstract prior research reports using the structured abstract format
3. Organize and analyze a subset of a database
4. Create reports describing a data set
5. Perform simple chi-square tests and t-tests
6. Create a research poster
7. Write a Results section of a research paper
8. Write a Conclusions section of a research paper

Group Learning Outcomes:

Within the context of the course, students will collaboratively develop a conceptual framework, write a research proposal, seek IRB support, draft a methods section of a research paper, and write results and conclusions that answer sub-questions within an investigation on a TPC topic of interest collaboratively chosen by the class and instructor.
Instructor Information

Name: Carol L. Sturessy
Telephone number: 979 845-8256
Email address: c-stuessy@tamu.edu
Office hours: Tuesday afternoons, 1:00-4:00
Office location: 438, Harrington Tower

Textbook and/or Resource Material

1a. Required texts


1b. Additional resource materials (Note: Readings will be assigned from these references and posted on the class portal. It will not be necessary to purchase these materials.)


Grading Policies

Participation in class— I expect that each student will prepare for and participate in class discussion and class work. A major goal of this class is for you to be able to articulate your understanding articulated in the objectives of the course. Group work and class discussion are crucial to the development of this skill. By participating in critical discussion of the week's readings, you and your classmates will improve your ability to speak publicly about issues and ideas and to question (politely) the positions of others. Missing class puts an unfair burden on the rest of your project group. University rules guiding the instructor's decisions about approving absences will be applied.

Introducing the topic of the week - Each meeting different members of the class will be asked to introduce the topic of the week and to present a summary of his/her independent reading of the topic. The discussion leader(s) will be responsible for a 15-minute introduction to the topic that (a) presents the essence of the previous week and (b) elaborates on the topic by using information presented from his/her own source. The format may be a discussion or it may take other creative forms including small group activities, role-playing, concept mapping, brainstorming, etc. Discussion leaders are encouraged to share their ideas with the instructor no later than the Friday before the next Monday's presentation.

Attendance – Class discussions are an extremely important part of learning and on-time class attendance is mandatory. “The university views class attendance as the responsibility of an individual student. Attendance is essential to complete this course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07” :

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.1 Participation in an activity appearing on the university authorized activity list. (List available in student rules website above.)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day.

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or Illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or Illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three
business days (to include classes on Saturday). Illness confirmation must be obtained from a health care professional affirming the date and time of the visit. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs (graduate programs, in this case), or the dean’s designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Research poster, results, and conclusion presentation** – Each student (individually or as a member of a pair) in the class will prepare a research poster that presents results and conclusions of his/her/their assigned portion of the research agenda for the class. Guidelines will follow Creswell (2003).

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<th>Item</th>
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<td>Web postings</td>
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<td><strong>Total Points</strong></td>
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**Grades**

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = ≤59
Course Topics, Calendar of Activities, Major Assignment Dates

Each two weeks you will be assigned a number of book chapters and journal articles on a topic related to the science teacher professional continuum. These articles form the basis for your work in this course and it is essential that you read these articles and reflect on them prior to coming to class. Individual class members will be assigned particular chapters from those listed by two-week segments.

Reading scholarly work is the primary means for keeping abreast of recent developments in any field. Learning to relate what you are reading to your work is an important part of the lifelong learning required in today's rapidly changing world. All chapters listed below are required reading. Some will be assigned for discussions to be led by individual class members. Refer to the Required Readings lists for abbreviations.

Research topics will also be introduced during each week. The instructor will provide information about the topic and then will guide the class through the process with in-class, hands-on activities.

**Week 1 – Setting the Stage**

Introduction to Readings Class Discussion:
- Modeling a Discussion by the Instructor: The Importance of Concurrent Literature Review and Conceptual Framework Development – (see Lester; Eisenhart)
- Assign Lester and Eisenhart for Week 2
- Assign Readings and E-Discussions for Weeks 2 and 3

Course Overview

**Weeks 2-3 - Science Teacher Recruitment, Supply, and Demand**

Readings Class Discussions:
- Current Problems and Issues in Teacher Education and the Teaching Profession – NRC
- Turnover and Shortages among Science and Mathematics Teachers in the United States – NSTA
- The Reemerging Cycle of Teacher Supply and Demand: North Carolina Takes Action – NSTA
- Recruitment and Retention of Secondary Teachers in New York State -- NSTA
- Discussion about Web Postings by Individual Members of the Class (Week 1) and Review of Web Postings (Week 2)

Research Topics:
- TPC Context for Our Research (Week 1)
- Formulating Good Research Questions (Week 2)

**Weeks 4-5: System Approaches and the Teacher Professional Continuum**

Readings Class Discussion:
- The Reform Movement in Education: Current Challenges - NRC
- Teacher Education as a Professional Continuum - NRC
- A Systemic Approach to Support Teacher Retention and Renewal -- NSTA
- Personal Histories Supporting Retention of Beginning Science Teachers -- NSTA
- Collaborative Efforts to Retain New Teachers: A University-School District Partnership - NSTA
Three Approaches to Retaining Science Teachers -- NSTA
Presentation of Web Postings by Individual Members of the Class

Research Topics:
- Discussion of Research Approach Possibilities (QUAN, QUAL, MIXED) for Answering Research Questions (Week 4)
- Decisions about Approach (Week 5)

**Weeks 6-7: Science Teacher Induction**

Readings Class Discussion
- Comprehensive Teacher Induction in Five Countries: Implications for Supporting U.S. Science Teachers -- NSTA
- A Review of Literature on the Mentoring and Induction of Beginning Teachers with an Emphasis on the Retention and Renewal of Science Teachers -- NSTA
- Induction Programs for Science Teachers: What the Research Says -- NSTA
- Needs Assessment for Beginning Teacher Assistance Programs -- NSTA
- ASIST: An Induction Program for Science Teachers -- NSTA
- Beginning Teacher Mentoring Programs: The Principal’s Role -- NSTA
- Presentation of Web Postings by Individual Members of the Class

Research Topics:
- Review of Database Contents and Formats (Week 6)
- Developing Your Own Database (Week 7)

**Weeks 8-9: Science Teacher Mentoring and Coaching**

Readings Class Discussion
- A Vision for Improving Teacher Education and the Teaching Profession - NRC
- Mentoring and Coaching for Teachers of Science: Enhancing Professional Culture -- NSTA
- Mentoring for Professional Renewal -- NSTA
- Presentation of Web Postings by Individual Members of the Class

Research Topics:
- Review of Descriptive Statistics (Week 8)
- Presentation of Group Descriptive Statistics Tables (Week 9)

**Weeks 10-11: Science Teacher Professional Development and Classroom Reform Practices**

Readings Class Discussion:
- The Critical Importance of Well-Prepared Teachers for Student Learning and Achievement - NRC
- Honoring Adult Learners: Adult Learning Theories and Implications for Professional Development -- NSTA
- The Model Science Laboratory Project -- NSTA
- A Framework for Designing Professional Development (LH)
- The Knowledge that Supports Professional Development (LH)
- Strategies for Professional Learning (LH)
- Voices from the Field (LH)
- Context Factors and Critical Issues in Designing Professional Development (LH)
- Presentation of Web Postings by Individual Members of the Class
Research Topics:
- Review of Simple Tests of Significance (Week 10)
- Individualized Help (Week 11)

**Weeks 12-13: Focus on Data Analysis**

Individual Progress Report Presentations on Data Analysis
Data Analysis Summary

**Weeks 14: Focus on Conclusions and Knowledge Claims**

Individual Progress Report Presentations on Conclusions and Knowledge Claims
Conclusions Summary

**Final Examination**

Poster Presentations
Final Results and Conclusions Posted on Website

**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture.

2. Course prefix, number and complete title of course: EDCI 668: History and Culture of Science Education: 1900 to Present.

3. Catalog course description (not to exceed 50 words): Science education as a discipline, profession, culture and a component in the education of K-16 students during the last 100 plus years in the United States and selected developed nations.

4. Prerequisite(s): Graduate classification

Cross-listed with: n/a

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes ☒ No

7. 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)

MEd, MS, PhD, EdD in EDCI

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

9. Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>EDCI</th>
<th>668</th>
<th>HISTORY &amp; CULTURE SCIENCE</th>
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<td>0</td>
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<td>0</td>
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Approval recommended by:

Dennie Smith

Department Head – Type Name & Sign

Date

Chair, College Review Committee

Date

Department Head – Type Name & Sign (if cross-listed course)

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu Curricular Services – 3/09
Course Information

Course number and title: EDCI 668: A History and Culture of Science Education: 1900 to the Present
Instructor: Cathleen C. Loving, PhD, Associate Professor
Term (Fall 2012): Fall, 2012
Meeting times and location: Wednesday evenings, 5:45-8:35pm with WebCT component

Course Description and Prerequisites

Science education as a discipline, profession, culture and a component in the education of K-16 students during the last 100+ years in the U.S. and selected developed nations. Explore in-depth topics of student’s choice covering curriculum, research or teacher preparation.

Prerequisite: Graduate classification

Learning Outcomes

Students, having gained critical new understanding, will feel more a part of the science education profession. They will be able to represent the profession and to instill interest in the profession in others when it is their turn.

Students will be able to

- analyze contributions in research, teaching and policy throughout science education's history from an international group of science educators---from John Dewey to Rosalind Driver
- discuss similarities, differences, and historical trajectories in what are commonly thought of as exemplary models of K-12 science teacher preparation programs in several states
- discuss similarities and differences and evaluate models of highest ranked doctoral programs in the U.S. since the 1950s
- trace the changing nature of primary funding initiatives in science education in the U.S. and the accompanying research programs
- compare and contrast predominant science education research topics and designs through selected journal analysis over time
- compare and contrast major K-12 science curriculum and associated science teacher professional development movements over time---from the “nature movement” of the
late 19th C

- describe an example path to a science teacher credential and path to a science education doctorate from one developed foreign nation (e.g. Israel, Australia, Canada, Germany, England)

- trace the evolution of the concept of “enquiry” of the 1960s to the concept of scientific “inquiry” in 2008.

Instructor Information

Name Cathleen C. Loving, Ph.D.
Telephone 845-1324
Email address cloving@tamu.edu
Office hours Wednesdays 1:30 – 3:30 PM or by appointment
Office location EDCT 308A

Textbooks and/or Resource Material

Web-searched national and international standards/policy/implementation documents; possible living histories via Podcast, videostreaming and Camtasia with well-known science educators

Required Texts


Required Journal Articles, Book Chapters and Excerpted Books


Optional Books of Interest


Grading Policy

**Grading Scale:**
- 100 to 90 = A
- 89 to 80 = B
- 79 to 70 = C
- 69 to 60 = D
- 59 and below = F

- Online & in-class discussion, preparedness, attendance - 25%
- Web search assignments – 10%
- Paper/poster presentation #1: Select foreign nation with high PISA scores—“typical” student and “typical” teacher science education- 25%
- Paper/poster presentation #2: Self-selected historical, cultural study of science education topic of your choice from the U.S. or from another country (e.g. evolution education, environmental education, sex education) – 40%

*Attendance is mandatory unless prior arrangements are made with instructor or university excused absence. Each unexcused absence will result in 10% deduction in grade.*

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](http://student-rules.tamu.edu/rule07)

Course Topics, Calendar of Activities, Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment for next class</th>
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<tbody>
<tr>
<td>1</td>
<td>What do you know/want to know?</td>
<td>Begin reading #1 to pg 127</td>
</tr>
<tr>
<td>2</td>
<td>School science seeks an identity</td>
<td>#1 (Ch 7&amp;8, selection from #3 (Ch 1-4))</td>
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<tr>
<td>3</td>
<td>WWII- change is underway</td>
<td>Selections from #4 (Part A),</td>
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<tr>
<td>Session</td>
<td>Topic</td>
<td>Reading Assignments</td>
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<tr>
<td>4</td>
<td>100+ yrs of Policy Issues</td>
<td>Selections from #11, #15, #9</td>
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<tr>
<td>5</td>
<td>Science Literacy – Intl. perspectives</td>
<td>Selections from #3 (Ch 5 OR 6) #13 (Ch 7-9), #16*, #7 is optional reading</td>
</tr>
<tr>
<td>6 (online disc.)</td>
<td>History of Curriculum Reform</td>
<td>Selections from #3 (Ch 7 &amp; conclusion), #18*</td>
</tr>
<tr>
<td>7 (online disc.)</td>
<td>Curriculum Reform cont/ Paper #1 due (Poster/PPT due week #8, displayed Week #9)</td>
<td>Selections from #10, #17*</td>
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<td>8 (online disc.)</td>
<td>International comparisons</td>
<td>No reading assignment</td>
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<td>9</td>
<td>International comp.-Posters</td>
<td>#9, #20, #21</td>
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<td>10 (online disc.)</td>
<td>Changing Research Priorities</td>
<td>Selections from #2 (Part B &amp; C) #4</td>
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<td>11</td>
<td>Notable Researchers</td>
<td>Selections from #2 &amp; #4</td>
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<tr>
<td>12</td>
<td>Poster presentations-Paper #2 due</td>
<td>Develop 3-5 questions for next week’s two guests</td>
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<tr>
<td>13</td>
<td>Poster presentations (cont.)</td>
<td></td>
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<tr>
<td>14</td>
<td>Wrap-up, Live conference call with two “luminaries” from our semester’s study; return Paper #2-discuss</td>
<td></td>
</tr>
</tbody>
</table>

*one online question on WebCT for each reading to your team (two discussion teams Team A & B)

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**CEHD Statement on Diversity**

We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such
acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

**Academic Integrity**
*For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)*

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Helpful Websites**

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Teaching, Learning, and Culture

2. Course prefix, number and complete title of course:
   EDCI 669 Science Education in Sociological Context

3. Catalog course description (not to exceed 50 words):
   Explores science and its endeavors from a sociological perspective in order to make
   inferences on school science practice and science teaching; discusses the social context of disciplinary knowledge, problems of
   experimentation and scientific measurement, originality, cognitive particularism, collectivization of science, and peer review.

4. Prerequisite(s): Graduate Classification
   Cross-listed with: n/a
   Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes  □ No

7. 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)
      MEd, MS, EdD, and PhD in EDCI

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

9. Prefix  Course #  Title (excluding punctuation)

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Approval recommended by:

[Signature]  [Name]
[Name]

Submitted to Coordinating Board by:

[Signature]  [Name]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/09
Course title and number  
EDCI 669: Science Education in Sociological Context

Term  
Spring 2011

Meeting times and location  
Thursday, 5:30-8:30pm

Course Description and Prerequisites

Catalogue Description:
Explores science and its endeavors from a sociological perspective in order to make inferences on school science practice and science teaching; discusses the social context of disciplinary knowledge, problems of experimentation and scientific measurement, originality, cognitive particularism, collectivization of science, and peer review.

Prerequisites: Graduate Classification

Course Overview and Objectives

Students will review the historical, philosophical, and sociological views on science and their implications on science teaching from the related literature and the current reform documents’ stand points. Students will further engage in discussions regarding sociocultural views of science, science studies, and Science and Technology Studies (STS) perspective. Among the central topics for discussion will be the social context of disciplinary knowledge, problems of experimentation and scientific measurement, ideological bias in research, feminist critique of science, originality, cognitive particularism, collectivization of science, peer review, and the discourse of school science. Students are expected to reflect upon their readings and develop their own view points in regard to the school science discourse and science teaching. As the final course project, depending upon his/her interest, each student will complete one of these two tasks: (a) develop a science teaching unit that incorporates his/her personal stand point and the synthesis of our course readings, or (b) present his/her personal stand point (that could be your ontological, epistemological, and/or pedagogical perspectives) in relation to science teaching context and students’ learning experiences.

Course Goals:
Students are expected to:

- Review the History, Philosophy, and Sociology (HPS) of Science.
- Analyze the reform movement documents’ standpoints on the Nature of Science and its teaching.
- Comprehend the basic sociological perspectives on science and its endeavors.
- Analyze the sociocultural, science studies, and the Science and Technology Studies (STS) perspectives of science as they relate to the status of science and its praxis in society.
- Synthesize the sociological views of science in order to develop a personal position on science teaching.
- Present a personal (developing) stand point and/or design a learning environment that reflects
your (emerging) views.

**Instructor Information**

Name: Dr. Bugrahan Yalvac  
Telephone number: 979-8621713  
Email address: yalvac@tamu.edu  
Office hours: Thursday afternoons 12:00 – 4:00 pm.  
Office location: 444, Harrington Tower

**Textbooks and Resource Material**

Each week you will be assigned to read journal articles, book chapters, and/or essays related to that week’s topic of discussions. These readings form the basis for your work in this course and it is essential that you synthesize them and write your reflection prior to coming to class. Course readings other than the required textbooks will be provided to you by the course instructor. You may need to either print them or make copies depending on their format. Readings are listed in the course schedule section.

**Required Textbooks**


**Grading Policies**

The grade is based upon (a) participation in class (60%), and (b) the quality of the final project (40%). Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise.

Participation in class is evaluated as follows (60 pts)

1. Adding to class discussion in a meaningful way (up to 15 points)  
2. Leading class discussion of assigned readings (up to 15 points)  
3. Quality of preparation and reflection of assigned articles (up to 15 points)  
4. Timely posting and quality of reviews (up to 15 points)

Final Project Reports (40 pts) – A rubric will be negotiated at one of the class meetings. The printed documents should be written in APA format.

**Grade Distributions**

A  90-100  
B  82-89
Course Topics, Calendar of Activities, Major Assignment Dates

Course Expectations:
- Reflection papers—You are required to write a short reflection paper for each week’s readings prior to our class meeting. You will be asked to post the e-copy of your paper on the designated course website on Friday evening (by 8:00 pm). Late postings will be considered as not submitted and will receive no credit. Please note that there is no page limit for any of your writings, however we prefer reading concise and well-organized documents instead of long and unstructured ones.

-Course Project—As the final course project, you are required to make a synthesis of the course readings and develop a personal standpoint in regard to school science discourse and science teaching. You will write either (a) a paper incorporating the course readings and your ontological, epistemological, and/or pedagogical standpoints, or (b) develop a science education unit informed from the synthesis of our course readings and your personal view. At our last class meetings, you will be presenting your position paper or science teaching unit, as how you may wish to proceed, to the entire class.

-Peer review—You are required to review one of your class member’s reflection papers each week using an online peer review system. I prefer these reviews to be anonymous, however considering that our class size will be relatively small; you may be reviewing a paper of your classmate whom you can easily identify. If established, peers from other institutions may join to our peer review system. You may be asked to review your peers’ papers using the track changes, and if needed, training will be provided by the course instructor. You need access to the Internet in order to complete the course assignments.

-Leading the class discussions—Each week, a group composed of two students will lead the majority of the class discussions. At our first meeting, we will assign the groups. Discussion leaders will be responsible for initiating conversation with questions crafted to summarize the week’s readings. Discussion questions should be negotiated and shared with the instructor of the course before posting them online on our course website. Email your final draft of the discussion questions to the course instructor before Thursday (by 5:00 pm). After receiving confirmation within one day, post them online on the course website on Saturday by 5:00 pm. Your classmates will read these questions, preferably on Monday, before we meet in the evening. Because you will be leading the class discussion, you are free to use the class time as you think it most conveniently addresses the discussion topics. You can use the available technology, ask us to complete tasks or activities, or bring innovative teaching-learning materials to class. However, those materials should not deter us from discussing your questions, indeed they should be encouraging us to focus on the topic of discussion.

Remembering that your questions affect the cognition of others in the class, consider discussion questions that might be customized from the following more generalized ideas:

1. Compare-Contrast Questions. Craft a question that specifically relates a passage from the readings to something discussed in an earlier class. (Discussion leader chooses the passage.)
2. **Opposing View.** Craft a question that asks class members to generate a contrary, devil’s advocate viewpoint to a particular statement made by the author in a required reading.

3. **Your Position.** Choose a particularly thought-provoking passage from the author. Ask students to state their positions on the topic revealed in the passage.

4. **Research Method.** Choose a particular aspect of the research method described in the article. Ask class members to consider the problems associated with that research method.

5. **Connections.** Choose a topic from a particular passage in the reading. Ask class members to describe other information that they individually have read relating to the topic.

**Attendance** – 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](http://student-rules.tamu.edu/rule07). If you must miss a class meeting, please notify me in advance to discuss the situation. The writing assignment is due within two weeks of the missed class or by the last meeting of class whichever comes earlier.

**Weekly Class Schedule, Readings, and Topics:**

**Week 1:** Introduction to History, Philosophy, and Sociology of Science—Syllabus and course overview, and review of terminology.

There is no reading assignment prior to attending this first class meeting. However, because we will be discussing some basic concepts in History, Philosophy, and Sociology of Science, I encourage you to review these terms (and if you wish, search them on the Internet): ontology, epistemology, axiology, pedagogy, theory, praxis, axiom, proposition, paradigm, dialectic syllogism, inductive versus deductive reasoning, logical positivism, post positivism, falsification, incommensurability, structuralism, post-structuralism, the nature of science, collectivization, originality, old-boyism, and cognitive particularism.

**Week 2: Science Education Reform Movements**


(See section on the nature of science research on AAAS (1993). Benchmarks on-line. The Nature of science research (scientific worldview, scientific Inquiry, scientific enterprise). Available at: [http://www.project2061.org/tools/benchol/ch1/ch1.htm#ScientificWorldView](http://www.project2061.org/tools/benchol/ch1/ch1.htm#ScientificWorldView)


(See chapter six sections on History and nature of science standards: [http://www.nap.edu/readingroom/books/nse/html/6a.html](http://www.nap.edu/readingroom/books/nse/html/6a.html))

Blades, W. D. (1997) *Procedures of power and curriculum change; Foucault and the quest for possibilities in science education*. New York: Peter Lang Publishing. (Selected Chapters will be announced)

Week 3: The nature of science and its teaching


Week 4: A review of History, Philosophy, and Sociology of Science


Week 5: The structure of Scientific Revolutions


Kuhn, T. S. (1982). Normal measurement and reasonable agreement. In Barnes, B. & Edge, D. (Eds.), *Science in context: Readings in the sociology of science* (pp.75-93), Great Britain: The Open University Press.


Week 6: Constructivism


Week 7: Experiments and laboratory studies


Week 8: The Sociology of Scientific Knowledge (SSK—Bath school and others)


Week 9: Science studies applied to science education

(http://academic.brooklyn.cuny.edu/education/jlemke/papers/jrst2000.htm)


Week 10: Science, Technology, and Society (STS) Perspective


Chapters 1,2, and 3.

Cowan, R. S. (1998). The industrial revolution in the home: Household technology and social change in the


**Week 11: STS Perspective (continue), autonomous technology, and human values**


**Week 12: Legitimizing the scientific conclusions and the peer review**


**Week 13: Implications for Science Education**


**Week 14: Presentation of student papers and topics to be announced.**

**Writing Guidelines**

For guidelines on writing with academic integrity:
http://www.utexas.edu/depts/dos/sjs/academicintegrity.html

**University Policies**

**Policy on Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on scholastic dishonesty will be strictly enforced.

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the 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 ailments, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

**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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Statement on Diversity (approved by the Department of TLAC):** The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

**Academic Integrity Statement:** This course supports this statement:

"An Aggie does not lie, cheat or steal, or tolerate those who do."

According to the Dean of Faculties, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor/.

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
TAMU community from the requirements or the processes of the Honor System.

It is further recommended that instructors print the following on assignments and examinations: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**On-line Course Evaluations**

Through the semester, you will be asked to review this course and the instructor two times, once in mid-semester and once at the end of the semester. The questionnaire will be located on [https://pica.tamu.edu](https://pica.tamu.edu) and you will be notified via email when it is posted.

Your responses to the questionnaire items will not influence your course grade or your other credentials at your program. Your name will not be disclosed next to your responses and your identification will not be known. The course instructor will access the overall evaluations only after the course grades are submitted.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning, and Culture

2. Course prefix, number and complete title of course: EDCI 671 How People Learn Science

3. Catalog course description (not to exceed 50 words): The study of science learning and epistemology, centered upon the essays "How People Learn and How Students Learn Science"; reviewing and discussing learning science design strategies and theories of learning science in light of understanding and advancing students' learning, classroom interactions, and the organization of schools.

4. Prerequisite(s): Graduate Classification

Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. 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) MEd, MS, EdD, and PhD in EDCI

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

9. Prefix Course # Title (excluding punctuation) E D C I 6 7 1 H O W P E O P L E L E A R N S C I E N C E

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Approval recommended by:

Dennie Smith
Department Head - Type Name & Sign Date

Chair, College Review Committee

James B. Kracht
Dean of College Date

Dean of College

David W. Reed Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu Curricular Services – 3/09
SYLLABUS

Course title and number: EDCI 671: How People Learn Science
Term (e.g., Fall 200X): Fall 2011
Meeting times and location: Thursday, 5:30 – 8:30pm

Course Description and Prerequisites

Catalog Description: Studying science learning and epistemology, centered upon the essays How People Learn and How Student Learn Science, reviewing and discussing learning science design strategies and theories of learning science in light of understanding and advancing students' learning, classroom interactions, and the organization of schools.

Prerequisites: Graduate Classification

Course Objectives

The purpose of this course is to understand different approaches to theorizing and studying science learning and epistemology as represented by developments in learning sciences, educational research, and other social science fields. The course is centered upon the National Research Council's publications; How People Learn and How Students Learn: Science in the Classroom, and will consider theories of science learning in light of understanding and advancing students' learning, classroom interactions, and the organization of schools. Issues specific to science learning are considered, with attention to the rationale for content-specific theories. Readings will include theoretical expositions, syntheses of empirical research, and case studies of thinking and learning. This course attempts to synthesize the scientific basis of science learning. Students taking this course are expected to develop an understanding of: (1) memory and the structure of knowledge; (2) problem solving and reasoning; (3) the early foundations of learning; (4) regulatory processes that govern learning, including metacognition; (5) how symbolic thinking emerges from the culture and community of the learner, and (6) brain and neuroscience research. Each member of the class will complete a project that focuses on studying students' thinking in a particular scientific domain.

Instructor Information

Name: Dr. Bugrahan Yalvac
Telephone number: 979-8621713
Email address: yalvac@tamu.edu
Office hours: Tuesday afternoons 12:00 – 4:00 pm.
Office location: 444, Harrington Tower
Textbooks and Resource Materials

Each week you will be assigned a number of book chapters and journal articles on a topic related to science learning. These articles form the basis for your work in this course and it is essential that you read these articles and reflect on them prior to coming to class.

Reading scholarly articles is the primary means for keeping abreast of developments in the field of the learning sciences. Learning to critique these articles and relate them to your work is an important part of the lifelong learning required in today’s rapidly changing world. Web links to the readings (books listed below and the journal articles listed in the class schedule) will be provided to you by your course instructor. You can print them out and read the hard copies or you can read them online.

Required Textbooks:


This book is a part of an essay titled “How Students Learn: History, Mathematics, and Science in the Classroom.” We will be reading the pages of 27-394 of the essay.

Grading Policies

The grade is based upon (a) participation in class (50%), and (b) the quality of the final project (50%). Participation includes in-class discussion (10%), leading the discussion (15%), and preparation and reflection of assigned articles (25%). Collaboration is encouraged; you will not be forced into some type of distribution, normal or otherwise. In the following section, course expectations are discussed in detail.

Participation in class is evaluated as follows (50 pts)

1. Adding to class discussion in a meaningful way (up to 10 points)
2. Leading class discussion of assigned readings (up to 15 points)
3. Quality of preparation and reflection of assigned articles (up to 25 points)

Final Research Reports (50 pts) – A rubric will be developed and explained in class after the project has been negotiated.

Grade Distributions

A 90-100
B 82-89
C 71-81
F < 70

Course Topics, Calendar of Activities, Major Assignment Dates

Course Expectations:
Written assignments – Every week, you will be asked to write a critique of the assigned article(s). You should post a copy of your critique on our course website one day before our class meeting. Below you can find some guidelines to write a good critique. Use them as you think appropriate for the content of your reading. Please note that there is no page limit for any of your writings, however we prefer reading concise and well organized documents instead of the long and unstructured ones.

A traditional critique usually includes only one book or article. However, for our assignments we want you to think of each week's readings as a collective whole with the general theme for that week. (See Gall, Gall, & Borg (1999), Chapter 2, for additional information to help you frame your critique.)

Your critique starts with a brief summary of what the coming session is about (see How People Learn for background information), and then you look at the topic critically. You should first read all the assignments. Then think about each one of them. What are each author's main points? How does s/he back them up; that is, what evidence does the author cite to support them? How could you make the same argument in your own words? At this point you should reread the article to make sure you've summarized the author's ideas correctly and that you've clearly identified the source of each idea (whether it's a direct quote or not).

The next step is to critically review what the author wrote. Does the argument hang together? Were the methods used to gather the evidence appropriate for the author's purposes? Does the evidence cited really lead to the conclusion the author reached? Do you know of other evidence that might be used to make a counter-argument?

You should also think about the author her/himself. Who is this person? What education or experience does the author have in this field? Is the author simply an experienced writer in many fields or does the author have real expertise? How do you know? (Note that you may want to do some library work to find out what else the author has written.) With a number of readings you know that an editorial decision was made to include the work, why? How can you check out what you read on the Internet?

After you have critiqued each article individually, then compare the assigned articles. Are they complementary or contradictory? How does the reading of one contribute to the other? How have your outside readings contributed to your understanding of the topic? What is your final understanding about the topic after having thoroughly read all readings for the week?

Participation in class – Prepare for and participate in class discussion and class work. A major goal of this class is for you to be able to articulate your understanding of learning theories. Class discussion is crucial to the development of this skill. By participating in a critical debate of the week's readings, you and your classmates will improve your ability to speak publicly about issues and ideas and to question politely the positions of others. A second goal of this class is for you to learn to work collaboratively to produce a complex project. Part of class time will be used for group project meetings. Missing class puts an unfair burden on the rest of your project group.

Leading class discussion - Each meeting a different member(s) of the class will be asked to lead the class discussion. In the first class, we will make those assignments. Discussion leaders will be responsible for initiating the discussion with questions crafted to summarize the week's readings. Discussion questions should be negotiated and shared with the instructor of the course before posting
them online. Email your final draft of the discussion questions to the course instructor one day before our class meeting (by 11:59 pm). After receiving confirmation in the morning, post them online by 11:00 am, on the day we meet. Your class mates will read those questions before we meet. Because you will be leading the class discussion, you are free to use the class time as you think it most conveniently addresses the discussion topics. You can use the available technology, ask us complete tasks or activities, or bring innovative teaching-learning materials in class. However, those materials should not deter us from discussing your questions, indeed they should be encouraging us to focus on the topic of discussion.

Remembering that your questions affect the cognition of others in the class, consider discussion questions that might be customized from the following more generalized ideas:

1. **Compare-Contrast Questions.** Craft a question that specifically relates a passage from the article to something reading in the HPL text or discussed in an earlier class. (Discussion leader chooses the passage.)

2. **Opposing View.** Craft a question that asks class members to generate a contrary, devil’s advocate viewpoint to a particular statement made by the author in a required article.

3. **Your Position.** Choose a particularly thought-provoking passage from the author. Ask students to state their position on the topic revealed in the passage.

4. **Research Method.** Choose a particular aspect of the research method described in the article. Ask class members to consider the problems associated with that research method.

5. **Connections.** Choose a topic from a particular passage in the reading. Ask class members to describe other information that they individually have read relating to the topic.

---Course research project – The course research project will be negotiated individually with the instructor and each class member during the first and second classes.

---Attendance – 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](http://student-rules.tamu.edu/rule07). If you must miss a class meeting, please notify me in advance to discuss the situation. The writing assignment is due within two weeks of the missed class or by the last meeting of class whichever comes earlier.

**Class Meeting Schedule and Topics**

Topics for our class discussions and required readings are listed above. The daily reading schedule will be negotiated in class.

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<td>Syllabus and course overview</td>
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How People Learn: Brain, Mind, Experience and School (HPL); Chapter 1: Learning- From Speculation to Science

How Students Learn: Science in the Classroom; Introduction (1-28)


**Knowledge Centered (Weeks 4 and 5)**

HPL: Chapter 3: Learning and Transfer

HPL: Chapter 4: How Children Learn


**Assessment Centered (Weeks 6 and 7)**

HPL: Chapter 2: How Experts Differ From Novices

HPL: Chapter 6: The Design of Learning Environments


**Learner Centered (Weeks 8 and 9)**
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<td>How People Learn Science in the Classroom (Weeks 12 and 13)</td>
</tr>
<tr>
<td>How Students Learn: Science in the Classroom, Part III</td>
</tr>
<tr>
<td>Chapter 9- Scientific Inquiry and How People Learn (395-420)</td>
</tr>
<tr>
<td>Chapter 10- Teaching to Promote the Development of Scientific Knowledge and Reasoning about Light at the Elementary School Level (421- 474)</td>
</tr>
<tr>
<td>How Students Learn: Science in the Classroom, Part III</td>
</tr>
<tr>
<td>Chapter 10- Guided Inquiry in the Science Classroom (475- 514)</td>
</tr>
<tr>
<td>Chapter 12- Developing Understanding through Model-Based Inquiry (515-566)</td>
</tr>
<tr>
<td>Final Examination (Week 14)</td>
</tr>
<tr>
<td>Student final course project presentations</td>
</tr>
</tbody>
</table>
Writing Guidelines


For guidelines on writing with academic integrity:
http://www.utexas.edu/depts/dos/sjs/academicintegrity.html

University Policies

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on scholastic dishonesty will be strictly enforced.

Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the 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 ailments, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Statement on Diversity (approved by the Department of TLAC): The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Academic Integrity Statement: This course supports this statement:

"An Aggie does not lie, cheat or steal, or tolerate those who do."

According to the Dean of Faculties, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web:
http://www.tamu.edu/aggiehonor/.
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 TAMU community from the requirements or the processes of the Honor System.

It is further recommended that instructors print the following on assignments and examinations: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**On-line Course Evaluations**

Through the semester, you will be asked to review this course and the instructor two times, once in mid-semester and once at the end of the semester. The questionnaire will be located on [https://pica.tamu.edu](https://pica.tamu.edu) and you will be notified via email when it is posted.

Your responses to the questionnaire items will not influence your course grade or your other credentials at your program. Your name will not be disclosed next to your responses and your identification will not be known. The course instructor will access the overall evaluations only after the course grades are submitted.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Information & Operations Management

2. Course prefix, number and complete title of course: INFO 644 - Business Process Design

3. Catalog course description (not to exceed 50 words): Introduction to business process design and analysis; tools and techniques to document, analyze and improve business processes; Six Sigma process design and improvement; process metrics; computer simulation of processes; aligning business process with organizational goals and objectives; and case study of real world business problems.

4. Prerequisite(s): Graduate classification or approval of instructor; INFO 614, INFO 660 or approval of instructor

Cross-listed with: 

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. 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)

MBA; MS in Management Information Systems

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

9. Prefix Course # Title (excluding punctuation) 
   INFO 644 BUSINESS PROCESS DESIGN

   Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year EICE Code
   0 3 0 0 0 3 5 2 1 2 0 6 0 0 1 6 1 6 3 4 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:
   Jon Jasperman for Power: Robinson
   Department Head - Type Name & Sign Date

   Chair, College Review Committee
   Date

   Dean of College David Blackwell
   Date

   Dean of College David W. Reed
   Date

   Effective Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester? Yes ☐ No ☒

7. 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)

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9. Prefix     Course #     Title (excluding punctuation)     Lec.     Lab     SCHI     CIP and Fund Code     Admin. Unit     Acad. Year     FICE Code
   INFO 644 BUSINESS PROCESS DESIGN
   0 3 0 0 0 3 5 2 1 2 0 6 0 0 1 6 1 6 3 4 1 1 - 1 2 0 0 3 6 3 2

Approval recommended by:
Powell Robinson 4/13/10
Department Head - Type Name & Sign Date

Chair, College Review Committee 4/20/10
Dean of College Date

Department Head - Type Name & Sign
(if cross-listed course)

Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09

120 of 334 B
INFO 644 Course Syllabus – Fall 2010
Business Process Design

Instructor: Dr. Michael Ketzenberg
Office: 320H Wehner Building

Meeting Times: To be determined
Location: To be determined

Office Hours: To be determined
Office Phone: 979.845.9541 (Department office: 979.845.1616)
E-mail: mketzenberg@tamu.edu
The **BEST** way to contact me is via email

COURSE DESCRIPTION

This course introduces student to the tools and techniques to document, analyze, design and improve business processes. Students will learn to identify measurable end-to-end business processes, evaluate performance through simulation, and ensure that performance is aligned with goals and objectives. Course concepts are applied to business cases and real world problems.

The course emphasizes operational planning as an important element of business process design. Topics include design of customer service processes, focusing on cycle time reduction, design of manufacturing, service, and logistics processes, emphasizing lead time reduction and quality improvement, and the use of technology to support design activities. As part of the course, a state of the art discrete-event simulation software package is used to model and design processes and to predict the effect of design changes.

PREREQUISITES

Graduate classification or approval of instructor; INFO 614, INFO 660 or approval of instructor

COURSE OBJECTIVES


[2] Assess business processes using their key operations characteristics and performance metrics; e.g., efficiency, waiting time, cost, etc.


COURSE MATERIALS

There is no required text for this course. There are, however, several required articles and cases that collectively constitute the reading material for the course. Some of the articles, particularly those that are published in Harvard Business Review may be obtained free from TAMU library services (use the ABI Inform Global (ProQuest) online database) or from the course web site. Those that are not provided to you free can be purchased at Harvard Business School Publishing (http://harvardbusiness.com). A list of assigned reading materials and the location at which they can be found is provided after the course schedule, within this document.

The course web site will be used extensively throughout the semester for announcements and the distribution of various materials that will include the syllabus, course notes, handouts, and other supplemental materials. The web site is available through the TAMU eLearning web site at www.elearning.tamu.edu. This site will be continually updated, so make sure you check it daily. If you have access problems or other technical difficulties, please contact the Help Desk.

CLASS ORGANIZATION & ACTIVITIES

The day-to-day class activities will vary, but these are some important regular elements of class:

- **Procedures and class business:** The very beginning (and end) of each class is set aside to cover any questions or issues with regard to the syllabus, process, deliverables, and expectations.

- **Lecture:** I do not like to do straight lectures – at least not for very long. So lectures will be minimized and used only to the extent necessary. Moreover, I actively seek your help in making these “lecture” sessions interactive. Please share your ideas, questions, and experiences during or after any of our discussions.

- **Interactive Class Exercises:** Since I firmly believe in learning by doing, a significant amount of in-class time has been set aside for you to work on exercises in-class. Generally, when I introduce a new technique, I will work through an example problem and then pose a second example problem for you to work on immediately. This offers you the opportunity to test yourself on new skills and provides me an opportunity to provide immediate feedback and guidance. After you have been given sufficient time to work through the problem, I will then walk through the solution step by step. From time to time, I will also conduct interactive demonstrations to help clarify significant course concepts.
GRADING AND ASSIGNMENTS

Your grade will be determined by your performance on a variety of assignments and class participation. Assignments include both individual and team deliverables. Teams will ideally consist of four students, although accommodations will be made for class size and special circumstances. Team and individual assignments are discussed more fully in the sections that follow.

Based on the assignments planned for this course, you will have an opportunity to earn a total of 1000 points towards your final course grade (if assignments are added, deleted, or modified, the points will be adjusted accordingly). The final course grade will be computed based on five evaluation categories:

<table>
<thead>
<tr>
<th>Assignment/Deliverable</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Participation and Professionalism</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>[2] Individual Homework (5)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>[3] Team Case Analyses (2)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>[4] Examinations (3)</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>[5] Course Project</td>
<td>200</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total Points Available 1000 100%

The total points earned from the above activities will serve as an index to your course grade based on the total percentage of points earned. For example, if you should earn 820 total points (82%) then 82% serves as your index. The most likely scale for the index is A: 90% - 100%, B: 80% - 89%, C: 70% - 79%, D: 60% - 69%, F: <60%. Although I reserve the right to modify the scale downwards based upon my judgment. The five evaluation categories are discussed in the following sections.

INDIVIDUAL WORK (600 Points)

Participation and Professionalism (100 points): I encourage student participation in all classes. The purpose of class lectures, discussions, and interactive exercises is to develop, as a class, a complete analysis of the course material and to address the full range of problems and issues. To get a discussion going, I may call upon a few students at random in each session. A thorough preparation of the assigned materials is all that is necessary to answer such questions. Your participation will be evaluated over the course of the semester.

There are a total of 100 points available for class participation and professionalism. Please note that the grading system is setup to reward class participation and it should be clear that in order to participate, it is necessary to attend class. I heartily encourage you to actively participate in the class sessions, particularly with respect to case discussions. For example,

- If you are not clear about a concept being discussed in the class, please ask a question. I consider asking relevant questions a very important form of class participation.

- If you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class.
The classroom is a place for you to express and defend your ideas. The consequences of being wrong in class are very low compared to being wrong in the corporate world. Take advantage of this opportunity to develop your analytical and communication skills. Express your well-thought-out views and be prepared to defend them.

Professionalism is just what it says. Carry yourself with dignity and care while in the classroom, and while in the presence of your peers and professor. Attention to detail, timeliness, tardiness, good communication, constructive comments, consideration for others, and leadership are all elements of professionalism.

**Homework (100 points):** There will be five INDIVIDUAL homework assignments to be completed outside of class. The general purpose of these individual assignments is to keep you up to date on the material and to serve as preparation for the exams so that they are not surprising or overwhelming. Note that homework assignments are designated as individual work. You are free to discuss homework assignments with friends and colleagues. However, when writing up an assignment, do your own work. This means:

- You may discuss problems with one another
- You may help one another through difficulties and rough spots
- You may compare solutions with one another
- You may not copy work from one another
- You may not share computer files
- You may not submit assignments jointly (as a team)
- When you put pencil to paper, or fingers to keyboard, the work you do must be your own
- If you have questions, please ask...

**Examinations (400 points):** There will be two midterm examinations worth 150 points each and a final examination worth 100 points. The exams will consist of concept questions and applied problems (not simply rote memorization). There will be no make-up for an exam, except for university qualified excused absences. For such cases, see the section entitled MAKEUP POLICY below in this document.

For each exam, you will be allowed to use BOTH sides of a single 8” X 11” sheet of paper as a “crib sheet” for formulas, notes, diagrams, etc. of your own construction. You may prepare the crib sheets by hand or computer and in cooperation with a classmate, but during the exam, you will NOT be allowed to share any sheets (or anything else).

**TEAM WORK (400 Points)**

**Team Formation:** You will be requested to form teams of four students during the first class session. Although the preferences of individual students will be honored where possible, I reserve the right to alter the team membership by adding or deleting team members to accommodate class size. The team signup sheet (available at the end of this document) is due by the end of the second class session. Your name should only be listed on one signup sheet. Incomplete team submissions of less than four students will be accommodated to the extent possible by combining with other incomplete teams. That is, I will assure that all students are
members of a team. Teamwork consists primarily of the course project and case analyses, but may also include various in-class exercises.

**Course Project (200 points):** The course project will allow students to apply the techniques learned in this course to a real world situation. During the semester, each team will choose (be creative) a non-trivial real world process to address as a final course project. The team will prepare both an oral presentation and a written report of the project. Critical to your success will be your creativity, ability to selectively apply course concepts, and of course, professionalism. Here is the procedure to be used:

1. The team will meet to determine availability for meeting times and places. In addition, the team should assess interests. Ideally, your project will address specific issues or problems at a particular firm. Harvard Business Cases, however, will be provided as a suitable backup should the team be unable to make appropriate arrangements with a company.

2. Each team should provide me with a list of at least three company/case projects in preferential order that they would like to implement. Submissions should be made to me no later than the end of the 7th week of class. I will approve the assignments to assure that a) the project is suitable and b) there is no duplication between teams.

3. Oral presentations will be scheduled during the last three class sessions. Each presentation should be no longer than 20 minutes in length. Obviously, in this short time you cannot inform the class of everything you learned so you should confine your presentation to a short description of the problem you addressed, your approach to addressing it, and results. Your written report should contain more detailed information. The due date for the written report is **the last day of class**. Of course, reports may be turned in earlier.

4. Once teams have been formed, there will be additional handouts providing greater detail on the course project.

**Case Analyses (200 points):** Your team will be asked to analyze two assigned cases and prepare a case analysis report for each. Just like the ‘real world,’ cases are messy, disturbing, and confounding. These will be unlike the clean, clear-cut, and straightforward presentations in class and on homework assignments. This is done intentionally, since the ‘real world’ is rarely as detailed and clear-cut as we would like it to be. There is no single right or wrong answer to any case. Of course, there are better answers than others. My intent is to get you to think creatively and critically, just as much as it is to have you demonstrate techniques and problem solving skills developed in class. Again, if you have a question, please ask.

In your written case reports, you will need to cover the issues raised in the assigned questions. This, however, is generally a starting point and it will be possible for you to dig much deeper into the issues than those posed by the questions themselves. The write-up should be no longer than 4 pages of text, excluding exhibits that may be included in an appendix (graphs, charts,
tables, etc. when appropriate). Each case analysis is worth 100 points. Please remember that all case reports are due at the start of class on the due date.

**Peer Evaluations:** It is expected that all members of a team will carry a fair, and more—or—less equal, share of the work on group assignments. However, each team member will be allowed to provide a peer evaluation of other team members sometime near the end of the semester. An individual student's grade will be a composite of the team grade and peer evaluations. **Note that by composite, your peer evaluations can impact your grade by as much as a full letter grade — up (positive) or down (negative).** Please keep this in mind when you consider your participation and attendance at team meetings, not to mention the quality of your participation.

**ATTENDANCE POLICY**

Please attend class. We have a great deal of material to cover so it is important that you are present and prepared for class. It will not only significantly aid your learning, but it will also enable you to be a productive member on team activities. If you should have to miss a class, it is your responsibility to determine what you have missed from your classmates, and take appropriate action. **There will be NO make-up work,** except for University Approved Absences.

If you arrive late, please take a seat near an aisle to avoid disrupting the class. If you find you must leave class early, please do your fellow students (and me) the courtesy of:

- informing me of that need **before class begins,** AND
- sitting conveniently close to the aisle and door so your exit will cause minimal disruption.

All assignments are due at the beginning of the class on the day that they are assigned. Late work will not be accepted, unless excused. **The definition of the term “late” is at any time past 5 minutes of the start of the class session.** If you will miss a class on a day an assignment is due (or will be arriving late), either turn it in early or have a classmate do it for you.

**MAKE-UP POLICY**

If an absence is excused, the student will be allowed to make up work (quiz, exam, or other graded activity) within 30 calendar days from the last day of the absence. For information about what constitutes a “university excused absence,” see Rule 7 of the Student Rules ([http://student-rules.tamu.edu](http://student-rules.tamu.edu)). Students must provide documentation and notice of any absence to the instructor as specified in the aforementioned Student Rules. Falsification of documentation is a violation of the Honor Code.

**STUDENT CONDUCT**

*Computers:* You may use computers for note taking, interactive class exercises or calculations during class. If you have something else that MUST be done during class, please do not attend. If you are observed using your computer for non-class related activities (either by me or another
member of the class), it will be taken into account in your participation and professionalism grade.

Arrival to Class: Classes will start at their scheduled start time. Please arrive promptly and take a seat towards the front of the room so that we may start on time.

Personal Electronics: Cell phones, pagers, etc. Please turn these devices to “off” or “stun” position during the class. If you are expecting emergency notification, contact me ahead of time so we can anticipate your departure from class and minimize disruption to the class.

Conversations: Do not carry on conversations with your fellow students during class.

Written Assignments: Spelling, punctuation, and correct word usage are necessary elements of professional written communications; they are as important as the message you are trying to communicate, and will be criteria in the grading of your work. Sloppy, crumpled, unstapled, torn, ripped, illegible, or otherwise degraded deliverables will be commensurately downgraded.

STUDENTS WITH 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, visit http://disability.tamu.edu, call 845-1637, or go to Cain Hall, Room B118.

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MAYS FOOD & BEVERAGE POLICY

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.
## Tentative Class Schedule
*(Life is uncertain, so is this schedule!)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Strategy and Business Processes</td>
<td>Reading A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Process Flow Diagrams</td>
<td>Reading B</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Throughput Time Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Capacity Analysis</td>
<td></td>
<td>Homework 1</td>
</tr>
<tr>
<td>6</td>
<td>Capacity Analysis &amp; Design Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Case Discussion: Kristen’s</td>
<td>Kristen’s Case</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Introduction to Simulation/Extend</td>
<td>Reading C</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Case Discussion: National Cranberry</td>
<td>National Cranberry Case</td>
<td>Case Report</td>
</tr>
<tr>
<td>10</td>
<td>Modeling Resources in Extend</td>
<td></td>
<td>Homework 2</td>
</tr>
<tr>
<td>11</td>
<td>First Examination</td>
<td></td>
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<tr>
<td>12</td>
<td>Queue Management</td>
<td>Reading D</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Modeling Queues</td>
<td></td>
<td>Project Proposal</td>
</tr>
<tr>
<td>14</td>
<td>Simulating Process Variability</td>
<td>Reading E</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Simulating Queues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Extending Extend</td>
<td></td>
<td>Homework 3</td>
</tr>
<tr>
<td>17</td>
<td>Extending Extend Once Again</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Case Discussion: Benihana</td>
<td>Benihana Case</td>
<td>Case Report</td>
</tr>
<tr>
<td>19</td>
<td>Benihana Team Challenge</td>
<td></td>
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<tr>
<td>20</td>
<td>Input Analysis</td>
<td>Reading F</td>
<td>Homework 4</td>
</tr>
<tr>
<td>21</td>
<td>Second Examination</td>
<td></td>
<td></td>
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<tr>
<td>22</td>
<td>Input/Output Analysis</td>
<td></td>
<td></td>
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<tr>
<td>23</td>
<td>Output Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Process Quality and Six Sigma</td>
<td>Reading G</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Process Quality and Six Sigma</td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td>Course Project Presentations</td>
<td></td>
<td>Homework 5</td>
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<tr>
<td>27</td>
<td>Course Project Presentations</td>
<td></td>
<td></td>
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<tr>
<td>28</td>
<td>Course Project Presentations</td>
<td></td>
<td>Project Report Due</td>
</tr>
<tr>
<td>29</td>
<td>Final Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Course Reading List
(Stuff happens – Changes may occur)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Title/Description</th>
<th>Where to find?</th>
<th>Product Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Cousins and Stewart, “Why Should I Care?” <em>Rivcom</em>, 2002</td>
<td>Course web site</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Tutorial: Introduction to Extend</td>
<td>Course web site</td>
<td></td>
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<td>Extend Tutorial: Advanced Simulation</td>
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<td>F</td>
<td>Laguna and Marklund, Chapter 9: Input and Output Data Analysis,” in <em>Business Process Modeling, Simulation, and Design</em>, 2005</td>
<td>Course web site</td>
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<tr>
<td>Case</td>
<td>Krisen’s Cookie Company (A) (Abridged)</td>
<td><a href="http://www.hsbp.com">www.hsbp.com</a></td>
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<td>Case</td>
<td>National Cranberry Cooperative (Abridged)</td>
<td><a href="http://www.hsbp.com">www.hsbp.com</a></td>
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<td>Case</td>
<td>Benihana of Tokyo</td>
<td><a href="http://www.hsbp.com">www.hsbp.com</a></td>
<td>9-673-057</td>
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Team Peer Evaluation

Team Number: 

Evaluating Team Member: 

Throughout the semester you have worked together in teams to produce the deliverables required for the course. This is your opportunity to reward team members for excellent work or possibly punish them for slacking off and living off the fruits of your labor. Team peer grades are taken seriously and will be used to adjust grades.

You have two options. Option A takes to heart the principles of socialism and should be chosen if you believe that all members of your team are all equally deserving of the team grade. Option B, on the other hand, recognizes that some team members are more equal than others. By selecting Option B, you have the choice of divvying up 100 points among your team members (excluding yourself). The fraction of total points awarded to each team member will then represent your assessment of their relative contribution. For example, if you are in a five member team, there are four members to “grade” (five minus yourself). The baseline from Option A would indicate that you award each member 25 points. If you give one member 30 points, however, then one or more team members must receive less than 25 points. Please circle the option you select.

Option A: All team members receive the same team grade

Option B: Some team members are more equal than others. Please write each team member’s name below and assign each a number of points between 0 and 100 (excluding yourself). Be sure that the total points assigned among all team members equals 100.

Name: __________________________ Points: ________

Name: __________________________ Points: ________

Name: __________________________ Points: ________

Name: __________________________ Points: ________

Total Points: 100
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# Team Signup Sheet

<table>
<thead>
<tr>
<th>Student Name</th>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   George Bush School of Government and Public Service

2. Course prefix, number and complete title of course:
   INTA 623 Grand Strategy

3. Catalog course description (not to exceed 50 words):
   Address origins of great powers' grand strategies, impact of international system on grand strategic options,
   alliance behavior of states, why and when great powers balance, impact of technology and location on strategies,
   and causes of great powers' overexpansion; utilizes theoretical approaches and historical case studies to
   understand grand strategies.

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 this course be repeated within the same semester?
   □ Yes  ☑ No

7. This course will be:
   n/a

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

9. Prefix  Course #  Title (excluding punctuation)
     INTA  623  GRAND STRATEGY

   Lect  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
     0  0  0  0  3  4  5  0  3  0  1  0  0  0  1  3  6  4  1  0  1  1  0  0  3  6  3  2

   Approval recommended by:
   [Signature]
   [Name]

   Date

   Department Head or Program Chair:
   [Signature]  [Name]

   Date

   Department Head or Program Chair:
   [Signature]  [Name]

   Date

   Submitted to Coordinating Board by:
   [Signature]  [Name]

   Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

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INTA 623
Grand Strategy Seminar
Fall 2010
Professor Christopher Layne

Email: chrislayne@aol.com (Preferred)
clayne@bushschool.tamu.edu

Office Hours: By Appointment

SYLLABUS

Course Objectives:

This course will use both international relations theory and historical case studies to answer the following questions. What are the origins of great powers' grand strategies? Are they to be found in the structure of the international system, internally (economic strength, the nature of the state's political system, "bureaucratic politics," ideology, the capacity of state institutions), or some combination thereof? How does the international system's polarity affect a state's grand strategic options? When and why do states enter into alliances? When do great powers act offensively? When do the act defensively? Why and when do great powers seek hegemony? Why and when do great powers balance? Why and when do they buck-pass? How does geography affect great powers' grand strategies (land power vs. sea power). How does technology affect grand strategy? Why causes great powers to over-expand and become overstretched?

Course Format:

This is a seminar, not a lecture class. The seminar format is the standard one for graduate instruction in top U.S. universities. A seminar means that the students need to take a good deal of the ownership of the class, and show initiative in the discussions. In a seminar, the instructor does minimal, if any, lecturing, and stands on a more or less equal footing with the students during discussion. The exchange of ideas through discussion is how knowledge is gained. A seminar, however, requires commitment from the students. For this course to work, you must do the readings, and - at equally important - think hard about the issues raised therein. Attendance, and participation in the class discussions, is the key to making a seminar work. Therefore, although roll will not be taken formally, it is important that you attend all scheduled class sessions.

To help focus class discussion, each student is required to submit by email to the instructor, and the discussion leaders, by 9pm the
night before class meets, one or two questions, observations, or particularly interesting responses to the readings.

Requirements:

The grade will be based on three components: (1) Presentation of a draft paper for seminar discussion; (2) Final term paper (on the same topic as presented for seminar discussion). There will be no final examination.

Course Requirements/Grading:

Final Research Paper: 80% of course grade. Due Date: 11 December 2009. Papers (hard copies only) are due in my box in the Faculty Workroom by 5pm. Papers submitted by fax or email will not be accepted.

Papers will be an historical case studies that also incorporates the theoretical material covered the course. Specific topics will be determined by the instructor in consultation with each student. To the extent possible, I will try to match each student with a topic of interest to them.

By 21 September, you are required to submit to me a short (2-4) page paper proposal. This should set out your hypotheses, data, methodology, and a short bibliography. Submit hard copy only by 5pm, 21 September in my mailbox in the Faculty Mail Room. Papers are to be a maximum of 25 pages (double-spaced), exclusive of endnotes and bibliography.

Papers must be in a scholarly format, with an introduction, thesis statement, main body, and conclusions. This is a research paper, which means you must use materials outside of the assigned readings to enrich your argument and analysis. To avoid the dangers of plagiarism, your sources must be properly cited. You may use any approved citation form (APSA, Chicago Manual, MLA) as long as it is used properly and consistently.

Papers will be graded on the basis of: quality of critical analysis; creativity; clarity; research effort; and use of theoretical and empirical support.


NOTE: It is not acceptable to hand in the same assignment for more
than one course. Translation: you cannot "recycle" work you have
done for other courses for this class.

Draft Paper and Presentation: 20% of course grade.

The 29 October and 5 November class meetings will be set aside
[tentatively] for presentations of draft papers. Each student will
make an oral presentation in class based upon a draft of your research
paper. The oral presentations will serve as one of the bases for
class discussion during these weeks. The draft paper should be
reasonably polished, and should not exceed 15 pages in length. The
class discussion and critique of draft papers should provide feedback
and suggestions to incorporate into your final paper. The final
paper, therefore, should show significant revision from the draft
paper, based on comments from the instructor and from your peers -
as well as your own evolved thinking about your topic.

Draft papers should be circulated by email to the instructor and to
all class members no later than 24 hours prior to their scheduled
presentation in class.

Discussion Leadership: Discussion leadership is a course requirement
but will not be graded. There are two components to discussion
leadership: (1) Leading the class discussion of the assigned weekly
readings; and (2) serving as discussant/commentator on a draft paper
presentation.

All students will be responsible for leading at least one class
discussion. Depending on enrollment, students may be called upon to
lead more than one discussion. Discussion leaders be responsible for discussing the assigned
readings for the class session, raising questions for class
discussion, and preparing a handout for the class (or a Power Point
presentation) that identifies the key themes of the readings and sets
out a number of discussion questions. Discussion leaders are to go
beyond providing a mere summary of the reading (because all students
are required to do the assigned readings). The function of
discussion leaders in not to regurgitate the assigned readings, but
rather to engage the material, highlight the main points, and get the
class involved in debating and discussing the material. You should
also feel free to bring up what you think is wrong, or missing, from
the arguments made in the readings under discussion. Depending on
enrollment, discussants may be asked to work either individually, or
in pairs. Discussion leaders will be evaluated on the basis of the
substance and style of the presentation, as well as on the
the quality of the hand-out and discussion questions. The instructor
will be looking especially for evidence that you have carefully read
and thought about the assigned readings. Your presentations are
expected to cover the main points, issues, and arguments that arise from the readings. Discussion leaders should situate the readings theoretically, critique them, dissect the causal logics of the arguments, and consider their policy implications.

In addition to leading discussions based on assigned readings, each of will be required to comment upon, and critique, the draft paper of one of your classmates following the oral presentation thereof. In academic conferences, it is standard procedure to have a discussant critique the papers of the panelists. That is the model here. A good discussant clearly highlights BOTH the strengths and weaknesses of the paper in terms of its argument, evidence, and writing. The purpose of the discussant's comments is to help the author during the revision process.

**Late Assignments:**

*Failure to turn-in an assignment on time will result in an automatic lowering of the grade for that assignment by one full letter grade for each 24 hour period between the due date and the date the assignment is turned in. Example: a one date late A assignment would become a B. This policy will apply to all late assignments. No excuses will be accepted, and no exceptions will be made.

*To obtain credit for this class, all course requirements must be fulfilled. Failure to complete all course assignments will result in a grade of F.

**Procedure for Appealing Grades:**

If you are believe a grade does not fully reflect the quality of your work and you wish to dispute the grade, you must submit to me a written statement - not exceeding 2 pages in length - setting forth with specificity the reasons you believe that your grade should be revised. After reviewing your written statement, I will make an appointment to discuss the matter with you, and then convey to you my decision on your appeal.

**Academic Integrity:**

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to "principled leadership" is a further expansion of the Texas A&M student honor code that states: "An Aggie will not lie, cheat or steal nor tolerate those who do." Each student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly. Anyone who is not prepared to adhere to this standard
should immediately withdraw from this course.

Specific attention is directed to the requirement to avoid plagiarism, or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., that 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 have the permission of that person. It does not matter from where the material is borrowed—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. Scholastic dishonesty (including cheating, multiple submission of your work for grades in different courses and plagiarism) will not be tolerated and will be punished. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm

Suspected instances of academic misconduct will be referred to the University Honor Committee.

**Americans with 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 promptly.

**Laptops:**

Laptop computers may be used in the classroom. However, they may be used for *class-related purposes only*. If you use a laptop in class I will assume that you have, pursuant to the Aggie Honor Code, given me your word that you are using it for class-related purposes.

**Make-Up Classes:**

Any make-up classes will be between 7 and 10 December—after the end of regularly scheduled classes but before Finals Week. I will consult with the class to find the most convenient time for the majority of the students.
Attendance at make-up sessions is **not** mandatory, and because there is no final examination in this class, students unable to attend a make-up session (or sessions) will not be disadvantaged with respect to grading because of inability to attend. However, if it is necessary to schedule make-up sessions I hope you will be interested enough in the subject matter of this course to attend.

**Reading Assignments:**

The reading list for this course contains both **required** and **suggested** readings. The required readings are divided into two categories. First, there are readings that will be read by the entire class. It is **mandatory** that you read these, and be prepared to discuss them in class. Second, there are is a "menu" of further readings from which students will be required to read some - but not all - of the materials in this category. My goal here is to reduce the overall reading burden on each of you. Although this could change depending on the enrollment in the course, my plan is to allow each student to choose which of the materials in this category they will read. **However,** I am going to ask that you each coordinate among yourselves to ensure that each of the readings in the "menu" category is read by at least one member of the class, and to inform me prior to each class meeting which of you has read which of the readings for the week that are in this category.

Students are **not** required to read the suggested readings, and will **not** be held accountable for them. They are included for **informational purposes only** in the event you wish to pursue a particular topic in greater depth than is covered in the assigned readings. The suggested readings may also help in the preparation of your research papers.

**NOTE:** Additional required readings may be added to - or deleted from - the syllabus as the course progresses. I will give advance notice, both in class and by email, of any readings added to/deleted from the syllabus.

**BOOKS**

*(Recommended, but **not required**, for purchase)*


Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change*


Each of these books can be purchased in a paperback edition from Amazon.com. At least one hard copy of each of these books will be on reserve at the PESL (in the Presidential Conference Center).

All other materials should be available on e-reserve.

**THEORETICAL BACKGROUND**

**Week 1**

*What is Grand Strategy and Why is it Important?*


Paul Kennedy, “Grand Strategy in War and Peace: Toward a Broader Definition,” in Paul Kennedy, ed., Grand Strategies in War and Peace, pp. 1-7


Barry Posen, The Sources of Military Doctrine: France, Britain, and Germany Between the World Wars, pp. 13-33

**Week 2**

*The Origins of Grand Strategy: The Role of the International System*


Kenneth Waltz, Theory of International Politics, pp. 102-128.

The Origins of Grand Strategy:  
The Role of Polarity


The Origins of Grand Strategy:  
The Role of Power Transitions


Week 3 - NO CLASS MEETING. NO MAKE-UP FOR THIS CLASS

Week 3 Assignment: Prepare Memo on Term Paper with topic, thesis, and brief bibliography. Due in my mailbox in Faculty Mail Room by 5pm, Monday, 21 September.

Week 4

The Origins of Grand Strategy:  
The Role of Unit Level Factors - An Overview


Barry Posen, The Sources of Military Doctrine, pp. 34-80.

The Origins of Grand Strategy: The Role of Unit Level Factors - Economics


**Week 5**

The Origins of Grand Strategy: The Role of Unit Level Factors - Regime Type and Ideology


Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics*, pp. 1-32

The Origins of Grand Strategy: The Role of Unit Level Factors - Domestic and Bureaucratic Politics


Read One (1) of the Following:


Stephen Van Evera, "The Cult of the Offensive and the Origins of the

The Origins of Grand Strategy:
The Role of Unit Level Factors - Strategic Culture

Read Two (2) of the Following:


SUGGESTED READING:


Elizabeth Keir, Imagining War: French and British Military Doctrine Between the Wars (1997).


The Origins of Grand Strategy:
The Role of Unit Level Factors: The Primacy of Innenpolitik


TYPES OF GRAND STRATEGIES

Week 6

Grand Strategic Options – Hegemony


Grand Strategic Options – Balancing and Bandwagoning


Read Two (2) of the Following:


SUGGESTED READING:


**Week 7**

*Grand Strategic Options – Buck-Passing and Offshore Balancing*


**SUGGESTED READING:**


*Grand Strategic Options – Preventive War*


**Read One (1) of the Following:**


**Week 8 – NO CLASS DUE TO GEORGE BUSH BIANNUAL CHINA CONFERENCE IN BEIJING. MAKE-UP: TBA**

**Weeks 9 & 10**

*Presentation of Draft Research Papers*

**Week 11**

**GEOGRAPHY, TECHNOLOGY AND GRAND STRATEGY**

*Geography and Grand Strategy:*

*Theories of Sea (and Air) Power vs. Theories of Land Power*
Paul Kennedy, "Mahan vs. Mackinder" in Paul Kennedy, The Rise and Fall of British Naval Mastery, pp. 177-204.


Nicholas J. Spykman, "Geography and Foreign Policy: Parts I & II, American Political Science Review (February & April 1938).

The "Offense/Defense Balance" and its Effect on Grand Strategy


Read One (1) of the Following:


SUGGESTED READING:


George H. Quester, Offense and Defense in the International System


Week 12

The Impact of Technology on Grand Strategy: From the Gunpower Age to the Computer Age

READING:


Read Two (2) of the Following:


SUGGESTED READING:

Keir Lieber, War and the Engineers: The Primacy of Politics Over Technology.


A useful link to materials on the contemporary U.S. Revolution in Military Affairs and Defense Transformation is: http://www.comw.org/rma/

PRACTICING GRAND STRATEGY: HISTORICAL CASE STUDIES

Week 13

Imperial Recessional: Britain and the Grand Strategy of Decline

Kennedy, The Rise and Fall of British Naval Mastery, pp. 239-298.


SUGGESTED READING - BRITAIN AND WORLD WAR I:


Stephen Broadberry and Mark Harrison, eds., The Economics of World War I


Elizabeth Greenhalgh, Victory Through Coalition: Britain and France During the First World War (2005).

Michael Howard, The Continental Commitment


SUGGESTED READING - BRITAIN AND WORLD WAR II:


David Edgerton, Warfare State: Britain, 1920-1970


James P. Levy. Appeasement and Rearmament: Britain: 1936-1939


G.C. Peden, British Rearmament and the Treasury.

David Dilks, “We Must Hope for the Best and Prepare for the Worst:’ The Prime Minister, the Cabinet, and Hitler’s Germany, 1937-1939,


**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and lower

**Week 14**

*Germany from Bismarck to Hitler: The Strategy of a Continental Power*

**READING:**


**SUGGESTED READING:**

Robert M. Citino, The German Way of War: From the Thirty Years' War to the Third Reich.


Holger Herwig, "Luxury Fleet:" The Imperial German Navy, 1888-1918.

Eckhart Kehr, Battleship Building and Party Politics.


Wrap-Up Discussion: Lessons from the Past and Future Grand Strategy
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of

   The Bush School of Government and Public Service

2. Course prefix, number and complete title of course:

   INTA 630 International Economic Development

3. Catalog course description (not to exceed 50 words):

   Course will cover the economic dimensions of international development issues in the context of the major problems facing development planners such as poverty, inequality, population growth, environmental impact, the urban-rural interface, subsistence, agriculture, gender concerns, low rates of human capital formation, and globalization.

4. Prerequisite(s):

   r/a

   Cross-listed with:

   Cross-listed courses require the signature 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 this course be repeated within the same semester?  □ Yes  □ No

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

   r/a

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

   r/a

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

9. Prefix Course # Title (excluding punctuation)

   INTA 630 INTL ECONOMIC DEVELOPMENT

   Course #  Title
   630  International Economic Development

   Lect. Lab SCH CIP Fund Code Admin. Unit Acad. Year HICE Code
   0 0 0 0 5 2 1 1 0 1 0 0 1 6 1 3 6 4 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:

   Department Head - Type Name & Sign
   Chuck Hermann

   Date

   Chair, College Review Committee

   Date

   Department Head - Type Name & Sign
   (if cross-listed course)

   Dean of College

   Date

   Submitted to Coordinating Board by:

   Date

   Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 1/09  152 of 334 B
INTA 630
SEMINAR IN INTERNATIONAL ECONOMIC DEVELOPMENT

Course Content
The economic dimensions of international development issues in the context of the major problems facing development planners such as poverty, inequality, population growth, environmental impact, the urban-rural interface, subsistence agriculture, gender concerns, low rates of human capital formation, project planning, and more. Prerequisites: ECON 607 or equivalent graduate course in microeconomics.

Instructor: Dr. Gary W. Williams (321B Blocker Bldg), Phone: 845-5911, e-mail: gwwilliams@tamu.edu


Course Objectives
This course is designed to provide students a broad understanding of the theory and principles of international economic development that are essential for understanding, evaluating, and devising policy options for dealing with the pervasive problems facing economic development planners. A major emphasis is providing students experience in analyzing the economic implications of development models and policy options applied to a wide range of development problems. The following will be particularly emphasized:

1. The meaning, measurement and characteristics of economic development.
2. The development consequences of pervasive economic problems, including poverty, limited access to education and health systems, urbanization, population growth, subsistence agriculture, and more.
3. Theories and models of economic development.
4. The application of development concepts and theories to the analysis of the development problems facing specific developing countries.
5. Development planning and policy.
6. The relationship between international trade, trade policy, trade institutions, and development.

Course Content and Organization
The course is divided into three main sections: (1) development concepts and theory, including the institutions, economic structure, and characteristics of developing countries as well as classical and contemporary models of development, (2) the problems facing economic development planners, including measuring poverty and inequality, understanding the causes and consequence of population growth, the migration and urbanization dilemma, the roles of health and education, the imperative of agricultural progress and rural development, and the relationship between development, energy, natural resources, and the environment; and (3) the relationship between trade and development, including trade as an engine of growth, trade strategies for development, foreign aid, and international debt.

Course Procedures
The course will consist of a mixture of lectures and class presentations with some guest lecturers with real world experience in international economic development. Each student will undertake a semester-long project in developing a report that analyzes the situation and experience of a developing country (or region/sub-region of a developing country) with opportunities during the semester to present relevant sections of their reports to the class and to a panel of experts at the end of the semester.

Grading: Two take home exams (15% each), Midterm Exam (15%), Final Exam 15%, In-class Draft Report Section Presentations (2) 10% (5% each), Final Report Presentation to Expert Panel 15%, Final Written Report 15%. The Midterm and Final exams will be taken in class and are closed book and closed notes. Much of your grade will be based on your in-class presentations and your final written report. Your in-class presentation grades will be based on a combination of presentation performance and content. You will participate in rating the presentation performances of your classmates except for the final presentation which will be graded by a panel of experts.

Lecture Notes: The powerpoints used in the class lectures are available on the course website for you to print off at your convenience. I will expect that you will print off and bring with you each day a copy of the powerpoint presentations for that day's lecture. You can find a link to the course website at http://agecon2.tamu.edu/people/faculty/williams-gary/. Changes in the on-line lecture notes may be made during the semester. So if you print off the whole set at the beginning of the semester, your notes may not include any additions, changes, or corrections made during the semester.
Class Readings

Although you will have to purchase the Todaro & Smith textbook, the whole Soubbotina textbook is available as a PDF file on our course website (http://agecon2.tamu.edu/people/faculty/williams-gary/). Any required readings not in those two textbooks will either be made available on-line on the course website or handed out in class at the appropriate point in the semester.

Country Development Report

Throughout the semester you will work on preparing a development report on a developing country (or region/sub-region of a developing country) of your choice. Your report will have four main sections: (1) Country Overview; (2) Measurements and Indicators of Development; (3) Analysis of Development Problems and Policy Issues; and (4) Conclusions and Development Policy Options. During the semester, you will make 2 informal presentations on your report to the class. The first will cover sections 1 and 2 and the second will cover section 3 and 4. You will receive feedback on your presentation performance and the content of each section from your classmates and the instructor. At the end of the semester, you will make a formal presentation of your full report to the class and guest evaluators that I will invite to come to class, listen to your presentation, and provide an evaluation of your performance and the content of your presentation. I will grade your final written report. The objective of this activity is to give you practical experience in applying the principles learned in this course to the development experience of a specific developing country. The presentation will give you important experience in conveying your thoughts, ideas, and analyses on material relevant to your career path to other professionals. Final report presentation dates and times will be assigned at random. Your final written report is due to me no later than Tuesday, December 7 either in class or in my Bush school mailbox by no later than 5:00 pm. See "Guidelines for Country Development Report" for more detail.

Important Dates to Remember

September 7 Deadline for Submitting Selection of Developing Country for Report for Approval
September 21 First Take Home Exam Due
September 28 In-Class Report Presentations: Overview/Measurements and Indicators of Development
October 19 Mid-term Exam (closed books/notes)
November 2 In-Class Report Presentations: Analysis/Conclusions and Policy Options
November 16 Second Take Home Exam Due
November 23 &30 Formal Report Presentations to Panel of Experts
December 7 Deadline for handing in Final WRITTEN Report (5 pm) AND Optional Final Exam Review
December 10 (Friday) Final Exam (12:30 pm - 2:30 pm)

Americans with Disabilities Act (ADA)

The 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. The phone number is 845-1637.

Copyright Notice

Please note that all on-line materials, handouts, and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to the syllabus, exams, in-class materials, review sheets, problem sets, and on-line lecture notes. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Scholastic Dishonesty

Plagiarism is failing to credit sources used in your work in an attempt to pass off someone else's work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from individuals or other sources. So you are guilty of plagiarism if you copy someone else's work and turn it under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources or even being careless or sloppy in documenting the sources used in your work constitutes plagiarism. Plagiarism is a serious academic sin for which the penalties are severe under the student rules. You are responsible for understanding what plagiarism is and how to avoid it, including the appropriate and ethical use of sources. Let me know if you have questions about how to use sources in your paper. If you have any questions regarding plagiarism, please refer to the section on "Scholastic Dishonesty" in the Texas A&M University Student Rules.
GUIDELINES FOR THE COUNTRY DEVELOPMENT REPORT

During the first week of class, you will need to choose a developing country (or a region or sub-region of a developing country) for your report. Your report will be presented in sections and will need to follow the following format:

Required Country Development Report Format

1. Country Overview
   Provide a country overview with emphasis on the development dimensions. Provide maps, charts, tables, figures, and/or graphs as appropriate to support the discussion. The objective of the overview is to provide a quick background on the country, including geographic dimensions, agricultural overview, climate data, population statistics, historical/cultural information, ethnic issues, political issues, etc. as relevant for the discussion that will follow.

2. Measurements and Indicators of Development
   In this section, discuss the current state of development in the selected country using common measurements and indicators of development as discussed in class (such as GNP and Gini coefficients). You should focus on measurements of income distribution and indices of poverty and welfare.

3. Analysis of Development Problems and Policy Issues
   In this section, provide a detailed analysis of one or more major development problems/issues for the selected country. As appropriate for the selected country, major development problems might include population growth, migration, education, health, agriculture, the environment, development planning and policy, energy, trade, foreign debt and aid, etc.

4. Conclusions and Development Policy Options
   Summarize the major conclusions of your analysis regarding the major development problem(s)/issue(s) you discussed in the previous section. Then, in view of those conclusions, suggest and discuss what you believe are the major policy options facing development planners in the country with respect to the development problem(s)/issue(s) you discussed with the best chance of achieving the needed changes to foster economic development.

Important Notes on the Country Development Report (Please Read Carefully)

1. Country Approval: Approval of the country you select is required. I want to insure that each student works on a different country and that the country you select is appropriate for this report. The deadline for submitting your country choice for approval is Tuesday, September 8. That's the second class period so you basically have one week to make your selection. Approval must be obtained PRIOR to the first class presentation.

2. Deadline:
   Written papers must be handed in no later than Tuesday, December 7 in class or placed in my Bush School mailbox by 5:00 pm. NO EXCEPTIONS.

3. Length and Style:
   - Papers should not exceed 30 pages, typed, and double-spaced, including figures, tables, and references.
   - For proper referencing, please follow the MLA guidelines.
     (See http://library.tamu.edu/help/help-yourself/citing-sources/files/Using%20MLA%20Format.pdf for examples of how to handle citations in the body of the text and in the "Works Cited" (References) list. For more general help with writing, you can work with an advisor at the University Writing Center (1.214 Sterling C. Evans Library, 979-458-1455) or consult with the UWC website for writing tips and helps at http://writingcenter.tamu.edu/resources/.

4. Content:
   - Your paper MUST follow the required format as discussed above. (See "Warning" below.)
   - This is to be an analysis and not simply a description of development data related to your country or a diatribe of your own personal opinions, biases, and beliefs on development issues and concerns. Your analysis should be objective and your conclusions should be based on your analysis. No conclusions should be drawn that cannot be supported by the analysis. Conclusions, no matter how reasonable, that are not based on your analysis are simply unsupported opinion and have no place in professional writing.

5. Warning:
   Grades for papers that omit required sections, add other sections, or otherwise fail to follow the required format will be heavily discounted.
INTA 630
COURSE OUTLINE AND READINGS

You do not need to read the Appendices to the assigned chapters unless so indicated in the readings list.

NOTE: Other readings may be assigned during the semester. The readings NOT in the textbook will either be handed out or made available on the course website.

I. Development Concepts and Theory

A. What is Development? Meaning, Measurements, and Characteristics (Lectures 1 and 2)
   (1) T&S Chapters 1 and 2
   (2) Soubbotina Chapters 1, 2, 15, 17

B. Theories of Development (Lectures 3 and 4)
   T&S Chapters 3 (including Appendices 3.1, 3.2, and 3.3) and 4

C. Inequality and Poverty (Lectures 5 and 6)
   (1) T&S Chapter 5
   (2) Soubbotina Chapters 5 and 6

II. Problems Facing Economic Development Planners

A. Population Growth (Lectures 7 and 8)
   (1) T&S Chapter 6 including case study at end of chapter (China and India)
   (2) Soubbotina Chapter 17

B. Migration and Urbanization (Lectures 9 and 10)
   T&S Chapter 7

C. Education and Health (Lectures 11 and 12)
   (1) T&S Chapter 8
   (2) Soubbotina Chapters 7 and 8

D. Agriculture and Rural Development (Lecture 13)
   T&S Chapter 9

E. Development Planning and Policy (Lecture 14)
   (1) T&S Chapter 11
F. Financing Development and the Role of Microfinance (Lecture 15)
   T&S Chapter 15, pp. 753-763
   Recommended: Video presentation: “Microfinance,” Click on World Affairs, Season 1, episode 8 at:

E. Natural Resources and Development (Lecture 16)
   T&S Chapter 10
   Guest Lecturer: Dr. Piyasena Abeygunawardena

III. International Trade and Economic Development (Lectures 17 and 18)
   (1) T&S Chapter 12, pp. 588-648 and Chapter 14, pp. 728-738
   (2) Soubbotina Chapters 12 and 13

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and lower
INTA 599 International Economic Development Seminar
LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Class/Lectures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Tues, Aug 31</td>
</tr>
<tr>
<td>2. What is Development? Meaning, Measurement, and Characteristics</td>
<td>Tues, Aug 31</td>
</tr>
<tr>
<td>3. Theories of Development I</td>
<td>Tues, Sept 7</td>
</tr>
<tr>
<td>4. Theories of Development II</td>
<td>Tues, Sept 7</td>
</tr>
<tr>
<td>5. Inequality and Poverty I</td>
<td>Tues, Sept 14</td>
</tr>
<tr>
<td>6. Inequality and Poverty II</td>
<td>Tues, Sept 14</td>
</tr>
<tr>
<td><strong>First Take Home Exam Due</strong></td>
<td>Tues, Sept 21</td>
</tr>
<tr>
<td>7. Population Growth I</td>
<td>Tues, Sept 21</td>
</tr>
<tr>
<td>8. Population Growth II</td>
<td>Tues, Sept 21</td>
</tr>
<tr>
<td><strong>In-class Draft Report Section Presentations: Overview/Measurements and Indicators of Development</strong></td>
<td>Tues, Sept 28</td>
</tr>
<tr>
<td>9. Migration and Urbanization I</td>
<td>Tues, Oct 5</td>
</tr>
<tr>
<td>10. Migration and Urbanization II</td>
<td>Tues, Oct 5</td>
</tr>
<tr>
<td>11. Education and Health</td>
<td>Tues, Oct 12</td>
</tr>
<tr>
<td>12. Health Issues for International Development</td>
<td>Tues, Oct 12</td>
</tr>
<tr>
<td><em>Guest Lecturer: Dr. Misra Ranjita, Department of Health and Kinesiology</em></td>
<td></td>
</tr>
<tr>
<td><strong>MIDTERM EXAM (In-class)</strong></td>
<td>Tues, Oct 19</td>
</tr>
<tr>
<td>13. Agriculture and Rural Development</td>
<td>Tues, Oct 26</td>
</tr>
<tr>
<td>14. Development Planning and Policy</td>
<td>Tues, Oct 26</td>
</tr>
<tr>
<td><strong>In-class Draft Report Section Presentations: Analysis/Conclusions and Options</strong></td>
<td>Tues, Nov 2</td>
</tr>
<tr>
<td>15. Financing Development and the Role of Microfinancing</td>
<td>Tues, Nov 9</td>
</tr>
<tr>
<td><em>Guest Lecturer: Dr. Piyasena Abeygunawardena, Assistant Director, Borlaug Institute</em></td>
<td></td>
</tr>
<tr>
<td><strong>Second Take Home Exam Due</strong></td>
<td>Tues, Nov 16</td>
</tr>
<tr>
<td>17. International Trade and Economic Development</td>
<td>Tues, Nov 16</td>
</tr>
<tr>
<td>18. Trade Development Strategies</td>
<td>Tues, Nov 16</td>
</tr>
<tr>
<td><strong>Formal Report Presentations to Panel of Experts (½ of students)</strong></td>
<td>Tues, Nov 23</td>
</tr>
<tr>
<td><strong>Formal Report Presentations to Panel of Experts (½ of students)</strong></td>
<td>Tues, Dec 30</td>
</tr>
<tr>
<td><strong>READING DAY - OPTIONAL FINAL EXAM REVIEW</strong></td>
<td>Tues, Dec 7</td>
</tr>
<tr>
<td><strong>FINAL EXAMINATION (In-class)</strong></td>
<td>Fri, Dec 11 (12:30 pm - 2:30 pm)</td>
</tr>
</tbody>
</table>
Kirkpatrick, Sam

From: Hermann, Charles
Sent: Tuesday, May 04, 2010 8:04 AM
To: Kirkpatrick, Sam
Subject: FW: Course Approval?

FYI. Chuck

From: Timothy Gronberg [mailto:tjg@econmail.tamu.edu]
Sent: Tuesday, May 04, 2010 7:47 AM
To: Hermann, Charles
Subject: RE: Course Approval?

Chuck,

While it is the case that our undergraduate development course instructors use the same textbook for Econ 330 as does Williams for your course, it is clear that Williams has structured and pitched the course in a way that is appropriate for the Bush program and is clearly differentiated from our current course offerings in this area.

So, we have no objection.

Best regards,

Tim

From: Hermann, Charles [mailto:chermann@bushschool.tamu.edu]
Sent: Monday, May 03, 2010 2:29 PM
To: Timothy Gronberg
Subject: Course Approval?

Hi Tim:

The Bush School is proposing a course on International Economic Development for a permanent course number. The syllabus (we’ve offered it previously as a 689) is attached.

Sam Kirkpatrick who represents us on the Grad Council likes to be able to say we have conferred with other subject-relevant departments and they have no objection. Like all our courses, this one would be for master’s students viewing their degree as a gateway to government/NGO careers.

Can you confirm that Economics has no objection?

Thanks,

Chuck
Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course:
   INTA 631 US Military Power

3. Catalog course description (not to exceed 50 words):
   Introduces students to US general purpose forces; course will examine issues at the intersection of military strategy and operations, including force planning and future operational environment; course relies on relevant historical examples, including recent conventional and unconventional military campaigns

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
   Will this course be repeated within the same semester?  □ Yes  ✔ No
   If yes, this course may be taken ______ times.

7. 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

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

9. Prefix | Course # | Title (excluding punctuation) | Lect | Lab | SHC | CIP | Fund Code | Admin Unit | Acad Year | LEC Code
---|---|---|---|---|---|---|---|---|---
INTA | 631 | US MILITARY POWER | 03 | 00 | 03 | 45 | 09 | 01 | 00 | 01 | 13 | 64 | 10 | 11 | 00 | 36 | 32

Approval recommended by:

Chuck Hermann

Date

Chair, College Review Committee

Date

Sam Kirkpatrick

Date

David W. Reed

5 May 2013

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 3/09
INTA 631
U.S. Military Power
Fall 2010
Monday 1:30-4:20pm, Allen 1017

Jasen J. Castillo
Bush School of Government and Public Service, Allen 1098
Office Hours: Thursday 4:30-5:30pm and by appointment
Phone: 979-458-8021
Email: jcastillo@bushschool.tamu.edu

Course Description: This seminar introduces students to U.S. general-purpose forces and how policy-makers plan for military missions. Students will examine issues at the intersection of military strategy and operations, including force planning and theories about the use of force. The course relies both on relevant historical examples as well as recent military campaigns. Student should come away with the ability to understand the different types of military operations and current debates inside the defense community about the future operational environment. Although the course aims to introduce civilians to operational issues, the seminar will benefit those with military experience by introducing them to how policy-makers think about military strategy. The course focuses on conventional and counter-insurgency operations. Students interested in nuclear operations should take Bush 689-606: Deterrence and Coercion.

Course Requirements and Grading: Grades are based on active class participation (30%), two five-page, policy memos (45%), and an in-class briefing (25%). The memos and briefing requirements are described below:

• The seminar runs on a heavy reading load. Students must master all the readings prior to each meeting and make specific references to the reading during class discussion. Students who consistently demonstrate a comprehensive understanding of the readings during the seminar’s weekly discussions will earn an excellent participation grade.

• For the first writing assignment, students will identify a problem facing the U.S. Department of Defense, describe why it is important and summarize the debate surround its causes. Excellent memos will clearly demonstrate mastery of the relevant literature. This first memo is due at the beginning of class on October 18, 2010 and should consist of five double-spaced pages, using a standard twelve-point font with one-inch margins and include footnotes.

• Students will brief a policy solution to the problem they outline in their first memo. Briefings will take place in class from Week 9 and Week 14. Each briefing will consist of a fifteen-minute, PowerPoint presentation, including questions from the class. Student grades will reflect the clarity of their presentation, their ability to summarize information quickly and succinctly, as well as how well they answer questions from the audience. Students will schedule a briefing by the beginning of class on October 18, 2010.

• For the final memo, students will pose a policy solution to the problem they outline in the first memo. I will grade memos on the clarity of the writing, the analysis of the available
INTA 623
U.S. Military Power
Fall 2010
Monday 1:30-4:20pm, Allen 1017

Jasen J. Castillo
Bush School of Government and Public Service, Allen 1098
Office Hours: Thursday 4:30-5:30pm and by appointment
Phone: 979-458-8021
Email: jcastillo@bushschool.tamu.edu

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- For the final memo, students will pose a policy solution to the problem they outline in the first memo. I will grade memos on the clarity of the writing, the analysis of the available
options and supporting evidence. This memo should also address questions and comments raised during the briefing. The final memo is due in my department mailbox on December 6, 2010 at 12:00pm CST and should consist of five double-spaced pages, using a standard twelve-point font with one-inch margins and include footnotes.

- Memos and briefings will suffer a penalty of one-letter grade for each day they are late.

**Academic Honesty:** "An Aggie does not lie, cheat, or steal, or tolerate others who do." 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 at www.tamu.edu/aggiehonor.

**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).

**Required Readings:**


**Class Schedule and Topics**

<table>
<thead>
<tr>
<th>Week 1: 08/30/2010</th>
<th>Introduction: Current U.S. Military Policy and Force Structure Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The Quadrennial Defense Review (Washington DC: US DOD, 2010), available</td>
</tr>
</tbody>
</table>
| Week 2: 09/06/2010 | History of Modern Combined Arms Warfare  
|---|---|
| Week 3: 09/13/2010 | Force Planning and Campaign Analysis  
| Week 4: 09/20/2010 | The Persian Gulf War and the "Revolution in Military Affairs"  
| Week 5: 09/27/2009 | Air Power  
| Week 6: 10/04/2010 | - Dunnigan, Part 2.  
- Naval Power, Power Projection and Anti-Access and Area Denial Strategies
  - Dunnigan, Part 3 and Part 7. |
|---|---|
| Week 7: 10/11/2010 | - Counterinsurgency Theory  
| Week 8: 10/18/2010 | - Counterinsurgency and History: The Case of Vietnam  
  **First Memo Due at the Beginning of Class** |
| Week 9: 10/25/2010 | - Operation Enduring Freedom: Defeating the Taliban Regime  
| Week 10: 11/01/2010 | - Operation Iraqi Freedom: Defeating Saddam's Regime  
  - Michael R. Gordon and Bernard E. Trainor, *Cobra II: The Inside Story of the*
|-------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>Week 12: 11/15/2010</th>
<th>Counterinsurgency Practice: Iraq, 2006 to Present</th>
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<tr>
<th>Week 13: 11/22/2010</th>
<th>Counterinsurgency Practice: Afghanistan</th>
</tr>
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</table>

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<tr>
<th>Week 14: 11/29/2010</th>
<th>The Future Operational Environment</th>
</tr>
</thead>
</table>

(Final Memo Due 12/06/10 by 12:00pm CST in my mailbox.)

**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and lower
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of  
The Bush School of Government and Public Service  
INTA 680 Political Violence and Terrorism within the International System

2. Course prefix, number and complete title of course:

3. Catalog course description (not to exceed 50 words):  
Focuses on terrorism as special case of political violence and on non-state actors as a specific category of players  
toward which the international system must adapt; develops underlying concepts of terrorism and core response  
strategies to terrorism; develops both national and international responses to terrorism, emphasizing need for  
complementary policy approaches.

4. Prerequisite(s):  
n/a

Cross-listed with:  

Cross-listed courses require the signature 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 this course be repeated within the same semester?  
☑ Yes  
☐ No

7. This course will be:  
   a. required for students enrolled in the following degree programs(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

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

9. Prefix  | Course #  | Title (excluding punctuation)  
-----------|------------|-------------------------------
INTA       | 680        | POL V IO L & T ERR INT L SYS

Lect. | Lab | SCH | CP & Fund Code | Admin. Unit | Acad. Year | HCE Code
0 | 3 | 0 | 03 45 01 01 13 64 | 11 1 2 | 0 0 3 6 3 2

Approval recommended by:  

Department Head - Type Name & Sign  
Chuck Hermann  
Date 4/13/10

Chair, College Review Committee  
Date 4/20/10

Dean of College  
Sam Kirkpatrick  
Date 5/6/10

Dean of College  
David W. Reed  
Date 5/6/10

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu  
Curricular Services – 3/09

167 of 334 B
The Bush School
of GOVERNMENT & PUBLIC SERVICE
TEXAS A&M UNIVERSITY

TEXAS A & M UNIVERSITY
BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE
INTA 680 Political Violence and Terrorism within the International System
SYLLABUS

Instructor: James M. Smith
Office: Online
Telephone:
E-mail: Blackboard only
Office Hours: Online

COURSE DESCRIPTION

This course focuses on terrorism as a special case of political violence and on non-state actors as a specific category of players toward which the international system must adapt. It develops the underlying concepts of terrorism (war and political violence, terrorism roots and leadership, organization and infrastructure, targets and tactics) and core elements of response strategies to terrorism, all within and against international system elements and processes that are addressed in other courses within the certificate program (finance, diplomacy, security policy, intelligence, law, international organizations, strategic communications). It also develops both national and international responses to terrorism, emphasizing the need for complementary policy approaches. At its core, it maintains an emphasis on how understanding the essential elements and dynamics of terrorism within the international system is key to analysis of terrorism at the strategic level, and on how that analysis allows the design of strategies to defeat the threat at that strategic level.

COURSE OVERVIEW

The course begins by setting political violence and terrorism into the context of the contemporary international system—a fundamentally non-state phenomenon within a state-based
system. It then develops the key elements and processes of applied political violence, and of terrorism as a specific example of that violence, from its roots, across the transformation/radicalization process, to its organizational dynamics, to its applications of violence for psychological/political effects. It then addresses issues that the system must address to combat terrorism such as its special challenge to democracy and international law. It then turns to combating political violence and terrorism, addressing the central tool of intelligence, the concepts and strategies central to national responses, and the issues and importance of a coordinated international response. The course ends with attention to personal protection and the individual’s response to minimize the terrorism threat.

COURSE OBJECTIVES

1. Compare academic and governmental definitions of terrorism.
2. Define international terrorism.
3. Analyze the primary contributors to the development of terrorism.
4. Contrast Rapoport’s four waves of terrorism development.
5. Analyze the historical development of terrorism.
6. Assess the roles of identity, leadership, ideology, and organization within roots and transformation to violence.
7. Analyze studies and cases of radicalization as a specific focus within this transformational process.
8. Compare taxonomies of armed groups and violent non-state actors.
9. Assess the primary value of categorizing practitioners of political violence.
10. Compare organized criminal organizations and international terrorist organizations.
11. Assess the significance of Islamic financial systems.
12. Analyze the compatibility of objectives, tactics, and targets of one group.
13. Evaluate suicide terrorism by groups.
14. Compare selected analytical frameworks developed to address terrorist groups and contemporary terrorism.
15. Apply one or more frameworks to terrorist groups.
16. Evaluate strengths and weaknesses of the approaches for different terrorist groups and types of terrorism threats.
17. Discuss the special challenges that democracies face in adapting and applying particular counterterrorism techniques.
18. Develop a suggested set of guidelines for combating terrorism and preserving democratic values.
19. Discuss the issues and challenges of applying traditional, state-based international law to terrorists and other VNSA.
20. Analyze the role of democratic values in a strategy against terrorism.
21. Compare and contrast the law enforcement and warfare paradigms.
22. Discuss the handling of detainees in the fight against terrorism.
23. Analyze how terrorist groups end.
24. Evaluate U.S. intelligence reforms and their adequacy in the face of the existing terrorism threat.
25. Evaluate the Israeli counterterrorism strategy as a model for the United States.
26. Design a strategic policy framework for the United States to counter the current terrorist threat.
27. Compare international strategies for countering the terrorist threat.
28. Design a model international cooperative strategy to defeat terrorism.
29. Explain small-unit tactics to combat terrorist surveillance and provide force (and individual) protection.
30. Design a personal protection plan for yourself, your family, and your place of business.

FORMAT AND METHOD

The course is delivered via the learning management system (LMS) Blackboard. Resources and materials provided with in the LMS are:

Syllabus
Handouts
Audio Lectures (please contact the office of Extended Education for accessibility concerns)
Videos (where applicable)
Email
End-of-course Evaluation

REQUIRED READINGS


Provided Case Files


COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

<table>
<thead>
<tr>
<th>Weekly Required Discussion (Variable lessons)</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Synthesis</td>
<td>15%</td>
</tr>
<tr>
<td>Group Analysis (Week 4)</td>
<td>15%</td>
</tr>
<tr>
<td>Group/Case Analysis (Week 7)</td>
<td>15%</td>
</tr>
<tr>
<td>Case Response Analysis (Week 10)</td>
<td>25%</td>
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**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and lower

There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification. Note: All written assignments are required to be written according to the APSA Style Guide.

1. **Discussion Question Postings (30% of grade).** Discussion is an integral part of the learning process. In the online environment, the discussion board is the classroom. Effective online discussions require that students prepare by reading the assigned materials and answering discussion questions effectively—supporting statements with concepts from the readings or by bringing in a related example or experience—and posting on time. Material presented in the lecture parallels the assigned reading, but frequently contains additional material. The online class discussions should relate the theories and concepts from the readings to the professional environment as well as current events. Students are expected to listen to the lectures each week, understand the concepts that are presented, and become familiar with all
the concepts and terminology introduced in the readings and lectures. Students should apply this knowledge in responses to the written instructor questions and in contributing to the class on-line discussion in responding to the initial question discussion postings by other students.

2. Lectures. Each week audio lectures, with accompanying text and graphics, aligned with the topic and learning outcomes for the week are provided. The lectures cover material that may not be found in the textbook or other resources for this course. The lectures represent the content expertise of the subject matter expert for this course. Therefore, it is important that the student listen to each lecture in its entirety.

3. Written Assignments. *(combined 70% of grade).* There are four written assignments for this course. All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

- **Lesson Synthesis (15% of grade):** Each student will choose a week during which they will write a brief (3-5-page) integrative and critical review of all the required and supplemental reading assignments. This will be due no later than **11:59 pm CST of Day 6** of that week. This assignment should **not** be a summary of each reading. Rather, it should be an integrative synthesis of all the readings, critiquing the validity of the authors' main arguments (and in many cases how they support or contradict each other) and highlighting the most important takeaways. **Please note:** Lesson syntheses will be shared with the entire class in the web forum to assist in their learning. Write this for classmates as much as for the instructor. Papers should follow APSA formatting guidelines. Submit the synthesis as an email attachment to the instructor, and also post to the discussion board for other students to read.

To choose your Lesson Synthesis literature to review, look at the lists of supplemental readings in the weekly schedule provided below, and then **e-mail the instructor a 1st, 2nd, and 3rd choice by 11:59 pm CST of Day 5, Week 1.** The instructor will attempt to give everyone their 1st choice, but duplicates will be minimized. If the student has not given the instructor literature choices **by the end of Week 1,** the instructor will assign a week based on what is best for the class.

*Group/Event/Response Analyses:* The three written analysis assignments in this course address sequential analyses of elements of a single terrorist group, event (or closely linked series of events), and target national and international response. The instructor will suggest some possible group/event/response sequences, or the student can suggest other possibilities. It is suggested that the student select a sequence that appeals to one's interests, but then check for available resources to ensure sufficient materials for the
analyses. Submit a choice of group/event/response sequence to the instructor for approval by the end of **Day 1, Week 2**.

- **Group Analysis (15% of grade):** For this assignment, the student is examining a terrorist group (or another type of group that employs terrorist tactics as a primary tool). One good analytical approach is to focus on a) leadership and membership (leadership source/quality/style, population base and recruitment), b) ideology and objectives (cause, mobilization), c) organization (stage and form of development, categorization and modus operandi), and d) a summary paragraph capturing the central characterization of this group. The paper should be 4-5 pages and is due by **11:59 pm CST of Day 7, Week 5**.

- **Event Analysis (15% of grade):** In this paper, the student is analyzing a case of applied terrorism undertaken by the group that the student analyzed in the group analysis paper described above. The student is to select and very briefly describe one of the templates introduced in class (or another analytical template of the student’s choice as approved by the instructor), and then develop the case with focus on the key elements of that template. Draw conclusions on the case and on the utility of that template in this case. As with the group analysis paper, end with a single paragraph summarizing the central elements and analytical takeaways from this case analysis. The paper should be 4-5 pages and is due by **11:59 pm CST of Day 7, Week 10**.

- **Response Analysis (25% of grade):** This final analysis in the sequence focuses on the national and international responses to the group and case that the student addressed in the group and event analyses. Begin this paper with an introduction that includes the summary paragraphs from the student’s first two papers. Then address the national response to this group and event (tools, national strategy and response targets, implementation, and effects) at the operational and strategic levels. Also discuss and analyze the international dimensions of response to this group and event. Emphasize synergies between the tools, levels of response, and national and international efforts. Conclude with a critical analysis of the response tools, strategies, and implementation, suggesting improvements that are needed to deter or defeat this terrorism. The final paper should be 8-10 pages and is due by **11:59 pm CST of Day 7, Week 15**.

**Getting Started:** There are a mix of internet sites, scholarly journals, and online databases available in this field. Use authoritative and scholarly sources whenever possible. *Do not use Wikipedia or other unverified sources.* Terrorist group profiles are a good place to start, and some authoritative sites include the following:

- cfr.org/issue/135/terrorism.html (Council on Foreign Relations)
- dos.gov/s/ct (Department of State Office to Combat Terrorism)
- mipt.org (Memorial Institute for the Prevention of Terrorism)
- nctc.gov (National Counterterrorism Center)
Paper Grading Criteria

A range:

The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

B range:

The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

C range:

The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

D range:

The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Participation Policy

Students must “visibly participate” in the online classroom 4 out of 7 days each week of the term.
Participation for students is defined as active and positive contributions to the learning process. Participation is different from attendance in the online classroom. To meet participation requirements, students are expected to contribute substantially to the class discussion 4 out of 7 days per week in addition to posting any written assignments for grading. In addition to the student's initial response to a discussion question, students are expected to respond to a minimum of two of their classmates' posts.

The Bush School's online courses count for 3 credit hours over a 15 week period. The 3 credit hours are equivalent to 45 hours of contact time between the instructor and the student. Therefore, the student must be actively participating 6.5 – 8 hours each week. When students do not participate they miss out on many opportunities for learning. In addition, students will spend an estimated 12 – 18 hours each week preparing for class, reading, and completing assignments.

We understand that life happens and occasionally a student may be without access to the Internet or online course. If at any time a student must be away from the classroom, or email, more than two consecutive days, the student is required to notify the instructor prior to their absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email onlinehelp@bushschool.tamu.edu or phone 979.845.7036 and the instructor will be notified.

Late Assignments

The assignments should be submitted on the days that they are due by 11:59 p.m. CST. Typically assignments are due three days after the topic is introduced. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor's discretion and not automatically given. If at all possible, the student's request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Format for Writing Assignments

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

Performance Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop
a learning community in which individuals' ideas are freely expressed and the class works together to support and challenge each others' work and ideas. The success of the learning experience in this class—and ultimately each student's grade—is critically dependent on the excellence of each student's preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at online@bushschool.tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

ASSIGNMENTS

Course Outline

Week 1

Topic: Course Introduction

Lectures: Political Violence and Terrorism

Reading:

Required:


Supplemental:


Discussion Questions:

1. Welcome! Please take a few minutes to introduce yourself to your classmates on Day 1. Post a brief biography that includes your educational background, work experience, and personal interests or hobbies. Also include a brief statement about what you hope to gain from this course.

2. Select one of the definitions of terrorism presented in the readings or lecture. Defend its strengths and critique its weaknesses. Propose your own definition of international terrorism and defend its utility for either limited policy approaches or as a universal definition of international terrorism.

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<td>Post a short Bio DQ1</td>
<td>Day 1</td>
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<td>DQ 2 Posting</td>
<td>Day 5</td>
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<tr>
<td>Lesson Synthesis (literature review) 1st, 2nd, 3rd choices to Instructor</td>
<td>Day 5</td>
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<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 6</td>
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**Week 2**

Topic: Violent Non-State Actors

Lectures: Violent Non-State Actors

Reading:

Required:


Supplemental:


Rapoport, David. “The Four Waves of Terrorism.” [Presentation]

Discussion Questions:

1. Compare and contrast the three taxonomies of armed groups/violent non-state actors presented in the readings/lecture. What is the primary value of categorizing practitioners of political violence in this way?

2. Select a contemporary terrorism group/threat and explain how it fits into both a category of armed groups/violent non-state actors and what historical phase of development of terrorism it represents.

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<td>Submit a choice for Group/Event/Response Analysis sequence to Instructor</td>
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<td>Respond to at least two of your peers’ DQ 1 postings</td>
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<td>Respond to at least two of your peers’ DQ 2 postings</td>
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<tr>
<td>Lesson Synthesis for Week 2</td>
<td>Day 6</td>
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**Week 3**

**Topic:** Roots and Transformation to Violence

**Lectures:** Roots and Transformation to Violence

**Reading:**

**Required:**


Supplemental:


Discussion Questions:

1. Select an example of one of the terrorist groups/incidents from the readings. Analyze the roots and mobilization to identity in that case. Also assess how the “Trinity” of leadership, ideology, and organization play across that case.

2. Is there continuity or inconsistency between the Warlords/Shultz mobilization/transformation process and the Silber/Sageman radicalization process presented in this lesson? How would you contrast or integrate these approaches?

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<td>Literature Review for Week 3</td>
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**Week 4**

**Topic:** Terrorism Organization and Networks

**Lectures:** Terrorism Organization and Networks

**Reading:**

**Required:**


Supplemental:


Discussion Questions:

1. Evaluate the role of ideology in building and sustaining terrorist organizations. How has this changed in the transition from 3rd wave ethno-nationalist terrorism to 4th wave religion-based terrorism?

2. Craft an argument either for or against Shultz assertion that the primary focus of terrorist leadership must be on ideology and organization.

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<td>Literature Review for Week 4</td>
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Week 5

Topic: Terrorism Finance and Logistics

Lectures: Terrorism Finance and Logistics

Reading:

Required:


Supplemental:


Discussion Questions:

1. Assess the significance of an Islamic financial system parallel to the international financial system. Include an analysis of the legitimate practices of zakat and halawa as potential sources of terrorist finance.

2. Compare and contrast organized criminal organizations and international terrorist organizations in terms of ideological drivers and overall objectives.

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<td>Literature Review for Week 5</td>
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<td>Group/Event/Response Analysis: Group Analysis due</td>
<td>Day 7</td>
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**Week 6**

Topic: Terrorism Tactics and Targets

Lectures: Terrorism Tactics and Targets

Reading:

Required:


Supplemental:


Discussion Questions:

1. Analyze the compatibility of objectives, tactics, and targets of one group.

2. Evaluate the relative “success” of suicide terrorism as used by a group or in a case.

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**Week 7**

**Topic:** WMD Terrorism: A Special Case

**Lectures:** WMD Terrorism

**Reading:**

**Required:**

Fishman, Brian, and James J.F. Forest. 2007. “WMD and the Four Al-Qa’idas.” [unpublished draft article]


**Supplemental:**


Discussion Questions:

1. Conventional wisdom holds that a) all terrorists seek to acquire WMD; b) terrorist acquisition of WMD equals certain use. Assess the likely validity of that wisdom as a universal set of truths; is there a clear and singular wisdom here?

2. Based on a compatibility and capacity analysis of your selected terrorist group, are they likely to attempt to acquire and employ nuclear, radiological, biological, or chemical weapons? Present a justification for your argument on each weapon category.

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Week 8

Topic: Terrorism Case Analysis

Lectures: Terrorism Case Analysis

Reading:

Required:


Supplemental:


Discussion Questions:

1. Richard Shultz suggests a new trinity of Leadership, Organization, and Ideology for terrorism and insurgency today. Define your own trinity for your selected terrorist group. Either justify your inclusion of one of Shultz legs or build the case for one or more different critical elements.

2. Select one of Richard Shultz’s six analytical categories. What questions are missing, and why should they be added?

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**Week 9**

**Topic:** Terrorism and Democracies

**Lectures:** Terrorism and Democracy

**Reading:**

**Required:**


Supplemental:

Bruneau, Thomas. 2007. “Challenges to Effectiveness in Intelligence Due to the Need for Transparency and Accountability in Democracy.” Strategic Insights VI (3). [available at: https://www.ciaonet.org/oli/si/si_6_03/si_6_03_a_intro.pdf]


Discussion Questions:

1. Can a global strategy of democratization defeat terrorism? What elements of strategy would you emphasize to at least pave the way from political moderation and perhaps eventual/expanded democracy in the Middle East?

2. What is the role of democratic values in a strategy against terrorism? How would you go about promoting those values, with what targets and means?

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**Week 10**

**Topic:** Terrorism and International Law

**Lectures:** Terrorism and International Law

**Reading:**

**Required:**


**Supplemental:**


Discussion Questions:

1. Compare and contrast the law enforcement and warfare paradigms as applied to international terrorism. Evaluate their relative strengths and weaknesses. Do the strengths of the warfare paradigm outweigh its weaknesses, or is there a realistic alternative?

2. How should we handle the detainee issue in the post-2001 fight against terrorism? How is this likely to become more complicated as we look to close Guantanamo and we also expand operations against both hard-line Taliban and al Qaeda fighters in Afghanistan?

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**Week 11**

**Topic:** Terrorism and Intelligence

**Lectures:** Terrorism and Intelligence

**Reading:**

**Required:**


Supplemental:


Discussion Questions:

1. Evaluate post 9/11 United States intelligence reforms and their adequacy in the face of the existing terrorism threat. How do fusions centers and increased emphasis on OSINT and HUMINT rank in ongoing and needed intelligence reforms?

2. Analyze the balance between “security” concerns and standards and the potential gains from greater cross-national intelligence cooperation. Do your conclusions about cooperation with international states and their agencies also apply to foreign national agents?

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**Week 12**

**Topic:** Combating Terrorism

**Lectures:** Combating Terrorism

**Reading:**

**Required:**


Supplemental:

Aggour, Laura, “The Strategy of Containment in Fighting Terrorism,” *Strategic Insights* (September 2008)


Discussion Questions:

1. Analyze how secular and religious terrorist groups end. How do you explain the differences? What does this imply in terms of United States government capabilities and strategies today?

2. Analyze the utility (positive and negative) of the declaratory strategy of the United States against al Qaeda (“Global War on Terrorism” or “The Long War”). What declaratory title and approach would you suggest?

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**Week 13**

**Topic:** National Responses to Terrorism

**Lectures:** National Response to Terrorism

**Reading:**

**Required:**

21


Supplemental:


Discussion Questions:

1. Evaluate the Israeli strategy to combat terrorism in terms of its fit for Israel. Does its implementation match its design? Does the Israeli strategy transfer in whole or in part as appropriate for the United States?

2. Evaluate the 2006/2007 United States strategies to combat terrorism and for homeland security. Do they fit US values and culture? Do they adequately address the threat faced?

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**Week 14**

**Topic:** International Responses to Terrorism

**Lectures:** International Responses to Terrorism

**Reading:**
Required:


Supplemental:


Discussion Questions:

1. Evaluate the added contribution of international response elements to national efforts as part of an overall strategy to combat terrorism. Identify and assess three central targets of an international strategic response to terrorism, as well as at least two tools appropriate toward each target.

2. Does the contemporary international system support or constrain efforts to coordinate broad international strategies to combat terrorism and political violence? Is Ganor correct in his argument that reform is not enough; that a new international regime is needed to ensure effective cooperation in this fight?

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 6</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 6</td>
</tr>
<tr>
<td>Literature Review for Week 14</td>
<td>Day 6</td>
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</table>

**Week 15**
Topic: Terrorism and Personal Protection

Lectures: Terrorism and Personal Protection

Reading:

Required:

Post, Jerrold, ed, *The Al-Qaeda Training Manual* (USAF Counterproliferation Center) [Chapter 11]

Post, Jerrold, ed, *The Al-Qaeda Training Manual* (USAF Counterproliferation Center) [Chapter 12]


Supplemental:

Post, Jerrold, ed, *The Al-Qaeda Training Manual* (USAF Counterproliferation Center) [Chapter 14]

Post, Jerrold, ed, *The Al-Qaeda Training Manual* (USAF Counterproliferation Center) [Chapter 15]

Post, Jerrold, ed, *The Al-Qaeda Training Manual* (USAF Counterproliferation Center) [Chapter 16]

Discussion Questions:

1. Summarize tactical objectives and surveillance tactics that might be used against you or your residence, transit, and places of recreation and business. Explain prudent, proportional steps that you could take to protect yourself, and to detect if you are the object of surveillance.

2. This course has intended to familiarize you with strategic and operational explanations of terrorism and political violence and some of its key components and processes, and with analytical frameworks to systematize the study of violent non-state actors. Where did it succeed and where did it fail? What was missing that you wanted and did not get from the course?

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<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<td>Attachment B</td>
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</table>

**DQ 2 Posting**
**Respond to at least two of your peers’ DQ 1 postings** Day 5
**Respond to at least two of your peers’ DQ 2 postings** Day 6
**Literature Review for Week 15** Day 6
**Group/Event/Response Analysis: Response Analysis due** Day 7

**Online Office Hours**

The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat. Please use the internal Blackboard email tool or the Who’s Online tool.

**Feedback**

The instructor will be providing feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you have questions related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

**OTHER POLICIES**

**AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION**

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 at 979-845-1637 by phone or at disability@tamu.edu by email.

**ACADEMIC INTEGRITY**

*An Aggie does not lie, cheat, or steal or tolerate those who do.*

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.
PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc., that 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 have the permission of the person. It does not matter from where the material is borrowed—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. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

OTHER HELPFUL INFORMATION

Library

The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

Technical Help Desk Information

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:

Bush School Online Support Team
Email: onlinehelp@bushschool.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   The Bush School of Government and Public Service

2. Course prefix, number and complete title of course:
   INTA 682 Law of War

3. Catalog course description (not to exceed 50 words):
   Provides Key concepts for those who desire an expanded understanding of how and why Law of War influences US military operations and national security and foreign policy decisions today; introduction to the historical, customery development and the significant efforts of Law of War codification such as the Hague and Geneva Conventions.

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 this course be repeated within the same semester?  Yes  No

7. 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

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

9. Prefix  Course #  Title (excluding punctuation)
    INTA  682  LAW  OF  WAR

   Lect.  Lab  S/C  CP  and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0  3  0  0  3  4  5  0  9  0  1  0  0  0  1  1  3  6  4  1  1  1  2  0  0  3  6  3  2

   Approval recommended by: ________________________  6/1/10
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  6/1/10
   Dean of College  6/1/10

   Submitted to Coordinating Board by:
   ________________________  6/1/10
   Associate Director, Curricular Services  Date

   Chair, GC or UCC  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   The Bush School of Government and Public Service
   INTA 681 Law of War

3. Catalog course description (not to exceed 50 words):
   Provides key concepts for those who desire an expanded understanding of how and why Law of War influences U.
   S. Military operations and national security and foreign policy decisions today; introduction to the historical,
   customary development and the significant efforts of Law of War codification such as the Hague and Geneva
   Conventions.

4. Prerequisite(s):

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 this course be repeated within the same semester? ☑ Yes □ No

7. 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

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

9. Tentative Course Title (excluding punctuation):
   INTA 681 LAW OF WAR

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Approval recommended by:

Department Head - Type Name & Sign
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09

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The Bush School
of Government & Public Service
Texas A&M University

Bush School of Government and Public Service

INTA 661 Law of War

SYLLABUS

Instructor: Thad Coakley

Office: Online

Telephone:

e-mail: through Blackboard

Office Hours: Online (or minimum of 6.5 hours each week)

COURSE DESCRIPTION

This course is intended to provide key concepts for those who desire an expanded understanding of how and why Law of War influences U.S. military operations and national security and foreign policy decisions today. Students will be introduced to the historical, customary development and the significant efforts of Law of War codification such as the Hague and Geneva Conventions.

COURSE OVERVIEW

The Law of War (LOW), sometimes referred to as the Law of Armed Conflict or International Humanitarian Law, is comprised of a significant body of statutory and customary law devoted to regulating the conduct of warfare. This course will focus on *jus in bello*, the law of the battlefield, and particularly as it applies from the perspective of the U.S. military. This is not a “lawyer’s course.” Rather, it is intended to provide key concepts for those who desire an expanded understanding of the LOW and its influence on U.S. military operations as well as American national security and foreign policy decisions. Students will be introduced to the development and significant codification efforts of the LOW such as the Hague and Geneva Conventions. The class will learn the key principles of military necessity, distinction between combatants and civilians, “unnecessary suffering” and proportional weighing of military
advantage against collateral damage. The legality of certain weapons systems, such as expanding rounds, land mines, lasers, chemical and biological weapons, and other means of conducting warfare, will be surveyed together with different methods of warfare including stratagems and ruses, perfidious acts, and reprisal. These principles, means, and methods will be used to further discuss U.S. Rules of Engagement and targeting considerations. The status of the actors found on the battlefield will be explained and the specific rights and obligations which attach to the uniformed warrior, the innocent civilian, or the unlawful combatant will be defined. Finally, responsibility for adherence to LOW, war crimes, and various enforcement mechanisms will be examined. CAVEAT: The subject of this class is war, its instruments, and the people involved in, or affected by exposure to, war. As such, certain materials, photographs, video, and language utilized on some of the above websites and in the class lectures may be considered graphic and disturbing.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to:

1. Discuss the framework of Law of War in international law.
2. Identify principal sources of Law of War.
3. Discuss key Law of War principles.
4. Apply the key principles of necessity and proportionality.
5. Explain proportionality as it relates to targeting and the consideration of collateral damage.
6. Critique the decisions made by U.S. Intelligence in armed international conflict.
7. State the criteria for determining a legitimate target and qualifications on “military objectives”
8. Define rules of engagement
9. Explain different rules of engagement implementation
10. Discuss types of self-defense rules of engagement
11. Describe principles of necessity and proportionality in self-defense context
12. Critique the purpose of rules of engagement
13. Analyze the political, operational, and legal requirements regarding rules of engagement.
14. Describe responsibilities with regard to persons, hospitals, medical units, hospital ships, medical transport, and supplies
15. Explain the priority of medical treatment required by GWS and GWS(Seal)
16. Explain the specific protections available to protected persons and property upon the battlefield
17. Discuss legal consequences for a civilian who takes a part in hostilities.
18. Identify protected persons under the Geneva Convention Relative to the Protection of Civilian Persons in Time of War (GC)
19. Discuss historical and current trends of Civilians Accompanying the Force.
20. Assess the risks of Civilians Accompanying the Force.
22. Debate the prohibited methods of obtaining information from a prisoner of war
23. Identify the categories of persons entitled to Prisoner of War status
24. Discuss requirements for handling captured enemy personnel
25. Explain legal bases for detention
26. Discuss detainee treatment standards and certain procedures for detention, evidence collection and documentation, retention, and release
27. Assess permissible and impermissible interrogation techniques
29. Compare principal differences between Code of Conduct and criminal statutes.
30. Explain application of Code of Conduct
31. Explain the defenses commonly raised in war crime proceedings
32. Discuss the requirements to prevent, mitigate and investigate alleged law of war violations
33. Assess command responsibility with respect to the LOW and the commission of war crimes
   Explain historical relevance of past conflicts to current military operations
34. Discuss recurring law of war applicability in on-going modern conflicts

FORMAT AND METHOD

The course is delivered via the learning management system (LMS) Blackboard. Resources and materials provided with in the LMS are:

Syllabus
Handouts
Audio Lectures (please contact the office of Extended Education for accessibility concerns)
Videos (where applicable)
Email
End-of-course Evaluation

REQUIRED READINGS

There are no required textbooks to purchase for this class.

The primary resource will be the Law of War Documentary Supplement (2007). Compiled by the U.S. Army JAG School’s International and Operational Law Department, this supplement contains FM 27-10 (Army Field Manual: The Law of Land Warfare), the relevant treaties, and other materials which will be assigned readings throughout the course.


Where additional reading materials will provide further background in a given week, the professor will provide pdf. documents or external website references as identified in this syllabus.

Optional Readings: Throughout the course, materials may be identified by the professor for optional reading. These are intended to supplement particular points of instruction and provide interested students with further exposure to issues raised by the LOW. For students who wish to begin (or supplement) their personal reference library relative to basic LOW, the following books are recommended:


Note: Professor Dinstein's books cover state-on-state, international armed conflict (i.e. Article 2, Geneva Conventions) conflict. Professor Solis' book covers both international and internal (i.e. Article 3, Geneva Conventions) conflict.

**LOW Reference Websites:**

- [www.icrc.org](http://www.icrc.org)

Website for the International Committee of the Red Cross. Select English, then view materials under "International Humanitarian Law." From this menu, one can view the Geneva Conventions, Additional Protocols, and signatories. Of significant value, one can peruse the Commentaries to individual Conventions which provide further insight into the drafters' (e.g. Pictet) interpretation and intention of each clause found in the Conventions.

- [http://avalon.law.yale.edu/subject_menus/major.asp](http://avalon.law.yale.edu/subject_menus/major.asp)

Website for Yale Law School's Avalon Project. Select "Document Collections" for collections including "The Laws of War" and "Nuremberg War Crimes Trial" and "International Military Tribunal for Germany."


- [http://www.hrw.org/](http://www.hrw.org/)

Website for Human Rights Watch.
• http://www.iihl.org/site/5071/default.aspx

Website for The International Institute of Humanitarian Law in San Remo, Italy.

• http://www.state.gov/s/lt/treaty/index.htm

Website for the Department of State, Office of the Assistant Legal Adviser for Treaty Affairs.

• www.lawofwar.org

Website for the International Law of War Association Interactive. Site contains an interactive LOW casebook created by Judge Evan Wallach and has numerous links to LOW related resources and topics.

• http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm

Website of famous trials compiled by Douglas Linder, University of Missouri-Kansas City School of Law. The Nuremberg and My Lai case files have a significant collection of historical documents.

• www.crimesofwar.org

Website for the Crimes of War Project

• http://www.expose-the-war-profiteers.org/DOD/

CAVEAT: this is a politically-oriented website and it has a tracker which reads and records government, defense, and defense industry visits to the site. However, it does have a significant amount of factual documents relating to alleged "war crime" cases and incidents.
COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

<table>
<thead>
<tr>
<th>Weekly Required Discussion (12 questions @ 3% each)</th>
<th>36%</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>14%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<tr>
<th>Grading Scale:</th>
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<tr>
<td>A= 90-100%</td>
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<td>B= 80-89%</td>
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<tr>
<td>C= 70-79%</td>
</tr>
<tr>
<td>D= 60-69%</td>
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<tr>
<td>F= 59% and lower</td>
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There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification. Note: All written assignments are required to be written according to the APSA Style Guide.

1. **Discussion Question Postings (36% of grade).** Discussion is an integral part of the learning process. In the online environment, the discussion board is the classroom. Effective online discussions require that students prepare by reading the assigned materials and answering discussion questions effectively—supporting statements with concepts from the readings or by bringing in a related example or experience—and posting on time. Material presented in the lecture parallels the assigned reading, but frequently contains additional material. The online class discussions should relate the theories and concepts from the readings to the professional environment as well as current events. Students are expected to listen to the lectures each week, understand the concepts that are presented, and become familiar with all the concepts and terminology introduced in the readings and lectures. Students should apply this knowledge in responses to the written instructor questions and in contributing to the class on-line discussion in responding to the initial question discussion postings by other students.

There are twelve (12) Discussion questions which provide factual scenarios, then ask the student to provide a short answer and rationale based on the weekly block of instruction to which a given question applies. Students will post their answers to the class for constructive critique, support, and further discussion amongst the class. Discussion answers account for 36% of the class grade. Students are required to respond to at least two (2) other students’ Discussion answers during the assignment week as the class participation requirement which accounts for 14% of the class grade.
Chat Room: A once-a-week chat time will be established based on the convenience of the class majority. The chat session will be used to discuss current items of relevance, questions/issues regarding the LOW not resolved through the Discussion questions, and any other LOW topics of interest to the class. Participation is voluntary. No grade value is assigned to chat participation, but it is encouraged as part of the learning process, particularly in the weeks which do not have an assigned Discussion question.

2. **Lectures.** Each week audio lectures, with accompanying text and graphics, aligned with the topic and learning outcomes for the week are provided. The lectures cover material that may not be found in the textbook or other resources for this course. The lectures represent the content expertise of the subject matter expert for this course. Therefore, it is important that the student listen to each lecture in its entirety.

3. **Exams.** (50% of grade). An objective mid-term and final exam consisting of short answer and multiple-choice and true or false questions will be closed book. The mid-term will cover materials addressed in Weeks 1-6. The final will cover materials addressed in Weeks 8-14.

**Participation Policy**

Students must “visibly participate” in the online classroom 4 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. Participation is different from attendance in the online classroom. To meet participation requirements, students are expected to contribute substantially to the class discussion 4 out of 7 days per week in addition to posting any written assignments for grading. In addition to the student’s initial response to a discussion question, students are expected to respond to a minimum of two of their classmates’ posts.

The Bush School’s online courses count for 3 credit hours over a 15 week period. The 3 credit hours are equivalent to 45 hours of contact time between the instructor and the student. Therefore, the student must be actively participating 6.5 – 8 hours each week. When students do not participate they miss out on many opportunities for learning. In addition, students will spend an estimated 12 – 18 hours each week preparing for class, reading, and completing assignments.

We understand that life happens and occasionally a student may be without access to the Internet or online course. If at any time a student must be away from the classroom, or email, more than two consecutive days, the student is required to notify the instructor prior to their absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email onlinehelp@bushschool.tamu.edu or phone 979.845.7036 and the instructor will be notified.
Late Assignments

The assignments should be submitted on the days that they are due by 11:59 p.m. CST. Typically assignments are due three days after the topic is introduced. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Format for Writing Assignments

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

Paper Grading Criteria

A range:

The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

B range:

The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.
C range:
The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

D range:
The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Performance Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ work and ideas. The success of the learning experience in this class and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at online@bushschool.tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.
ASSIGNMENTS

Course Outline

Week 1

Topic: Introduction to the Law of War

Lectures: Course Introduction to the Law of War

Reading:


Optional Reading:


Discussion Questions:

1. Welcome! Please take a few minutes to introduce yourself to your classmates on Day 1. Post a brief biography that includes your educational background, work experience, and personal interests or hobbies.

2. What do you hope to gain from this course?

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Post your Bio (DQ 1)</td>
<td>Day 1</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
</tr>
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</table>

Week 2

Topic: Means and Methods of Warfare Part I

Lectures: Means and Methods of Warfare Part I (Lecture 1)
Chemical Weapons: Halabja Video
Chemical Weapons: Halabja Video (additional video)
Means and Methods of Warfare Part I (Lecture 2)

Reading:

Optional Reading:


Avalon site: General Orders No.100 by Francis Lieber; Declaration of St. Petersburg

Discussion Questions:

1. Some of the greatest challenges in combating terrorists/insurgents come in U.S. Forces’ ability to apply the traditional LOW principles. Why is this true?

2. Building upon Week 2 Discussion Question 1: Is this a new dilemma for which the key principles are obsolete or ineffectual? Explain your reasoning as to whether the principles remain valid or not and how they can or cannot be applied in current environments.

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**Week 3**

Topic: Means and Methods of Warfare Part II

Lectures: Means and Methods of Warfare Part II

Reading:


Optional Reading:


“Troops in Contact Airstrikes and Civilian Deaths in Afghanistan” [available at the Human Rights Watch website]

Discussion Questions:

1. Based upon your understanding of the application of necessity, proportionality, and distinction in targeting, criticize or support the decisions made in the following situations:

   In October 2001, a Predator unmanned aircraft was a flying surveillance mission over Afghanistan. The Predator was armed with two Hellfire (anti-tank) missiles. Using its highly sophisticated imaging radars and other surveillance means, it detected and confirmed that a convoy of civilian cars and trucks leaving Kabul was carrying Taliban leader Mullah Mohammed Omar as well as Taliban guards and soldiers.

   Omar was known to travel with his wife and children. The authority to authorize a strike with the Predator’s missiles rested with CENTCOM Commander, General Tommy Franks. He refused authorization to target Omar’s vehicle because, as he explained, “My JAG doesn’t like this, so we’re not going to fire.” Omar escaped.

2. Based upon your understanding of the application of necessity, proportionality, and distinction in targeting, criticize or support the decisions made in the following situation:

   In April, 2003, U.S. intelligence indicated that Saddam Hussein and his sons were eating at a particular Baghdad restaurant. U.S. forces launched several missiles against the site, destroying the restaurant and nearby homes. Fourteen civilians were killed but neither Hussein nor his sons were present.

3. Based upon your understanding of the application of necessity, proportionality, and distinction in targeting, criticize or support the decisions made in the following situation:

   In January 2006, intelligence indicated Osama Bin Ladin’s deputy, Ayman al-Zawahiri, was holding a meeting with a group of Al-Qaeda associates in the Pakistani village of Damadola. A strike was launched from a Predator.

   While Zawahiri was not in fact present, at least four Al-Qaeda members were killed in the attack; eighteen civilians, including five children were also reported killed.

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**Week 4**

**Topic:** Rules of Engagement (ROE) Part I

**Lectures:** Rules of Engagement (ROE) (Sections 1-6)

**Reading:**


**Optional Reading:** none

**Discussion Questions:**

1. What, if any, practical difference exists in a commander’s “inherent right” and “obligation” to use force to in self-defense of the unit?

2. Compare and contrast Beirut White Card ROE from the class lecture with the below MNF-W ROE which were in effect in Iraq in 2006. Are there any significant differences? Do the MNF-W ROE provide a greater flexibility for the use of force to defend against threats? Or are there undue limitations placed over U.S. Forces ability to defend themselves. Would you recommend any further clarification, modification or addition to the MNF-W ROE and, if so, what and why?

---

**MNF-W ROE Card**

**CONDUCT YOURSELF WITH DIGNITY AND HONOR**

**ALWAYS MINIMIZE COLLABORATIVE DAMAGE**

1. You may use force to defend yourself and individuals committing hostile acts or exhibiting hostile intent, however POSITIVE ID (PID) is required prior to engagement. PID is a necessary means to identify the object or person you intend to engage if a legitimate military target per the ROE. Once you have PID, you may see continued force, up to and including deadly force, to eliminate the threat.

2. When engaging targets, remember:
   a. Exceed less force. Use the minimum amount of force necessary to effectively eliminate the threat. In time and circumstances permit, use the following degrees of force when engaging in hostile act or hostile intent:
      - No less than necessary to subdue or harm an enemy with a non-lethal weapon
      - Use non-lethal means to incapacitate
      - Force to subdue
   b. WARNING SHOTS are not authorized, except during ROE provoking actions.
   c. Do not fire upon anyone who has surrendered or one no longer fight due to sickness or wounds.
   d. Do not fire upon hospitals, school, churches, monasteries, monasteries, historical or cultural sites, or within civilian populated areas UNLESS necessary for self-defense or ordered by your commander.

---

**MNF-W ROE Card**

3. Prevent the following (with deadly force, if necessary):
   - Yourself, your unit, and other friendly forces.
   - U.S. civilians.
   - Civilians.
   - MNF and International coalition civilians and/or property, such as personnel/equipment of a friendly nation and UN.
   -клад civilians from actions that are likely to cause death or serious bodily harm, such as murder or rape.
   - Knowledgeable property.
   - On friendly personnel, public utilities, hospitals, and government buildings.

4. Treat all civilians and their property with respect. Do not take civilian property, including vehicles, unless you have the permission of a company town commander.

5. You may detain civilians if they interfere with the mission, commit or assist in committing a crime, are on a list of wanted persons, or if necessary for security or self-defense.

6. Report any and all suspected civilian deaths or the Law of War committed by any U.S. friendly or military forces. Notify your chain of command, Judge Advocate General, March 10th, or Chaplain.

7. Standing and the taking of war trophies will not be tolerated.

This card to be carried by each person at all times. Effective (1984-86).

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### Week 5

**Topic:** Rules of Engagement (ROE) Part II

**Lectures:** Rules of Engagement (ROE) Part II

**Reading:**


**Optional Reading:** none

**Discussion Questions:**

1. Military necessity justifies those “measures not forbidden by international law, which are indispensable for securing the complete submission of the enemy as soon as possible.”

   Given that ROE development takes into consideration three bases: political/diplomatic; operational/mission accomplishment; and legal requirements, is any one consideration more important than the others? Does the value of a particular basis vary at the tactical (shooter) level and the strategic/political (authorization/policy) level?

   If a desired ROE measure is lawful, why might it not be acceptable to authorize its use? If both lawful and necessary, is a political limitation an undue interference with the proper conduct of the military operation?

2. In one of this week's assigned readings, “Untie Military Hands,” retired Admiral Lyons describes his understanding of the U.S. Forces' ROE in Iraq which he criticizes too restrictive.

   Based on the ROE lecture, do you agree that Admiral Lyons' description of the ROE are accurate and why? If not, what errors did he make in stating the ROE?

   Admiral Lyons also argues that the ROE must be changed but does not offer any specific measures to effect a change. What other specific authorizations, if any, to use force would be necessary and appropriate beyond the then-authorized ROE (Note: U.S. Forces mission in Iraq as of the time of Admiral Lyons op-ed was counterinsurgency, and
stability and security operations to build support amongst the Iraqi people rebuilding of the nation and its new government)?

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**Week 6**

**Topic:** Wounded and Sick

**Lectures:** Wounded and Sick

**Reading:**


**Optional Reading:**


**Discussion Questions:**

1. You are a battalion commander whose unit is heavily engaged in urban operations. All of your forces, to include support soldiers acting as a provisional rifle company, are tied down in fighting within a city several miles from your forward operating base (FOB).

    As the fighting goes on, numerous detainees are being brought back to FOB but you have insufficient soldiers to maintain a guard on them 24/7 during the ongoing fighting and no way to transfer the detainees back to the rear area.

    Your Headquarters Company commander suggests that the battalion aid station medics, who have pistols and rifles, can be used to augment your meager guard force personnel. The battalion surgeon protests that medics cannot be assigned these types of duties (he’s
a known whiner).

Can you order your medics to assume guard duties? If you do, what ramifications, if any, does this action engender if your FOB is overrun and captured?

Does your analysis change if the medics volunteer to take on the guard duties?

2. One of the detainees brought back to the FOB identifies himself as a mullah and demands that he be allowed to lead prayer and minister religious activities to the other Muslim detainees. He has also drafted letters to religious leaders in the city which he says are private and only ask for guidance in his religious duties.

Because he is a Mullah he states that he cannot be made to work on the shelter the other detainees are working to build in the temporary detention area. The other detainees, shell-shocked and hard at work on the shelter, seem little interested in the mullah’s “services.”

How should you handle the mullah’s demand to lead prayer, send mail and be exempted from shelter-building?

3. You are a squad leader whose unit of twelve Marines has just fought off a small ambush. In doing so, one of your Marines has suffered a grazing wound to his ribcage, another has had his hand severely damaged by grenade shrapnel. You have also killed two enemy combatants and captured a third.

The wounded enemy combatant has a several bullet wounds to the chest, which are bleeding profusely, and appears to be having increasing difficulty breathing.

You are located more than 30 km from the nearest medical assistance, but one of the two attack helicopters which was supporting you in the counter-ambush is a Huey with room for two of the wounded aboard. The Huey can rapidly deliver the selected wounded to U.S. military medical care.

Who do you put aboard the helicopter and how do you justify your actions?

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Week 7

Topic: Mid-Term Exam

Lectures: none

Reading: none

Discussion Questions: none

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Week 8

Topic: Civilians in Times of War

Lectures: Civilians in Times of War (Parts 1 & 2)


Optional Reading:


Discussion Questions:

1. Your coalition ground forces are moving along their avenue of approach, a road, and begin to encounter large crowds of apparent displaced refugees who are seeking to avoid the fighting. These civilians threaten to interfere with the main route necessary to continue the coalition forces’ attack.

Are the coalition forces required to avoid the civilian refugees located to its front? Must the troops maneuver around the crowds? May the civilians be ordered off the roadways or
physically moved out of the way? What obligation do you have to facilitate the refugees' movement to safety behind your lines?

More civilians appear on the route of advance. However, these appear to be intentionally impeding the coalition’s progress.

Does your answer change if the enemy is actually forcing the civilians to disrupt your movements, or if the civilians are doing it willingly to support the enemy?

Numerous civilians in the crowds appear to be injured. A local radio station is broadcasting that innocent civilians have been wounded by indiscriminate coalition air strikes.

What obligation do you have to provide this group of civilians with medical care? Is the obligation different for those whose injuries were caused by coalition weapons?

2. Winning the local populace support (i.e. “hearts and minds”) is a significant concern in successfully planning for and conducting operations of a counter-insurgency nature. How does the LOW relative to civilians support this operational requirement?

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Week 9

Topic: Civilians Accompanying the Force

Lectures: Civilians Accompanying the Force

Reading:


Read the following documents available at: http://www.usdoj.gov/criminal/dss/meja/

- DoD Instruction 5525.11 (March 3, 2005)
- DoD Memo regarding The Management of Contractors (September 25, 2007)
- DoD Memo regarding UCMJ Jurisdiction over DoD Civilian Employees and Other Persons (March 10, 2008)


Optional Reading:


Watch Video of KBR contract driver under ambush in Iraq. Available at http://www.youtube.com/watch?v=Rxx1Lo8fZwQ&feature=related

Discussion Questions:

1. A helicopter gunship is used to attack enemy soldiers during the course of a battle. The pilot vectors in on the enemy using targeting data obtained from a UAV operated by civilian controllers remotely located in a friendly country.

The missiles fired by the helicopter are built in the U.S. and transported by civilian railway operators to the military depot where after they are sent to the field. During the attack, the helicopter is damaged and the pilot returns to base where civilian contractors perform emergency maintenance on its sophisticated flight systems.

While the repairs are being made, the pilot take the opportunity to stop at the small military exchange and buys some razors and energy drinks from the civilian employee running the cash register. He then grabs a quick bite to eat at the chow hall where the food is prepared and served by third-country national civilians contracted for this purpose.

Upon completion of repairs to the helicopter both aircraft and pilot return to the air for future attack missions against the enemy.

As exemplified by this hypothetical, military operations depend on a wide range of activities done by civilians. For all these civilians, how do you determine who might be considered a combatant that can be lawfully targeted? How do you determine what types of conduct may result in a loss of protected civilian status? Does physical/geographical
proximity matter? How do you draw a line between active/direct and indirect participation in hostile activities?

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**Week 10**

**Topic:** Prisoners of War

**Lectures:** Prisoners of War

**Reading:**


Optional Reading:


Discussion Questions:

1. You are an American commander whose forces are attacking into a country where its soldiers are declared hostile. Realizing they cannot stand against U.S. troops, the enemy soldiers shed their uniforms but continue to fight your advance using ambush and booby traps. In press releases, they claim to now be “irregulars” embarked on guerrilla operations to defend their homeland.

Some of the enemy troops also take advantage of the chaos in the local towns to take women as field concubines and rob stores of foodstuffs, alcohol and merchandise. You are concerned about the status of these individuals as your troops come into contact and seem likely to capture some during operations.

Are these person legitimate combatants or armed criminals; and separately how should they be treated?

If you capture one of the “irregulars” during a mission, what is his status under the LOW?

How do you go about determining actual status of those who claim to be members of the enemy armed forces?

2. In addition to running a temporary POW holding camp, a battalion commander’s unit is conducting local security operations which require frequent interaction with the locals which in turn exposes him and his soldiers to the a variety of dangerous attack. He is informed certain locals may be planning to kill him and that an enemy POW who trades with the local populace to supplement the POWs diet is implicated in the plot.

The commander asks for volunteers to assist him in interrogating the POW. The commander sits down with the POW with his pistol in his lap and begins questioning him. A soldier brandishes a knife and kicks the POW. Despite the threats and physical beating, the POW denies any involvement in the assassination plot.

The commander then has a soldier force the POW’s head down by a weapons clearing barrel, chambers a round in his pistol, and begins to count down from 5. When he reaches 0 and the POW still has not “confessed,” he pulls the trigger and fire shot into the barrel by the POW’s head.

The commander admits his actions were extreme but were necessary under the circumstances to save lives. Does he have justification for his actions? Why or why not?

Does your analysis change depending on whether the POW provided information after the interrogation which led to the foiling of the assassination plan?

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Week 11

Topic: Detainees & Interrogation

Lectures: Detainee Treatment & Interrogation

Reading:


Hamdan v. Rumsfeld, No. 05-184 (2006) [Syllabus]


Optional Reading:


Defense Department Detainee website [available at http://www.defenselink.mil/home/features/Detainee_Affairs/]
Discussion Questions:

1. Your unit is conducting stability efforts in an area where insurgents are freely operating and control the populace. Your efforts to find and curtail insurgent activities are limited by a lack of human intelligence, knowledge of the local area, language, and personalities. However, your patrols have managed to capture a home-grown insurgent.

One of your staff suggests that, if he can be turned, the insurgent could accompany patrols, point out insurgents, collaborators, and safe house based on his personal knowledge. An added bonus is that he would want to point out potential ambush sites before a patrol encountered an attack out of his sense of self-preservation, if nothing else.

Is this course of action permissible? What kind of circumstances might sway your decision? Does your analysis change if the detainee volunteers to accompany your patrols?

2. As a detainee camp commandant, you are informed that Americans wearing civilian clothing and carrying CIA credentials have arrived at the camp. They have identified a number of detainees as individuals who may have important information about enemy activities.

They have requested to instruct all of the military interrogators on techniques the military interrogators can use to help prepare the detainees for interrogation by the CIA. They state that all these techniques are approved by the CIA and have proved effective in getting information quickly from detainees in other camps.

How do you go about determining whether to approve this request or not? If you do not allow your military interrogators to “assist” the CIA, do you allow the CIA access to the detainees and in what manner?

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**Week 12**

**Topic:** Code of Conduct

**Lectures:** Code of Conduct

**Reading:**

Optional Reading:


Watch Video of U.S. POWs interviewed and televised by Iraqi captors: http://www.youtube.com/watch?v=PIurRqDsmkd&feature=related

Watch Video of British Soldiers detained, interviewed and televised by Iranian captors: http://www.youtube.com/watch?v=EoBlG1_9UAg; http://www.youtube.com/watch?v=mldKt7Lwz50&feature=related

Discussion Questions:

1. Does the code of conduct truly fortify a servicemember for potential capture? Or, as it is not punitive, is it necessary or even relevant in an environment where treatment expected to likely include torture and death?

2. Is the code of conduct's requirement to resist at odds with a POW's retention of those protections afforded by GPW?

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**Week 13**

**Topic:** War Crimes & Command Responsibility

**Lectures:** War Crimes & Command Responsibility (Parts I & II)

**Reading:**


Optional Reading:


International Criminal Tribunal for Rwanda website [available at http://69.94.11.53/default.htm]


Discussion Questions:

1. Consider Col Steele’s speech to his troops before departing for Iraq and the order he allegedly gave them before the raid on the Thar Thar Canal.

Did this language foster an environment conducive to ill treatment of persons encountered by these troops? Or were the colonel’s words merely “pep talk” to appropriately motivate the soldiers to do their duty and accomplish their mission. Is there a line of distinction that can be drawn between the two and, if so, how?

2. A pickup truck with two young men is stopped during curfew enforcement in Iraq. The men explain they are out past curfew because the truck earlier broke down and they are
on their way home. The U.S. patrol leader determines the men are not insurgents but orders them detained. The men are cuffed then transported to a bridge over the Tigris River where the cuffs are removed and they are ordered to jump in the river “to teach them a lesson.” Subsequently one of the men and family and community members report the other man as having drowned.

The battalion commander learns of the incident and directs his executive officer to investigate. Based on the patrol’s statements that neither man was in danger and were observed getting out of the water further downriver, he decides no further inquiry is necessary. It was wrong but not criminal, airing the incident would only fuel anti-American feeling, so he does not want his superiors to arrest or court-martial the soldiers for throwing the Iraqis into the river.

Learning the Army had already initiated a separate investigation, the commander orders his soldiers not to tell Army investigators about the actions at the river. Several soldiers follow this directive, but others confess; Iraqi searchers also find the drowned detainee’s body floating in the water. The commander justifies his actions out of concern for his unit:

“I didn’t really lie to anybody... I just didn’t come out and say exactly what happened. I didn’t have anything to gain by ordering a cover-up.”
“There was no way I was going to let them court-martial my men, not after all they had been through.”
“If I were to do it all over again, I would do the exact same thing, and I’ve thought about this long and hard.”
“I was taught in the Army to win, and I was trying to win all the way, and I just disagreed – deeply disagreed – with my superior commanders on the actions that they thought should be taken with these individuals... And you have to understand, the legal community, my senior commanders, were not fighting in the streets of Samarra. They were living in a palace in Tikrit.”

In the Haditha incident, the battalion commander, similarly was faced with a decision to order an investigation or not. He was aware that civilians had been killed, had received a letter from the city council demanding an investigation, was approached by two of his officers recommending an investigation, and eventually was presented with questions from a magazine reporter.

He maintained the belief that “my men are not murders” and the civilians had been collateral injuries of crossfire between his patrol and insurgents. While he did not decide to intentionally mislead investigators, he refused the suggestion that an investigation should be conducted at all.

What constitutes credible information of an incident that requires further investigation? What are the tensions placed on a commander to discern and comply with reporting and investigation requirements considering his need to protect both unit’s well-being and morale and keep good order and discipline?
Is erring on the side of fully investigating an allegation harmful to the unit or does it serve a protective purpose too? Assuming a failure to investigate, what are the potential long-term repercussions of a commander siding with his men at the expense of LOW compliance?

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**Week 14**

**Topic:** Breaker Morant Seminar

**Lectures:**

Breaker Morant Introduction

Breaker Morant (video)

**Reading/Activities:**

Rent or purchase and watch *Breaker Morant* (Roadshow Entertainment: 1980)

**Discussion Questions:**

1. **Breaker Morant**
   
   Assume the conflict was international and modern day. Which 1949 Geneva Convention(s) would apply/protect the following persons? If captured would each person be entitled to POW status or would they be considered civilian detainees? Why?

   1. Lieutenants Morant, Handcock, and Witton
   2. Captain Hunt
   3. Boer Commando Visser
   4. Boer women
   5. Boer guide/translator
   6. German missionary Reverend Heese

2. **What defenses did Lt Morant, Lt Handcock and Lt Witton raise or should they have risen at their court-martial? Explain the validity or invalidity of these defenses.**

   If Lord Kitchener and the members of his staff were prosecuted for war crimes, explain
the responsibility or lack of responsibility for Kitchener and those members of his staff which you have identified.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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<tr>
<td>Chat (optional)</td>
<td>TBD</td>
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</tbody>
</table>

**Week 15**

**Topic:** Final Exam

**Lectures:** none

**Reading:** none

**Discussion Questions:**

1. Think back to your perceptions and knowledge of law of war the first day of class. How have your perceptions of law of war changed through this course? Or have they changed at all?

2. Reflecting back on the semester, what information did you find most useful or helpful to your current position (student, business professional, manager, leader, etc)? How do you plan to use the information gained in this course?

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<tr>
<th>Assignments</th>
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<tr>
<td>DQ 1 Posting</td>
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</tr>
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</tr>
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<td>DQ 2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Day 7</td>
</tr>
</tbody>
</table>

**Online Office Hours**

The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat. Please use the internal Blackboard email tool or the Who’s Online tool.

**Feedback**

The instructor will be providing feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you have questions
related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

OTHER POLICIES

AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION

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 at 979-845-1637 by phone or at disability@tamu.edu by email.

ACADEMIC INTEGRITY

An Aggie does not lie, cheat, or steal or tolerate those who do.

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://www.tamu.edu/aggiehonor. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that 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 have the permission of the person. It does not matter from where the material is borrowed--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. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.
OTHER HELPFUL INFORMATION

Library

The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on "My Portal". Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the "Help" link on the TAMU Library’s homepage.

Technical Help Desk Information

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:

Bush School Online Support Team

Email: onlinehelp@bushschool.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   [Political Science]

2. Course prefix, number and complete title of course:
   [POLS 631: Conflict Studies]

3. Catalog course description (not to exceed 50 words):
   The study of international conflict, especially factors pertaining to the causes of war.

4. Prerequisite(s):
   Graduate classification or approval of the instructor.

   Cross-listed with:
   [N/A]

   Cross-listed courses require the signature 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 this course be repeated within the same semester?
   [☐ Yes] [☒ No]

7. 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)

   Ph.D. in political science

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level | Date
---|---|---|---|---|---|---|---|---|---|---|---
POLS | 631 | CONFLICT STUDIES | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 3 | 6 | 3 | 2 | 6

Approval recommended by:

[Signatures]

[Date]

[Date]

[Date]

[Date]

[Date]

[Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09

227 of 334 B
POLS 631: Conflict Studies

Spring 2008
Wednesday 4-6:50 pm, 2064 Allen Building

Professor Ahmer Tarar
Office: 2045 Allen Building
Office Hours: Monday and Wednesday 3-4 pm
Office Phone: (979) 845-2628
Email: ahmertarar@polisci.tamu.edu

Course Description and Prerequisites: The purpose of this course is to give graduate studies a solid exposure to modern social scientific research on international conflict, especially focusing on the causes of war. Because this literature is immense, no single course can be comprehensive, and so this course is meant to give you a flavor of the main topics in the field, with an emphasis on recent work. Prerequisites: Graduate classification or permission of the instructor.

Learning Outcomes:

By the end of the course, students should have the ability to:

(a) define, understand, and use concepts and terms relevant to the study of international conflict.

(b) to recognize sources of reliable data for the social scientific study of international conflict.

(c) to employ common methodologies of social scientific research in the study of international conflict.

Course Requirements and Grading Policies:

(a) This is a seminar, not a lecture course, and students are expected to do all of the reading before class and come to class prepared to discuss the readings. If I sense that students aren’t doing the required reading, I will start assigning responsibility to specific students to lead the discussion. Class participation will count for 1/4th of your grade.

(b) There is a major paper requirement for this course. Students who are in their second year or above must write an original research paper on some topic in international conflict. This can be quantitative, formal, qualitative, experimental, or some combination thereof. Students should talk to me early in the semester about what their planned topic is. Students who are in their first year have an option of writing a research paper. However, an alternative is that you can write a review essay on some topic in international security. A good review essay is much more than simply a literature review: in addition to constructively criticizing the existing literature, it synthesizes
(e.g., finding new connections among) the existing literature in a way that is genuinely insightful and novel, and points to new directions for future research. A good review essay can also tie the literature being discussed to the international security literature as a whole. Finally, a third option for first year students is that they can write a research design, which basically describes the research that you will be doing, but without actually completing all of it. If you choose to write a research design, it needs to have a complete literature review section, in which you identify the existing research on that topic and discuss how your planned research fills a hole in the existing literature. Moreover, you need to explicitly identify which data you will use (if it is a data project), or specify your formal model (if it is a formal project), or which experiment you will run (if it is an experimental project); qualitative research papers are acceptable, but not qualitative research designs (because I can’t see a reason why you can’t actually complete the research during the semester). To put it another way, if you want to get a good grade, I need to be able to see from your research design exactly what kind of contribution it will be, and that it can actually be done (i.e., research designs of the form “if I had a million dollars for research, here is the data I would collect” are not likely to get a good grade; exceptions will be made for brilliance, but brilliance is hard to achieve, so this is not a wise route to choose). The **major paper will count for ¼ of your grade**, and you should start thinking/working on it very early in the semester, and consult with me all along. Note that I am choosing not to assign other writing projects (e.g., short reaction papers) explicitly so that you can focus on the major paper, and hence I expect these to be very good.

(c) There will be a final exam, whose format will be similar to prelims (take-home, open-book). The **final exam will count for 1/4th of your grade**.

(d) Grades will be assigned based on the following scale: A for 90-100, B for 80-89, C for 70-79, D for 60-69, F for 59 and lower.

**Readings:** Many of the readings are journal articles which are available from online databases (e.g., JSTOR). In case you are not already aware, almost every political science journal (even recent issues, which are not available in JSTOR) can be accessed online from the library’s website. Other readings are working papers, which are usually available from the author’s website. If you have trouble locating any of the required readings, let me know and I will try to help out. Note that for all of the topics given below, I have tried to include some of the most important works on those topics. It is important to note, however, that many important works on those topics have **not** been included. The international relations literature is immense, and if you are thinking about developing a research agenda within one of the topics listed below, it is crucial to do a comprehensive review of the relevant literature to see what has already been done. Do not make the mistake of assuming that all of the important works on these topics have been included on the syllabus.

**Books:**

The following books should be available at the bookstores, and should be purchased.


**Students With Disabilities Policy:**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 B-118 in the Cain Building, or call 845-1637.

**Course Materials/Copyright Statement:**

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 are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Academic Integrity:**

Remember the Aggie Honor Code: “An Aggie does not lie, cheat or steal or tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Plagiarism may result in failure. Plagiarism consists of the practice of stealing and passing off the ideas or words of another as one's own or using another's production
without crediting the source. For further information, read the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor.

Class Schedule: The first 8 topics listed below will be covered during the first 8 class sessions. We will jointly choose which among the remaining topics to cover during the remainder of the semester. Note that we will not necessarily be reading all of the works listed under a given topic – sometimes I have listed much more than can be covered in one week, and we will decide in class which works to cover. Note that topic 1 will be covered in the first week of class; the first week is not just an organizational meeting, so start the readings as soon as you get the syllabus.

1. Foundational Issues in the Study of International Conflict

   - The entire symposium on “Methodological Foundations of the Study of International Conflict” in ISQ, 29(2), June 1985
   - Jeffry Frieden and David Lake. “International Relations as a Social Science: Rigor and Relevance.” Annals of the American Academy of Political and Social Science 600 (July 2005): 136-156. [David Lake’s website]

   Recommended:

   - The articles by Lisa Martin and Robert Powell in the symposium on “Formal Methods, Formal Complaints: Debating the Role of Rational Choice in Security Studies” in IS, 24(2), Autumn 1999. (skim the other articles in this symposium)

2. Bargaining and Conflict

   - Schelling, The Strategy of Conflict
3. Realism

- Stephen Walt, *The Origins of Alliances*, chapters 1 and 2. [photocopy]

4. Credibility in International Relations

- Robert Trager working paper on costless signaling.

5. Coercion in International Relations

• Robert Pape, *Bombing to Win: Air Power and Coercion in War*
• Robert Pape, “The Strategic Logic of Suicide Terrorism,” *APSR* 2003, 97(3)
• Ahmer Tarar and Bahar Leventoglu, “Public Commitment in Crisis Bargaining.” Working paper.

6. Military Effectiveness I: Regime Type

• Dan Reiter and Allan Stam, *Democracies at War*, Princeton University Press, 2002
• David Lake, “Powerful Pacifists: Democratic States and War,” *APSR*, 1992
• Read the forum on this topic in Summer 2003 (28:1) issue of *IS*

7. Military Effectiveness II

• Forum on this book in *Journal of Strategic Studies*, 2005, 28(3)
• *The Tragedy of Great Power Politics*, chapters 3 and 4

8. Norms and Ideas in International Relations

• Alexander Wendt, *Social Theory of International Politics*, Cambridge 1999

**Remaining Topics (we will choose from among the following):**

**A. Democratic Peace**


• Christopher Layne, “Kant or Cant: The Myth of the Democratic Peace,” *IS*

• Edward Mansfield and Jack Snyder, “Democratization and the Danger of War”


**B. Deterrence Theory**


C. Diverstionary Theory


D. International Institutions

• Fang, Songying. “The Informational Role of International Institutions and Domestic Politics.” Forthcoming in *AJPS*.


E. War Termination


F. Rationalist Explanations for War 1: Incomplete Information


Recommended:


G. Resolving Informational Problems 1: Cheap Talk Diplomacy versus Audience Costs


**Recommended:**


**H. Resolving Informational Problems 2: Cheap Talk Diplomacy, Audience Costs, Military Mobilization, and Mediation**


I. Rationalist Explanations for War 2: Issue Indivisibilities and Commitment Problems


Recommended:


J. Repeated Prisoner’s Dilemma and Cooperation Theory


Recommended:


K. Statistical Issues in International Relations (Selection effects and other issues)


King, Gary. "Proper Nouns and Methodological Propriety: Pooling Dyads in International Relations Data," [concluding comment in a symposium on the analysis of dyadic international conflict data, with papers by Donald Green, Soo Yeon Kim, and David Yoon; John Oneal and Bruce Russett; and Nathaniel Beck and Jonathan Katz], International Organization, Vol. 55, No. 2 (Fall, 2001): Pp. 497-507.


**Recommended:**


**L. Nuclear Deterrence Theory, Nuclear Proliferation, and National Missile Defense**


• Erik Gartzke and Dong-Joon Jo. “Determinants of Nuclear Weapons Proliferation: A Quantitative Model.” Forthcoming in *Journal of Conflict Resolution*.


**M. Alliances**


**Recommended:**


**N. Terrorism**


Recommended:


**O. Civil Wars and Ethnic Conflict**


**P. Balance of Power**


Q. Two-Level Games (Domestic Politics and International Bargaining)


March 16, 2010

Dr. Guy Whitten, Graduate Program Director
Department of Political Science
Texas A&M University
Campus

Dear Guy:

Thank you for giving me the opportunity to review the syllabi for the three new graduate seminars that the Political Science Department proposes to add to its set of permanent course offerings. In my judgment each of these seminars—Conflict Processes, International Institutions, and International Political Economy—address central subjects in the field of international politics and should contribute significantly to the education of students in your program. Each of the syllabi tap into the significant scholarship in the subjects they address.

Certainly the International Affairs Program in the Bush School has no objection to their introduction in your curriculum—in fact some of our best students may be attracted to them to augment their own graduate experience.

Sincerely,

Charles F. Hermann

International Affairs Program Director and
Brent Scowcroft Chair in International Policy Studies

X: Sam Kirkpatrick
Quan Li
1. This request is submitted by the Department of ____________________________

2. Course prefix, number and complete title of course: POLS 634 International Institutions

3. Catalog course description (not to exceed 50 words): Current theoretical and empirical debates in the field of international institutions; includes the value and limitations for understanding the creation, design, behavior, change and impact of international institutions in world politics.

4. Prerequisite(s): POLS 630

Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester? ☐ Yes ☑ No

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

   (signature and date)

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

   Ph.D. in Political Science

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

9. Prefix Course # Title (excluding punctuation)

   POLS 634 INTERNATIONAL INSTITUTIONS

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 4 5 0 9 0 1 0 0 0 1 2 3 4 0 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:
   ______________________________________________________

   ____________________________ 3-9-10

   Department Head - Type Name & Sign  Date

   Department Head - Type Name & Sign (if cross-listed course)

   Submitted to Coordinating Board by:

   ____________________________

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
POLS 634 –International Institutions

Fall 2008
Prof. Elena McLean
Wednesday, 2PM
2069 Bush Academic Building
elenamclean@polisci.tamu.edu

Course Description and Prerequisites:

While the international system is often described as anarchic, this is true only in the sense that no world government exists. In fact, international life is organized to a significant degree. This course examines theoretically the sources of order in IR, ranging from informal norms and ordering principles, to international institutions and regimes, to formal international organizations and law. Beginning with the problem of collective action under anarchy, the readings cover such topics as international regimes, the influence of power and distributive conflict on institutions, explanations of institutional variation and design, the concept of legalization, and the interaction between international relations and theory and international law.

The course has two primary aims: first, to introduce students to the current theoretical debates in the field of International Institutions and to assess the value and limitations of these theories for understanding why and how world politics gets organized; second, to encourage individual and collaborative research on the creation, design, behavior, change and impact of international institutions in world politics. The research papers written for this course will address explicit theories of international institutions – your research should have theoretical implications or it should test observable implications of some extant theory. The readings are designed to give you plenty of theoretical ideas (to test or build upon) and plenty of empirical information about international institutions that you can use as a starting point for your research.

The prerequisite for this course is POLS 630 International Relations Core Seminar.

Learning Outcome and Course Objectives:

At the end of the course, the students will be able to

- Explain why and how world politics gets organized
- Conduct individual and collaborative research on the creation, design, behavior, change and impact of international institutions
Course Requirements and Grading Policies:

The final grade will be based on the following components —

1) Response papers (30%: due at various times): three response papers on three different weekly topics
2) Final research paper (50%: due December 10): the core component of the seminar will be a 10-15 page paper
3) In-class discussion (20%): seminar is primarily based on class discussion and students are encouraged to participate actively in class.

Grades will be assigned based on the following scale: A for 90-100, B for 80-89, C for 70-79, D for 60-69, F for 59 and lower.

Late work will be accepted under the situations of excused absence and extensions are allowed only with prior consultation with the instructor.

Ground Rules and Course Policies:

Excused Absence

If a student is seeking an excused absence due to religious reasons or emergencies, the student must notify the instructor as soon as possible before or after the absence. If the absence occurs the same day as a scheduled exam or other graded procedure, the student must notify his/her instructor by the end of the next working day after the absence to ensure full rights. See Part I Article 7 of the Texas A&M University Student Rules. The student is responsible for providing satisfactory evidence to the instructor within one week of his or her return to substantiate the reason for the absence.

Student with Disabilities

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 B-118 in the Cain Building, or call 845-1637.

Academic Integrity

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Required Books:

Course Topics and Calendar of Activities:

8/27 – No class (APSA)

9/3 – Introduction

9/10 – Collective Action and Anarchy

9/17 – Theories of Institutions: Neoliberal, or institutionalist
- Stephan Haggard and Beth A. Simmons, Theories of International Regimes, *International Organization* 41:3 (Summer 1987), 491-517.
- Charles Lipson, Why Are Some International Agreements Informal?, *International

9/24 – Theories of Institutions: Realist
- Mearsheimer vs Martin, Do Institutions Matter? IS 94/95

10/1 – Compliance with International Rules

10/8 – Domestic Politics and Membership in IOs
- Pevehouse, “Democratization, Credible Commitments, and Joining International Organizations.”

10/15 – Power, Distribution, and Institutions

10/22 – Formal International Organization

- Chapman and Wolford. 2007. When Can International Organizations Prevent War?

10/29 – The Rational Design of International Institutions


11/5 – International Law and Legalization


11/19 – Rational Choice and International Law

(http://www.journals.uchicago.edu/JLS/journal/available.html)

11/12 – Institutional Variation


11/17 – Non-State Actors

11/26 – No Class (Thanksgiving)

12/3 – Theories of Institutions: Alternative & constructivist perspectives

12/10 – Final research paper due
March 16, 2010

Dr. Guy Whitten, Graduate Program Director

Department of Political Science

Texas A&M University

Campus

Dear Guy:

Thank you for giving me the opportunity to review the syllabi for the three new graduate seminars that the Political Science Department proposes to add to its set of permanent course offerings. In my judgment each of these seminars—Conflict Processes, International Institutions, and International Political Economy—address central subjects in the field of international politics and should contribute significantly to the education of students in your program. Each of the syllabi tap into the significant scholarship in the subjects they address.

Certainly the International Affairs Program in the Bush School has no objection to their introduction in your curriculum—in fact some of our best students may be attracted to them to augment their own graduate experience.

Sincerely,

Charles F. Hermann

International Affairs Program Director and

Brent Scowcroft Chair in International Policy Studies

X: Sam Kirkpatrick

Quan Li
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

* Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Political Science

2. Course prefix, number and complete title of course: POLS 635: International Political Economy

3. Catalog course description (not to exceed 50 words): The study of international political economy, focusing on the economic and political causes and consequences of international trade, foreign direct investment, capital mobility, exchange rate, monetary policy, migration, and development

4. Prerequisite(s): Graduate classification or approval of the instructor.

Cross-listed with: N/A

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. This course will be:

a. required for students enrolled in the following degree programs(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)

Ph.D. in political science

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
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<td>POLS</td>
<td>635</td>
<td>POLITICAL ECONOMY</td>
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Approval recommended by:

[Signatures and dates]

James R. Rogers 3/22/10
Chair, College Review Committee

Patricia A. Hurley 4/15/10
Dean of College

David W. Reed 6/10
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
POLS 635 International Political Economy
Course Syllabus [Spring 2010]
Professor Quan Li

Office: 2081 Allen
Phone: 8453023
Email: quanli@tamu.edu

Office Hours: M 10-11 or by appointment
Class Lectures: Th 9:35-12:25
Class Location: 2064 Allen

Course Description and Prerequisite:
This PhD seminar focuses on the recent research in the field of international political economy. Substantive issues include international trade, foreign direct investment, capital mobility, exchange rate, monetary policy, migration, and development. The theoretical framework emphasizes how the interactions of preferences of actors (voters, interest groups, parties, politicians, national governments) and institutions at domestic and international levels affect economic transactions and policy outcomes. Readings are selected from political science, economics, and international business, with an emphasis on journal articles that reflect the cutting edge research (questions, theories, and empirics) in the fast changing IPE field.

Prerequisites: Graduate classification or permission of the instructor.

Learning Outcomes:

By the end of the course, students should

(1) become familiar with the state of the discipline in the field of international political economy in terms of existing key topics, concepts, debates, and scholarly works,

(2) acquire the ability to define, understand, and use concepts and arguments relevant to the study of international political economy.

(3) be able to conduct social scientific research in the study of international political economy.

Course Requirements and Grading Policies:

(1) Class participation (15% of course grade). Students are expected to complete each week’s readings before class and to answer questions on each reading in terms of the research question(s), cause, effect, theoretical argument, empirical design, key findings, how the reading fits into the literature and contributes to the IPE scholarship, and important weaknesses left for future research. Two or three students will be assigned to lead each week’s discussions, but all students are expected to participate. Each student is evaluated based on the amount and quality of participation.
(2) Five short critique papers (30%). Each student is to complete five short critique papers. For the short paper, a student may choose to cover one or several readings from a week. Regardless of this choice, the student should clearly identify the research question(s), the cause, the effect, theoretical argument, empirical design, and findings, and more importantly, critique the reading(s). Instead of laundry listing the limitations, the critique should focus on identifying one central theoretical limitation or one central empirical limitation that has important conceptual implications for the analysis, develop a convincing account of the weakness, and provide a plausible argument for improvement. Each short paper is about 2 single spaced pages and due by 5pm on the relevant Tuesday. Authors are responsible for distributing their short papers to the whole class.

(3) Research project (50%). Each student is to complete a research project for the course. The student may choose one of the following options with the approval of the instructor.

(i) Replication and extension. One may choose to replicate analysis in some published journal article and more importantly, extend it in the direction he or she feels appropriate for deepening our theoretical understanding of the relevant research question.

(ii) Original research. Original research on a topic in the field of IPE is acceptable. The length of the research report should be between 20 to 45 pages. Late papers are penalized by one letter grade reduction.

(4) Research project presentation (5%).

(5) Grades will be assigned based on the following scale: A for 90-100, B for 80-89, C for 70-79, D for 60-69, F for 59 and lower.

Student with Disabilities

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 B-118 in the Cain Hall, or call 845-1637.

Academic Integrity

Remember the Aggie Honor Code: “An Aggie does not lie, cheat or steal or tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Plagiarism may result in failure. Plagiarism consists of the practice of stealing and passing off the ideas or words of another as one's own or using another's production without crediting the source. For further information, read the Honor Council Rules and Procedures on the web: http://www.tamu.edu/aggiehonor.
Course Schedule

(1/21) Introduction to Foundational Materials—Part I


(1/28) Trade Politics: Preferences, Factors and Sectors


(2/4) Trade Politics: Domestic Institutions

(2/11) Trade and International Institutions

(2/18) Trade and International Politics

(2/25) Foreign Direct Investment and Global Production: Economic Logic and Effects

(3/4) MNCs, International Production and Politics:

3/11 Introduction to Foundational Materials—Part II

(3/25) Politics of International Capital Mobility and Capital Control Liberalization

(4/1) Capital Mobility and Monetary Policy/Institutions

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(4/8) Exchange Rate Politics


(4/15) Sovereign Borrowing and Financial Crisis


(4/22) **Globalization, Public Sector, and Welfare State**


(4/29) **Economic Development, Economic Growth, and the Global Economy**


5/6 **Term Project Presentations**
22 March 2010

MEMORANDUM

TO: Dr. Guy D. Whitten, Director of Graduate Studies
    Department of Political Science

FROM: Dr. Timothy J. Gronberg, Interim Head
      Department of Economics

SUBJECT: New Course in Political Science (POLS 635)

We have reviewed the course proposal for International Political Economy (POLS 635) and we support the introduction of this course. There is some overlap in topics with our courses in International Economic Policy (ECON 651) and International Trade Theory (ECON 652), but the emphasis on political economy and applied policy clearly differentiates the proposed course from our offerings. Indeed, we anticipate that some of our students interested in International Economics may want to take POLS 635 as a broadening course in their graduate training. Perhaps some graduate students from Political Science will find our International courses to be a useful complement to POLS 635 in their graduate programs.

3035 Allen Building
4228 TAMU
College Station, TX 77843-4228
Tel. 979.845.7351  Fax. 979.847.6757
http://econweb.tamu.edu
March 16, 2010

Dr. Guy Whitten, Graduate Program Director
Department of Political Science
Texas A&M University
Campus

Dear Guy:

Thank you for giving me the opportunity to review the syllabi for the three new graduate seminars that the Political Science Department proposes to add to its set of permanent course offerings. In my judgment each of these seminars—Conflict Processes, International Institutions, and International Political Economy—address central subjects in the field of international politics and should contribute significantly to the education of students in your program. Each of the syllabi tap into the significant scholarship in the subjects they address.

Certainly the International Affairs Program in the Bush School has no objection to their introduction in your curriculum—in fact some of our best students may be attracted to them to augment their own graduate experience.

Sincerely,

Charles F. Hermann
International Affairs Program Director and
Brent Scowcroft Chair in International Policy Studies

X: Sam Kirkpatrick
Quan Li
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   George Bush School of Government and Public Service

2. Course prefix, number and complete title of course:
   PSAA 607: Research Methods for Homeland Security Studies

3. Catalog course description (not to exceed 50 words):
   Course introduces students to fundamental social science research principles, concepts, and methods applied in
designing and conducting research and communicating research findings and recommendations. Students will
conduct research and write a paper on a homeland security topic and will develop expertise in assessing the
validity or research done by others.

4. Prerequisite(s):

5. Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

7. 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)

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

9. Prefix: PSAA
    Course #: 607
    Title (excluding punctuation): Research Methods for Homeland Security

   Lect.  Lab  SCH  CLP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0  3  0  0  0  3  4  5  1  0  0  2  0  0  0  1  3  6  4  1  0  1  1  0  0  3  6  3  2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 3/10

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Texas A & M University

Bush School of Government and Public Service

PSAA 607 Research Methods for Homeland Security Studies

Syllabus

Instructor: Dr. Scott Robinson

Office: Online

Telephone: 979-458-8033

E-mail: srobinson@bushschool.tamu.edu

Office Hours: Online

Course Description

This course introduces students to the fundamental social science research principles, concepts, and methods that can be applied in designing and conducting research and then communicating research findings and recommendations.

Course Overview

This course introduces students to the fundamental social science research principles, concepts, and methods that can be applied in designing and conducting research and then communicating research findings and recommendations. Through planning, collecting and analyzing data, presenting arguments, and writing a significant research paper on a selected homeland security topic, students will develop expertise in conducting credible research and in assessing the validity of research done by others. The class encourages students to become engaged researchers through reflection on what, how, and why research is conducted and ultimately used.

Course Objectives

Upon completion of the course, students will be able to:
1. Identify the foundations of social science research.
2. Differentiate the development of theories and the testing of hypotheses.
3. Analyze ethical issues in research.
4. Apply research concepts in critiquing selected homeland security preparedness research.
5. Develop an overarching homeland security research question.
6. Critique research questions and problems.
7. Identify specific sources and major categories of thought pertaining to student research topics.
8. Assess research sources for adequacy and relevancy.
9. Prepare a preliminary review of sources relevant to individual student research questions.
10. Explain approaches to research design.
11. Compare different research design approaches.
12. Identify questions to assess research reports.
14. Compare and contrast various data capturing approaches.
15. Select appropriate data capturing approaches.
16. Explain descriptive and inferential statistics and other multivariate techniques.
17. Apply the right statistical approach in any research design.
18. Explain qualitative and mixed methods data analysis approaches.
19. Apply the right approaches in any research design.
20. Evaluate principles and concepts in the presentation of research findings.
21. Identify and address weaknesses in research findings.
22. Explain how research arguments are developed.
23. Formulate research arguments, including making and supporting a claim, warrants, and assembling reasons and evidence.
25. Present findings in a professional and objective manner.
26. Critically evaluate their research work.

FORMAT AND METHOD

The course is delivered via the learning management system (LMS) Blackboard. Resources and materials provided with in the LMS are:

Syllabus
Handouts
Audio Lectures (please contact the office of Extended Education for accessibility concerns)
Videos (where applicable)
Email
End-of-course Evaluation

REQUIRED READINGS


RESOURCES

Students should become familiar with the broad scope of homeland security sources and links available from the TAMU Policy Sciences Economic Library (PSEL) (http://library.tamu.edu/subject-guides/homeland-security) and the TAMU Library (http://library.tamu.edu). Through PSEL, students can access a considerable amount of policy, strategy, and operational material from the Naval Postgraduate School Homeland Security Digital Library collections, including Congressional Research Service and Government Accountability Office reports pertaining to homeland security. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

If the PSEL link is not used, the Center for Homeland Defense and Security (http://www.chds.us/) at the Naval Postgraduate School has an easily accessible link to *Homeland Security Affairs* and the Center’s own podcasts and interviews. This website also has a link to all of the masters’ theses which provide students with different perspectives on homeland security research designs, observations, and findings. Further, students should subscribe to the free weekly newsletter from the Homeland Security Institute (http://www.homelandsecurity.org) and policy and management alerts. The Department of Homeland Security has its own email lists and blogs. The George Washington University’s Homeland Security Policy Institute (http://www.gwumce.edu/hspi/) issues periodic papers and briefs. The Council for Foreign Affairs provides a daily news brief that often contains information important for homeland security (http://www.cfr.org/). RAND has a robust homeland security and terrorism program (http://www.rand.org/research_areas/terrorism/), as does the Heritage Foundation (http://www.heritage.org/LeadershipForAmerica/protect-america.cfm). These sources will be useful for class discussion and research on current and emerging homeland security issues. Journals students should pay close attention to are the *Journal of Homeland Security*, the *Journal of Homeland Security and Emergency Management*, *Homeland Security Affairs*, and *Homeland Security Review*. Other journals such as *American
Journal of Evaluation, the Public Administration Review, Review of Policy Research, New Directions for Evaluation, Public Performance & Management Review, and the Journal of Policy Analysis and Management will be helpful. In particular, these journals are highly regarded by academics and practitioners for the way in which research is explained, presented and argued. Periodically critically reading a number of articles from these sources should provide each student insights in how contemporary research is being presented.

If you have trouble accessing TAMU library resources such as articles from off-campus or are being asked to pay for access, it may be because the connection is not recognizing your TAMU user status. You must go through the NetID authentication process to be recognized as a TAMU user. There are several sources of help if you have continued problems. The University library has an information page to help students trouble-shoot any problems connecting to materials from off-campus. The URL for the off-campus access page is http://library.tamu.edu/help/help-yourself/off-campus-access. The library’s virtual reference desk is staffed Monday through Thursday 10am to 10pm, Friday 10am to 6pm, Saturday 2pm to 6 pm, and Sunday 2pm to 10pm. To connect to virtual reference, go to the library home page and click on the Chat with us! link at http://tamu.edu/library. You can also contact the library by phone. The Policy Sciences and Economics Library is open during regular business hours and you can reach a reference librarian at 979.862.3544. You may also email the librarians (emails on the PSEL website) if you have difficulty accessing e-reserve sources. For problems related to Blackboard Vista, please contact the Bush School online support team at onlinehelp@bushschool.tamu.edu.

COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

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<td>Discussion Question Postings and 45%</td>
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<tr>
<td>Responses to Peers’ Postings</td>
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<tr>
<td>Literature Review</td>
<td>10%</td>
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<tr>
<td>Research Proposal</td>
<td>15%</td>
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<tr>
<td>Final Homeland Security Research Report</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading Scale:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and lower

There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification. Note: All written assignments are required to be written according to the APSA Style Guide.
1. **Discussion Question Postings (45% of grade).** On-line class discussion initial and response postings to other students should be timely and explicitly draw on the theories and concepts from the readings and lectures. Each student’s discussion and response postings should be treated as mini-papers which are carefully researched and prepared. *Personal opinions and declarations of ideas must be supported with authoritative sources such as class readings or other sources such as journal articles or reports.* Students also may bring in related examples or experiences directly pertaining to the matter at hand. The posting grade will reflect your ability to understand and communicate ideas and concepts cogently and concisely, not characteristics such as the number of emails that you post.

Here are posting tips as you participate in on-line class discussions:

- **Organize your thoughts before hitting the “send” button.** On-line postings magnify any fuzzy, stream-of-consciousness writing that comes across as a first draft with little or no thought to the actual organization of the points to be made and the support for those points. Clear, coherent, thoughtful analysis requires a roadmap and be based on authority. As one tool, consider what lawyers do. Lawyers apply a “FRAC” analysis: identify the facts, state the applicable rule of law, apply the facts to the rule, and reach a conclusion. For example, declaring that the Department of Homeland Security has done something wrong requires a principled approach: What is the precise activity? What specifically is the “law” that is being broken? What does it require and does the alleged wrongful act breach the law’s terms? Do not make a reader root through a disorganized product to find the insight and analysis. Read and edit your posting before you hit “send.” Ask yourself, is this the best you can do?

- **Check your grammar.** Sentence fragments and grammatical errors detract from any written product. And closely related are spelling errors. Such errors lead the reader to conclude that the writer is a sloppy one or does not truly understand the difference between words that sound the same. In some cases, poor writing habits raise doubt about the quality of the analysis and conclusions.

- **Do not view the discussion forum as an informal blog or “chat room.”** Postings that exhibit the view that informal text-messaging, complete with text-message abbreviations or graphics such as “smiley faces,” is not appropriate. Remember that every post is to be professional and substantive; each is, in effect, a mini-paper.

- **Support personal opinions with authorities.** Personal musings are not analysis. When you write, “I think,” “I like,” and other phrases beginning with “I,” ask yourself: What is the point being made, is there authority for this, have I cited it, am I merely repeating some ideological bent, or do I even need to use “I” in my writing? Postings that reflect personal opinions devoid of any citation to authority are inappropriate.

- **Practice professionalism.** To repeat, this is a graduate course filled with professional people. Professional courtesy rules. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students. Inflamed, personal rhetoric simply is not acceptable.
• **Keep the class dialogue substantive.** Postings in response to other student postings should not say “I agree” or “good job” or “fine work,” but *substantively* contribute to improving the dialogue concerning the topic(s) at hand. Thus, each student should present additional, insightful information from readings or other sources, including observations on strengths as well as gaps in the initial posting. Postings that merely ask questions of the author, without more, are inappropriate. While easy enough to do, such postings do not advance the discussion, unless the questioner suggests an answer or an avenue of approach to the issue.

You will be provided a separate grade on your postings for (1) weeks 1 through 3, (2) weeks 4 through 6, and (3) weeks 7 through 9. Each will count 15 percent toward your overall discussion postings grade.

2. **Lectures.** Each week audio lectures, with accompanying text and graphics, aligned with the topic and learning outcomes for the week are provided. The lectures cover material that may not be found in the textbook or other resources for this course. The lectures represent the content expertise of the subject matter expert for this course. Therefore, it is important that the student listen to each lecture in its entirety.

3. **Written Assignments.** *(combined 55% of grade).* All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

**Literature Review (10% of grade).** Each student is to prepare a *preliminary* review of sources relevant to his or her research project, due Week 3, Day 7. This initial literature review should identify specific sources and major categories of thought pertaining to the topic, the major areas of agreement or disagreement, the documents and sources that dominate each category, what remains unknown or unexplored, and the student’s assessment of the usefulness and validity of these sources. This is the preliminary source review that will be updated and revised as the research proceeds. There should be a minimum of 15 sources, consisting of books and peer-reviewed articles, with at least 8 of the 15 sources being published no earlier than 2005. Reports from authoritative sources such as the Government Accountability Office, Congressional Research Service, Brookings, Heritage Foundation, RAND, and other “think tanks” may also be used as either a book or article source. Consult with the instructor if you are unsure if a source can be used.

**Research Proposal (15% of grade).** Each student is to submit a research proposal for the student’s project, due Week 7, Day 3. The proposal is to cover each element of a research proposal, succinctly covering the elements detailed in Babbie, chapter 4 (pp. 119-120). The literature review done for week 3 should be updated.
Final Homeland Security Research Report (30% of grade). Using what has been learned in class, each student is to complete a final research report, due Week 10, Day 5. The research report should be presented concisely in no more than 30 pages, not including the bibliography. In this final report, there should be a minimum of 40 sources, including books and peer-reviewed articles, with at least 20 being published no earlier than 2005. Reports from authoritative sources such as the Government Accountability Office, Congressional Research Service, Brookings, Heritage Foundation, RAND, and other “think tanks” may also be used as either a book or article source. In preparation for the final report, each student will prepare a tentative research argument during week 8 for peer review. The final report must contain the basic report areas identified in Babbie (chapter 17, pp. 523-526) or Morris, Fitz-Gibbon, and Freeman (chapter 4, pp. 77-89).

**Paper Grading Criteria**

**A range:**

The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

**B range:**

The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

**C range:**

The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

**D range:**
The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Participation Policy

Students must “visibly participate” in the online classroom 4 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. Participation is different from attendance in the online classroom. To meet participation requirements, students are expected to contribute substantively to the class discussion 4 out of 7 days per week in addition to posting any written assignments for grading. In addition to the student’s initial response to a discussion question, students are expected to respond to a minimum of two of their classmates’ posts.

The Bush School’s online courses count for 3 credit hours over a 10 week period. The 3 credit hours are equivalent to 45 hours of contact time between the instructor and the student. Therefore, the student must be actively participating 6.5 – 8 hours each week. When students do not participate they miss out on many opportunities for learning. In addition, students will spend an estimated 12 – 18 hours each week preparing for class, reading, and completing assignments.

We understand that life happens and occasionally a student may be without access to the Internet or online course. If at any time a student must be away from the classroom, or email, more than two consecutive days, the student is required to notify the instructor prior to their absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email onlinehelp@bushschool.tamu.edu or phone 979.845.7036 and the instructor will be notified.

Late Assignments

The assignments should be submitted on the days that they are due by 11:59 p.m. CST. Typically assignments are due three days after the topic is introduced. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.
Format for Writing Assignments

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

Performance Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at online@bushschool.tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

ASSIGNMENTS

Course Outline

Week 1

Topic: Introduction to Research

What is research? This week will cover social science research in general and ethical and political considerations. It also will provide an overview of the rest of the course and discuss some of the challenges in doing homeland security research. The learning objectives for this week are to (1) identify the foundations of social science research, (2) differentiate the development of theories and the testing of hypotheses, (3) analyze ethical issues in research, and (4) apply research concepts in critiquing selected homeland security preparedness research.
There is a scheduled chat this week. Participation is voluntary.

Lectures: Introduction to Research Methods Part I

Reading:


The Bush School. Undated. *Credit Where Credit Is Due: A Guide to the Citation of Sources for Bush School Students*.

Discussion Questions:

1. In contrast to an original research article or report, the Bowen article heavily draws on secondary sources in making conclusions. Using Sempik and Bryan’s quality criteria findings and other readings from this week, what is your assessment of the quality of Bowen’s research? How might it have been improved?

2. Babbie provides several real and hypothetical research situations in his review question number 1 on pages 84-85. For each one, what is the central ethical issue, if any?

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<tr>
<th>Assignments</th>
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<td>Post a short bio</td>
<td>Day 1</td>
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10
Week 2

**Topic: Deciding on a Topic, Research Question, and Problem**

_What do you want to understand?_ This week will cover tools and techniques for deciding on a focused, manageable research topic, crafting an overarching research question, and transforming the research question into a research problem. The learning objectives for this week are to (1) develop an overarching homeland security research question and (2) critique research questions and problems.

Lecture: Topic, Research Question, and Problem

Reading:


Discussion Questions:

1. Hovi and Skodvin discuss policy changes related to climate cooperation. Provide a critical analysis of how well they have defined their research question(s) and the problem(s) they wish to address.

2. Write no more than a 7 page statement of your topic and research question(s) under consideration as a research project for this course (you may change the topic at any time up to week 7). Particularly drawing on chapter 4 in the Booth, Columb, and Williams book, you should briefly describe your understanding of (1) the current (status quo) policies and practices surrounding the topic; (2) the strengths and weaknesses of the status quo, including what is working well, current or emerging problems, and consequences if the policies and practices remain as is; and (3) your specific research question, with any secondary questions that might supplement it. This assignment is not to present any arguments, ideas, or suggestions on how to fix the problem—it is simply to
define the tentative problem and planned overarching research question at this point in
time as your research begins.

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<th>Assignments</th>
<th>Due Date</th>
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<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 4</td>
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<tr>
<td>Topic and Research Question Assignment (DQ2) Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ Topic and Research Question Assignment (DQ2) Postings</td>
<td>Day 7</td>
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**Week 3**

**Topic: Selecting Relevant Sources to Support Your Research**

*What have others said about your problem?* Each student should now have a research topic. This week covers how researchers move from a research problem to identifying and gathering necessary, sufficient, and appropriate data from many sources. The initial literature or source review is intended to develop a basic inventory of what is known or not known about a topic and research question. The source review will highlight the key concepts and variables involved in the topic. The learning objectives for this week are to (1) identify specific sources and major categories of thought pertaining to student research topics, (2) assess research sources for adequacy and relevancy, and (3) prepare a preliminary review of sources relevant to individual student research questions.

Lecture: Selecting Sources

Reading:


2008, 478-493. [This article provides a sample of a literature review students might find useful.]

Discussion Questions:

1. Typical of most literature presentations, Comfort integrates her literature review into her article’s body and observations, not as a separate literature review section. Provide a short critical analysis of how effective is her use of literature to support her observations and findings.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>Preliminary Literature Review of sources relevant to research project, submit to Assignments section of LMS</td>
<td>Day 7</td>
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</table>

**Week 4**

**Topic: Research Design**

*What plan of action and methods will you actually use in your research?* This week explores approaches to research design and the type of study you will do. It will cover specific topics, such as units of analysis, experiments, field and survey research, and conducting interviews. The learning objectives for this week are to: (1) understand and explain approaches to research design, (2) compare the different research design approaches, (3) identify questions to assess research reports, and (4) illustrate research proposal preparation.

There is a scheduled chat this week. Participation is voluntary.

**Lecture:** Research Design

**Reading:**


Discussion Questions:

1. Hammond discusses intelligence community redesign and presents two central questions. Describe his research design, including his units of analysis, selection of variables, and measurement of variables.

2. Singer, Wilson, and DeRenzis’ report provides observations on Prince William County and immigration policy. Assess the strength and weakness of their research design. What might you have done differently in designing this research?

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<tbody>
<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 6</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

**Week 5**

**Topic:** Capturing Data Through Modes of Observation

*How will you capture the data?* This week we will discuss data capturing approaches and considerations in their use. The learning objectives for this week are to (1) compare and contrast various data capturing approaches and (2) select appropriate data capturing approaches.

Lecture: Capturing Data

Reading:


Discussion Questions:

1. The articles by Gerber and Robinson and Caruson and MacManus present data capturing approaches regarding regional preparedness on two different levels—nationwide and statewide. Contrast and critique the data capturing in both articles, including their survey content, the validity of the data capture, and the overall quality of the data supporting their conclusions—what might you have done differently to strengthen gathering data related to the research topic?

2. Brudney and Gazley provide a research model to guide their research analysis. How might a similar model, tailored to their research, guided Gerber and Robinson and Caruson and MacManus in their data gathering?

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<th>Assignments</th>
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<tbody>
<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 6</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

**Week 6**

**Topic: Quantitative Statistical Analysis**

*How will you analyze quantitative data?* This week covers statistical analysis. The learning objectives for this week are to (1) explain descriptive and inferential statistics and other multivariate techniques and (2) apply the right statistical approach in any research design.

Lecture: Quantitative Statistical Analysis
Reading:


Discussion Questions:

1. Case studies, such as the case study described in the Pynes and Tracy article, are often problematic for those looking for substantive quantitative statistical analysis in support of research observations and conclusions. What quantitative statistical data collection and analysis, including the selection of variables, might have Pynes and Tracy considered in buttressing their research?

2. Many of the challenges in quantitative analysis lie in the measurement of the variables. Evaluate how well you believe Prante and Bohara have selected and measured the variables included in their analysis.

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<th>Assignments</th>
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<tbody>
<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 6</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

Week 7

**Topic: Qualitative and Mixed Method Data Analysis**

*How will you analyze qualitative and mixed method data?* This week provides an overview of qualitative and mixed methods data analysis approaches and considerations. The learning objectives for this week are to (1) explain qualitative and mixed methods data analysis approaches and (2) apply the right approaches in any research design.

This week there will be a scheduled chat. Participation is voluntary.

Lecture: Qualitative Data Analysis
Reading:


Discussion Questions:

1. Submit your research proposal for your research project, covering the elements in Babbie, chapter 4 (pp. 119-120).

2. Simo and Bies present a mixed-methods approach in their article. Drawing on Creswell’s checklist in designing a mixed method procedure (p. 205), to what extent did Simo and Bies meet his design criteria based on what is presented in the article?

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Submit Research Proposal (DQ1) posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ Research Proposals postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 6</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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</table>

Week 8

**Topic: Drafting, Revising, and Finalizing Research Results**

*How will you present your results?* This week provides guidance on drafting, revising, and finalizing your research report. The learning objectives for this week are to (1) evaluate principles and concepts in the presentation of research findings and (2) identify and address weaknesses in research findings.

Lecture: Research Results

Reading:


Discussion Questions:

1. Chelimsky and Weiss provide insights into some of the challenges of producing research that will have an impact. Chelimsky discusses political considerations impacting independence; Weiss discusses the use of evaluation in decision-making. If Weiss and Chelimsky met for coffee, what do you believe would be the common recommendations for evaluation research practice they might agree on?

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<th>Assignments</th>
<th>Due Date</th>
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<tr>
<td>DQ 1 posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 5</td>
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</table>

Week 9

Topic: Making Your Research Argument

What claims will you make? This week we will cover how research arguments should be developed, including making and supporting a claim, warrants, and assembling reasons and evidence. The learning objectives for this week are to (1) explain how research arguments are
developed, (2) formulate research arguments, including making and supporting a claim, warrants, and assembling reasons and evidence, and (3) analyze research arguments.

Lecture: Policy Arguments

Reading:


Review a few of the masters’ thesis products available at the Center for Homeland Defense and Security, Naval Postgraduate School. While you are not preparing a thesis for this class, skimming some of these products provides a good overview of research design, analysis, and findings. The link is [http://www.chds.us/?research/overview](http://www.chds.us/?research/overview).

Discussion Questions:

1. Taking either the Bean or Clovis article, present a critical review of how well the author made his main claim, the reasons behind them, and the evidence supporting the reasons.

2. Formulate a short tentative argument for your research, including (1) your main claims, (2) the reasons behind those claims, (3) the evidence supporting your reasons, (4) the main anticipated challenges and your response to them, and (5) warrants linking your claims and evidence. These need not be written as separate sections, but presented as one tightly integrated piece.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 posting</td>
<td>Day 2</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 1 postings</td>
<td>Day 3</td>
</tr>
<tr>
<td>Research Argument (DQ2) posting</td>
<td>Day 4</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ Research Argument postings</td>
<td>Day 7</td>
</tr>
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</table>
Week 10

**Topic: Research Product Completion**

*What did you find and how could it be strengthened?* This week students will submit their final research project. The learning objectives for this week are to (1) present findings in a professional and objective manner and (2) critically evaluate their research work.

Lecture: Research Products

Reading: None

Discussion Questions:

1. Reflect on your final research product. Now that it is completed, how would you have strengthened your research design, analysis, and presentation, if you had more time? How would you improve this course to address additional skills or knowledge you might need?

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Final Research Product</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to DQ 1</td>
<td>Day 7</td>
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</table>

**Online Office Hours**

The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat Monday - Thursday 7-8:45 pm (CST). Please use the internal Blackboard email tool or the Who's Online tool.

**Feedback**

The instructor will be providing feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you have questions related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

**OTHER POLICIES**

**AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION**

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 at 979-845-1637 by phone or at disability@tamu.edu by email.

ACADEMIC INTEGRITY

An Aggie does not lie, cheat, or steal or tolerate those who do.

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://www.tamu.edu/aggichonor. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that 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 have the permission of the person. It does not matter from where the material is borrowed—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. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

OTHER HELPFUL INFORMATION

Library

The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.
Technical Help Desk Information

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:

Bush School Online Support Team

Email: onlinehelp@bushschool.tamu.edu
Farnsworth, Karen

From: Kirkpatrick, Sam
Sent: Tuesday, April 27, 2010 1:51 PM
To: Farnsworth, Karen
Subject: FW: course approval

-----Original Message-----
From: Taylor, Lori
Sent: Monday, April 26, 2010 7:27 PM
To: Kirkpatrick, Sam
Cc: Mumpower, Jeryl; Hermann, Charles
Subject: FW: course approval

FYI

-----Original Message-----
From: arolle@tamu.edu [mailto:arolle@tamu.edu]
Sent: Monday, April 26, 2010 7:06 PM
To: Taylor, Lori
Subject: RE: course approval

Hey Lori:

I have reviewed your course; and, I have no objections. In fact, with my departure, there may be no courses that offering economic/public finance perspectives of education. Again, I offer no objections.

AR

From: Taylor, Lori [mailto:ltaylor@bushschool.tamu.edu]
Sent: Mon 4/26/2010 5:19 PM
To: Rolle, Anthony [arolle@tamu.edu]
Subject: course approval

Hi Anthony:

The Bush School is forwarding my Education Policy class to the Graduate Council for approval as a permanent course. Would you please take a look at the attached syllabus and let me know if you, as an official representative of the CEHD, have any objections to the course?

Thanks,

Lori
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

1. Request submitted by *(Department or Program Name):*  
   George Bush School of Government and Public Service

2. Course prefix, number and complete title of course:  
   PSAA 608: Cyber Security for Managers

3. Catalog course description (not to exceed 50 words):  
   Course introduces students to the operations and security issues involving attacking, exploiting, and defending digitized data, knowledge, and communications and the security challenges arising from the globalization of the Internet, the sharing of networks, and the flow of strategic communications. Does not require significant skills or experience in information technology.

4. Prerequisite(s):  

   Cross-listed with:  
   
   Stucked with:  
   
   Cross-listed courses require the signature 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 this course be repeated within the same semester?  
   □ Yes  
   ✔ No

7. This course will be:  
   
   a. required for students enrolled in the following degree programs(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)

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

9. Prefix | Course # | Title (excluding punctuation)  
---|---|---  
PSAA | 608 | CYBER SECURITY FOR MNGRS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0</td>
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<td>3</td>
<td>4</td>
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</tbody>
</table>

Approval recommended by:

Jeryl Mumpower  
Department Head or Program Chair *(Type Name & Sign)*  
Date

Sam Kirkpatrick  
Chair, College Review Committee  
Date

Department Head or Program Chair *(Type Name & Sign)*  
(if cross-listed course)  
Date

Submitted to Coordinating Board by:

David W. Reed  
Chair, GC or UCC  
Date

Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10

291 of 334 B
Texas A & M University

Bush School of Government and Public Service

PSAA608 Cyber Security for Managers

Syllabus

Instructor: Dr. Dwayne Whitten

Telephone: 979.845.2919

e-mail: dwhitten@mays.tamu.edu or the Mail tool in the Learning Management System (LMS)

Office Hours: online by appointment

COURSE DESCRIPTION

This course introduces students to the operations and security issues involving attacking, exploiting, and defending digitized data, knowledge, and communications. Students will examine cyberspace and security challenges arising from the globalization of the Internet, the sharing of networks, and the flow of strategic communications. The course will cover the specific skills needed to operate securely in cyberspace, but doesn’t necessarily require significant skills or experience in information technology.

COURSE OVERVIEW

This course is taught in an online format. Students are expected to engage in the course material regularly and substantially. For each unit, students will be presented with online readings, case studies, videos, and e-lectures. Grading will be based on discussion board activity, case study assignments, and a final project. This course is an excellent elective for students....

- looking for a career in any aspect of homeland security
- interested in MIS, information technology, or computer science
- in Accounting, particularly those interested in auditing
COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Identify key cybersecurity risk areas
2. Discuss the 14 security competency areas
3. Apply critical thinking to security issues
4. Analyze security threats, vulnerabilities, and attacks
5. Discuss some of the overall concerns related to cybersecurity.
6. Identify the types of network and telecommunication components and recognize how networks can be compromised.
7. Demonstrate an understanding of how incident management and enterprise continuity can significantly impact an organization whether done well or poorly.
8. Describe how personnel security can be one of the major security concerns of organizations.
9. Examine the importance of proper operations of an IT system as well as the effective use of security training and awareness campaigns.
10. Describe how data can be secured.
11. Discuss how digital forensic techniques can be used to investigate security incidents.
12. Describe how physical security is important and works synergistically with IT security methods.
13. Discuss the importance of effectively procuring products and services in a way that minimizes security threats or improves on security effectiveness.
14. Explain why security should be “built in” to systems during development.
15. Formulate a plan to assess the vulnerabilities that are eminent.
16. Describe the significant threat that cyberwar poses on the global society.
17. Discuss effective strategies for cyberdeterrence and cyberwar and how each is crucial for governments to have.
18. Examine how effective security methods can be implemented to mitigate risks, while at the same time improving the strategic direction of the organization.
19. Compare current and widely-used standards and policies used.

FORMAT AND METHOD
The course is delivered via the learning management system (LMS) Blackboard. Resources and materials provided with in the LMS are:

Syllabus
Handouts
Audio Lectures (please contact the office of Extended Education for accessibility concerns)
Videos (where applicable)
Email
End-of-course Evaluation
REQUIRED READINGS

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Two formal case studies and one book chapter will be part of the course learning. The first two are from the Harvard Business School and can be purchased online at http://harvardbusinessonline.hbsp.harvard.edu/hbsp/course_materials.jsp.


Additional readings and cases and instructions may be placed on electronic reserve at the Policy Studies and Economics Library e-reserve site, listed with a website, or posted on the class website.

Resources

There are many other resources that students are encouraged to explore. First, there are numerous excellent homeland security and homeland defense research sources. Students should become familiar with the broad scope of homeland security sources and links available from the TAMU Policy Sciences Economic Library (PSEL) (http://library.tamu.edu/subject-guides/homeland-security). In addition, the TAMU Library can be accessed at http://library.tamu.edu. TAMU students have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and
password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage. If you have trouble accessing TAMU library resources such as articles from off-campus or are being asked to pay for access, it may be because the connection is not recognizing your TAMU user status. You must go through the NetID authentication process to be recognized as a TAMU user.

“Homeland Security Inside and Out” is a weekly public radio program featuring interviews with key leaders at the federal, state and local levels of government, plus senior leaders in the private sector, academic community, and national press. Students will be required to list to some of the interviews at http://homelandsecurity.tamu.edu/ (click on Outreach>ICHS Weekly Radio Programs>Homeland Security Inside and Out>Search for Programs...>Threat Capability>Cyber Dangers.

Through PSEL, students can access a considerable amount of policy, strategy, and operational material from the Naval Postgraduate School Homeland Security Digital Library collections, including Congressional Research Service and Government Accountability Office reports pertaining to homeland security. If the PSEL link is not used, the Center for Homeland Defense and Security (http://www.chds.us/) at the Naval Postgraduate School has an easily accessible link to Homeland Security Affairs and the Center’s own podcasts and interviews. This website also has a link to all of the masters’ theses which provide students with different perspectives on homeland security research designs, observations, and findings. Further, students should subscribe to the free weekly newsletter from the Homeland Security Institute (http://www.homelandsecurity.org) and policy and management alerts. The Department of Homeland Security has its own email lists and blogs. The George Washington University’s Homeland Security Policy Institute (http://www.gwumc.edu/hspi/) issues periodic papers and briefs. The Council for Foreign Affairs provides a daily news brief that often contains information important for homeland security (http://www.cfr.org/). RAND has a robust homeland security and terrorism program (http://www.rand.org/research_areas/terrorism/), as does the Heritage Foundation (http://www.heritage.org/LeadershipForAmerica/protect-america.cfm). These sources will be useful for class discussion and research on current and emerging homeland security issues. Journals students should pay close attention to are the Journal of Homeland Security, the Journal of Homeland Security and Emergency Management, Homeland Security Affairs, and Homeland Security Review.
COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

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<tr>
<th>Weekly Required Discussion</th>
<th>30%</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Case Analysis 1</td>
<td>10%</td>
<td>A= 90-100%</td>
</tr>
<tr>
<td>Case Analysis 2</td>
<td>10%</td>
<td>B= 80-89%</td>
</tr>
<tr>
<td>Case Analysis 3</td>
<td>10%</td>
<td>C= 70-79%</td>
</tr>
<tr>
<td>Project 1</td>
<td>20%</td>
<td>D= 60-69%</td>
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<tr>
<td>Project 2</td>
<td>20%</td>
<td>F= 59% and lower</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification. Note: All written assignments are required to be written according to the APSA Style Guide.

1. Discussion Question Postings (30% of grade). Discussion is an integral part of the learning process. In the online environment, the discussion board is the classroom. Effective online discussions require that students prepare by reading the assigned materials and answering discussion questions effectively—supporting statements with concepts from the readings or by bringing in a related example or experience—and posting on time. Material presented in the lecture parallels the assigned reading, but frequently contains additional material. The online class discussions should relate the theories and concepts from the readings to the professional environment as well as current events. Students are expected to listen to the lectures each week, understand the concepts that are presented, and become familiar with all the concepts and terminology introduced in the readings and lectures. Students should apply this knowledge in responses to the written instructor questions and in contributing to the class on-line discussion in responding to the initial question discussion postings by other students.

Students will be provided a separate grade on your postings for (1) weeks 1 through 3, (2) weeks 4 through 6, and (3) weeks 7 through 10. Each will count 10 percent toward your overall discussion postings grade. Unless the instructor has given approval for delayed submission, the window for postings will “close” at Sunday midnight as the class moves on
to the next week. Students are encouraged to limit all postings to no more than 600 words in length.

On-line class discussions, including comments, should be timely and explicitly draw upon the theories and concepts from the readings and lectures. Students must apply and cite this knowledge directly in the initial response to discussion questions and in subsequent responses to other students’ postings. Each student’s discussion and response postings should be treated as mini-papers which are carefully researched and prepared. Students also may bring in related literature, examples, or experiences directly pertaining to the matter at hand. The posting grade will reflect your ability to understand and communicate ideas and concepts cogently and concisely, not characteristics such as the number of posts made.

Here are posting tips for participating in on-line class discussions:

- **Organize your thoughts before hitting the “send” button.** This is graduate school. The fact that it is on-line only magnifies any fuzzy, stream-of-consciousness writing that comes across as a first draft with little or no thought to the actual organization of the points to be made and the support for those points. Clear, coherent, thoughtful analysis requires a roadmap. Postings are essentially mini-papers that should reflect substantive analysis based on authority. As one tool, consider what lawyers do. Lawyers apply a “FRAC” analysis: identify the facts, state the applicable rule of law, apply the facts to the rule, and reach a conclusion. For example, declaring that the Department of Homeland Security has done something wrongful requires a principled approach: What is the precise activity? What specifically is the “law” that is being broken? What does it require and does the alleged wrongful act breach the law’s terms? Do not make a reader root through a disorganized product to find the insight and analysis. Read and edit your posting before hitting “send.” Ask yourself, is this the best you can do?

- **Check your grammar.** Sentence fragments and grammatical errors detract from any written product. And closely related are spelling errors. Such errors lead the reader to conclude that the writer is a sloppy one or does not truly understand the difference between words that sound the same. In some cases, poor writing habits raise doubt about the quality of the analysis and conclusions.

- **Do not view the discussion forum as an informal “chat room.”** Postings that exhibit the view that informal text-messaging, complete with text-message abbreviations or graphics such as “smiley faces,” is not appropriate. Remember that every post is to be professional and substantive; each is, in effect, a mini-paper.

- **Support personal opinions with authorities.** Postings that reflect personal opinions devoid of any citation to authority are inappropriate. Personal musings are not analysis. When you write, “I think,” “I like,” and other phrases beginning with “I,” ask yourself: What is the point being made, is there authority for this, have I cited it, am I merely repeating some ideological bent, or do I even need to use “I” in my writing?
• **Practice professionalism.** To repeat, this is a graduate course filled with professional people. Professional courtesy rules. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students. Inflamed, personal rhetoric simply is not acceptable.

• **Avoid raising questions without a suggested answer.** Postings that merely ask questions of the author, without more, are inappropriate. While easy enough to do, such postings do not advance the discussion, unless the questioner suggests an answer or an avenue of approach to the issue.

**Grading**

There are no examinations in this course. The following standards will be used for specific assignments and for discussion question posting grades based on a 4-point scale:

**A (4.0) Outstanding Performance:** Mastery of the assignment communicated very effectively. There is little room for improvement with respect to the level, scope and depth of material for which the student was expected to be knowledgeable. The presentation's content reflects excellence in research, analysis, and communication in accordance with the highest levels of graduate-level scholarship. Postings demonstrate a solid grasp of the specific topic or comment under discussion. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication. The student participates in the class in accordance with all the best practices for learning. All postings are respectful of others' ideas, opinions, and feelings and assist in clarification of other participants' perspectives. Reflective statements are included that include a theoretical rationale underlying the use of specific strategies or materials.

**B (3.0) Satisfactory Performance:** Manifests a solid understanding of the assignment that is communicated well. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated. No major errors or omissions. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable. Postings generally demonstrate comprehension of the specific topic or comment under discussion. Written responses are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication. The student participates in the class in accordance with best practices for learning. Postings generally are respectful of others' ideas, opinions, and feelings. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.

**C (2.0) Marginal Performance:** Somewhat deficient. Although elements of the assignment are correctly presented, some significant elements are missing, poorly interpreted, or involve errors in fact or interpretation. The presentation may be weak or devote attention to matters that are marginal or unrelated to the assignment's subject. There is a discernable rough balance of correct and incorrect (or missing) material. The assignment reflects a limited
amount of depth in recognizing significant literature and research on the subject. Postings often lack a solid grasp of the specific topic or comment under discussion. Written responses often contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings often do not comply with established best practices for learning. Postings often do not adhere to the ground rules of respect, confidentiality, and professionalism. Few reflective statements include the theoretical rationale underlying the use of specific strategies or materials included.

D (1.0) Unsatisfactory Performance: Serious deficiencies. Major errors dominate the assignment or major points are missing. The assignment reveals a serious lack of understanding of the material and the content and writing is poor. Postings lack a solid grasp of the specific topic or comment under discussion. Written responses with rare exceptions contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings generally do not comply with established best practices for learning. Postings often do not adhere to the ground rules of respect, confidentiality, and professionalism. There is little, if any, reflective statements, including the theoretical rationale underlying the use of specific strategies or materials included. Postings are sometimes late or not made at all.

F (0.0) Failing Performance: Virtually all of the response is incorrect or it is simply missing either from the lack of effort or lack of comprehension of the subject. Postings lack a solid grasp of the specific topic or comment under discussion. Written responses contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The postings do not comply with established best practices for learning. Postings do not adhere to the ground rules of respect, confidentiality, and professionalism. No reflective statements are included to present the theoretical rationale underlying the use of specific strategies or materials included. Postings are late or not made at all.

2. Lectures. Each week audio lectures, with accompanying text and graphics, aligned with the topic and learning outcomes for the week are provided. The lectures cover material that may not be found in the textbook or other resources for this course. The lectures represent the content expertise of the subject matter expert for this course. Therefore, it is important that the student listen to each lecture in its entirety.

3. Written Assignments. (combined 30% of grade). All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

The class will include three cases. Each student will prepare an analysis during the week the case is included in the class readings. The analysis (four to five pages) is to be posted in the assignments section of the LMS and no more than a one page summary posted on the Discussion Forum no later than 11:59 p.m. CT, Day 7 of the week it is due. Each analysis
counts 10 percent toward your overall grade. The reading "How to Analyze a Case" provides case study analytical guidance.

**Case Study #1.** Crisis: When Disaster Strikes IT (Chapter 10) and Damage: Dealing with the After-Effects of a Security Crisis in IT (Chapter 11) (Robert D. Austin; Richard L. Nolan; Shannon O'Donnell)

This case illustrates the broad array of decisions that go into security responses. In your analysis, you should utilize the readings (other source material may also be used) and "How to Analyze a Case." In your response, consider the following questions:

1. Why can’t perfect IT system security be achieved? If security can never be perfect, how should you manage against malicious threats?
2. Which option for securing IVK in the aftermath of the security incident would you choose?
3. What would you disclose?
4. Did CEO Williams make the best decision for IVK?
5. Why didn’t Williams fire Barton?

The analysis is to be posted to the Assignments section and a summary of your analysis (no more than one page in length) posted to the Discussion Forum within the LMS no later than **11:59 p.m. CT on Day 7 of Week 3**.

**Case Study #2.** Security Breach at TJX (Nicole R.D. Haggerty; Ramasastry Chandrasekhar)

This case begins with the dilemmas facing Owen Richel on his first day at his new job as the chief security officer for The TJX Companies Inc. The company discovered a computer intrusion and there currently is an ongoing investigation, involving the FBI. Richel has to focus on finding and fixing the gaps in the company’s information technology (IT) security, in the short term, and taking steps to ensure, in the long term, that it is not vulnerable to an attack in the future. He also has to get the management of TJX to view IT security as a business issue as well as a technology issue. In the analysis, the student should utilize the readings (other source material may also be used including Ross & Weill and Da Veiga & Eloff) and “How to Analyze a Case.” In your response, consider the following questions:

1. What are the (a) people, (b) work process and (c) technology failure points in TJX’s security that require attention?
2. How should the company’s IT security be improved and strengthened? What should its short-term priorities and long-term plans be?
3. Was TJX a victim of ingenious cyber crooks or did it create risk by cutting corners? How do smart, profitable retail organizations get into this kind of situation?
The analysis is to be posted to the Assignments section and a summary of your analysis (no more than one page in length) posted to the Discussion Forum within the LMS no later than 11:59 p.m. CT on Day 7 of Week 5.

Case Study #3. Security Convergence
(http://www.csoonline.com/article/220278/Case_Study_Security_Convergence)

In the analysis, the student should utilize the readings (other source material may also be used) and “How to Analyze a Case.” In your response, consider the following questions:

This case shows a converged security operations center work in progress at Constellation Energy. Although not totally integrated yet, they are working on how to best do this. Think about what Constellation Energy did with their security convergence strategy. What were the main strengths and weaknesses from convergence? What could be done to increase the chance of effectively converging the operations together? What strategies would you recommend?

The analysis is to be posted to the Assignments section and a summary of your analysis (no more than one page in length) posted to the Discussion Forum within the LMS no later than 11:59 p.m. CT on Day 7 of Week 6.

4. Projects. (combined 40% of grade). Two projects are required and are due in Weeks 8 and 10. Each project is worth 20% of your overall grade.

Project #1 – Cyberwar Strategies. Much has been written, postulated, etc about strategies the U.S. must employ in order to be fully prepared for cyber warfare. Pick six strategies that the U.S. must utilize to prepare for this type of war. Assume you have a clean slate regarding where to start. Write a six-page paper describing these strategies and how they can be used to effectively prepare for cyber warfare. This project is due no later than 11:59 p.m. CT on Day 7 of Week 8.

Project #2 – Assessment of Government Policies. For the final assignment, each student should analyze and prepare recommendations regarding the cybersecurity position for the United States of America. Drawing on class discussions, lectures, readings, and other research, the student should produce a six page memorandum to the Homeland Security Council that contains an analysis of the current position of the US and provides recommendations, with a rationale for each recommendation, for revising or replacing the current direction of cybersecurity policy. Formal citations of sources are not necessary. There is no set format, but students may want to take a look at policy issue briefs and occasional papers issued by the RAND Corporation, Brookings, or the Heritage Foundation for possible formats. This project is due no later than 11:59 p.m. CT on Day 7 of Week 10.
Paper Grading Criteria

A range:

The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer's meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

B range:

The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer's meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

C range:

The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

D range:

The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer's tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Performance Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals' ideas are freely expressed and the class works
together to support and challenge each others' work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in on line discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

**Participation Policy**

**Students must “visibly participate”** in the online classroom 4 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. Participation is different from attendance in the online classroom. To meet participation requirements, students are expected to **contribute substantively** to the class discussion 4 out of 7 days per week in addition to posting any written assignments for grading. In addition to the student’s initial response to a discussion question, students are expected to respond to a **minimum of two** of their classmates’ posts.

The Bush School’s online courses count for 3 credit hours over a 10-week period. The 3 credit hours are equivalent to 45 hours of contact time between the instructor and the student. Therefore, the student must be actively participating 4–5 hours each week. When students do not participate they miss out on many opportunities for learning. In addition, students will spend an estimated 12 – 18 hours each week preparing for class, reading, and completing assignments.

We understand that life happens and occasionally a student may be without access to the Internet or online course. If at any time a student must be away from the classroom, or email, **more than two consecutive days**, the student is required to notify the instructor prior to their absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email onlinehelp@bushschool.tamu.edu or phone 979.845.7036 and the instructor will be notified.

**Late Assignments**

The assignments should be submitted on the days that they are due by 11:59 p.m. CT. Typically assignments are due three days after the topic is introduced. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total
grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

**Format for Writing Assignments**

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

**Performance Expectations**

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

**Student Concerns**

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at online@bushschool.tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

**ASSIGNMENTS**

**Course Outline**

**Week 1**

* Topic: Introduction

* Lectures: Introduction to Cybersecurity Part I
  Introduction to Cybersecurity Part II

* Reading:


Other Media:

Federal Efforts to Secure Cyber-infrastructure [video; available at: http://searchsecurity.techtarget.com/video/0,297151,sid14_gci1355440.00.html]


Discussion Questions:

1. The CSI/FBI Computer Crime and Security Survey details some of the most important and common cyber security concerns of security professionals. After reading this report, what do you think are the major concerns of security professionals today?

2. In the first two chapters of Libicki, he describes cyberdeterrence and cyberwar. How do these differ from the general definition of cybersecurity (protecting information assets)?

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<th>Assignments</th>
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<td>DQ 1 Posting (post a short bio)</td>
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<td>DQ 2 Posting</td>
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<td>Respond to at least two of your peers’ DQ2 postings</td>
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<tr>
<td>DQ 3 Posting</td>
<td>Day 5</td>
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Week 2

Topic: Network and Telecommunications Security

Lectures: Network and Telecommunications Security Part I
          Network and Telecommunications Security Part II

Reading:


Other Media:


Internet Infrastructure Overview [video; available at: http://www.youtube.com/watch?v=495883wD_yO&feature=related]

Warriors of the Net [video; available at: http://www.warriorsofthe.net]

Discussion Questions:

1. In the material this week, you have seen how networks can be built. With all of the hardware, software, and circuits that comprise the networks and the larger Internet, what are some of the more important points of contact that should be protected?
2. Cybersecurity also entails securing your local computer. What are some of the more common security concerns related to keeping your personal computer safe? What can be done to alleviate these concerns?

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<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 7</td>
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**Week 3**

**Topic:** Enterprise Continuity, Incident Management, and Personnel Security

**Lectures:**
- Enterprise Continuity
- Incident Management

**Reading:**


Other Media:


“Protecting Against Insider Threat” [podcast; available at: http://www.cert.org/podcast/show/cappelli.html]


“How to Prepare for a Disaster” [video; available at: http://www.netstandard.tv/video-gallery/agility-recovery-solutions/how-to-prepare-for-a-disaster-top-10-tips.html]

Discussion Questions:

1. Maintaining continuity after a security event is catamount to being able to continue operations. Whether it is a hurricane, fire, or virus attack, the network should continue to function. What can be done to insure that the network is still available no matter what happens?

2. In many cases, personnel security many be the biggest concern an organization has. Why is personnel security so important and what are some methods that can be used to alleviate this concern?

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<td>Day 7</td>
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<td>Case Study #1 due</td>
<td>Day 7</td>
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Week 4

Topic: IT Security Training and Awareness and IT Systems Operations and Maintenance

Lectures: Training and Awareness
IT Systems Operations & Maintenance

Reading:


U.S. Department of Homeland Security. 2010. Cyber Security Tips [available at: http://www.us-cert.gov/cas/tips/]. There are 8 sections of links (55 total) on this page. Click on at least three links in each of the 8 sections and read the corresponding material related to those tips.

Other Media:


Discussion Questions:

1. Some would argue that an effective security planning and awareness program is the most important aspect of the security function. Do you agree or disagree? Why?
2. Social engineering can be the most effective means of attack. As an organization, what can be done to prevent this?

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<td>Scheduled Chat (voluntary)</td>
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**Week 5**

**Topic:** Data Security and Digital Forensics

**Lectures:** Digital Forensics

**Reading:**


**Other Media:**

“Hackers: Outlaws and Angels” [video]


Discussion Questions:

1. How and why is forensics so important today?

2. It can be argued that data is the most important asset that organizations own. Assuming that is true, securely storing data (yet still allowing it to be easily accessed for legitimate use) is crucial. What can organizations do to allow this contrasting issue of data availability and security?

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<td>Case Study #2 due</td>
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**Week 6**

Topic: Physical and Environmental Security and Procurement

Lectures: Physical and Environmental Security Procurement

Reading:


"Physical and IT Security Convergence: The Basics." [available at: 


Chakrabarty, Subrata, and Dwayne Whitten. “Information Security Initiatives and their 
Acceptance by Personnel – Occupational, Organizational & External Factors.” Texas A 
& M University.


CIO Insight Whiteboard.

Other Media:

“Protecting Joe’s Office” [Interactive Web Activity; available at: 
http://www.csonline.com/article/429363/Protecting_Joe_s_Office]

“Scoring Big in a Dumpster Dive.” [video; available at: 
2928001]

Discussion Questions:

1. Organizations basically have three options in regards to physical security: a.) ignore it, b.) 
keep it separate from IT security, and c.) integrate cyber and physical security under one 
security officer (or similar combined structure). Which option is the best and why?

2. With the increasing use of offshore outsourcing today, one important consideration is where 
to locate the operations. After reading the Global Outsourcing Report, make an argument for 
three countries to which you would outsource. Support your choices with well-rounded 
criteria.

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<td>Day 7</td>
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<td>Case Study #3 due</td>
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Week 7

Topic: System and Application Security and Vulnerability Assessment

Lectures: System and Application Security
Vulnerability Assessment

Reading:

Information Technology (IT) Security Essential Body of Knowledge (EBK): A 
Competency and Functional Framework for IT Security Workforce Development. 

Vulnerability Assessment & Mitigation Methodology.” Santa Monica, CS: RAND.

http://searchsoftwarequality.techtarget.com/news/interview/0,289202,sid92_gci1187360, 
00.html (April 8, 2010).

Kayworth, Tim, and Dwayne Whitten. “Winning the Information Security Battle: The 
Critical Role of Alignment.”

Rollins, John, and Clay Wilson. 2007. "Terrorist Capabilities for Cyberattack: Overview and 

Other Media:

“Computerworld TechCast: SDLC.” [podcast; available at: 
http://blogs.computerworld.com/node/4452]

“Managing Security Vulnerabilities Based on What Matters Most.” [podcast; available at: 
http://www.cert.org/podcast/show/20080722manion.html]

Discussion Questions:

1. Describe three vulnerabilities inherently needing to be protected in a cybersecurity plan. 
   What can be done to reduce the threat of these vulnerabilities?

2. Software applications often do not include adequate security controls that are built in during 
   the development. How can this be detrimental to the software system and the organization as 
   a whole?
Week 8

Topic: Cyberdeterrence and Cyberwar

Lectures: Cyberwar and Cyberdeterrence

Reading:


Arquilla, John, and David Ronfeldt. 2002. *Networks and Netwars: The Future of Terror, Crime, and Militancy*. Santa Monica, CA: RAND. [Ch. 1 and Summary only]

Discussion Questions:

1. Libicki proposes that when facing a threat that cannot be denied, a potential target can attempt to defend, disarm, or deter. He also argues that disarming is impossible in cyberwar. But, assuming that we must exhaust every option in war, how could disarming be done in cyberwar?

2. Provide a summary of the evolution of netwar. What do you anticipate as some future aspects of netwar?
Week 9


Lectures: Strategic Security Management
         Security Risk Management

Reading:


“Cybersecurity Economic Issues.” Santa Monica, CA: RAND.


Other Media:

Complete two CSSP Training Systems. [available at:
http://cssptraining.labworks.org/training/lms/cgi-bin/login]

Discussion Questions:

1. Based on some of the readings (like the article by Bojanc and Jerman-Blazi), deciding on the level of risk to assume and consequently the amount of security to implement can include a
myriad of variables. How should an organization balance the level of security with other factors such as cost?

2. Why can it be so difficult to create a strategic security policy as opposed to just a security policy?

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Week 10

Topic: Regulatory and Standards Compliance and Policy Coverage

Lectures: Regulatory and Standards Compliance and Policy Coverage

Reading:


Other Media:


Discussion Questions:
1. The U.S. government has reacted to events such as the September 11th attacks with numerous policies aimed at increasing cyber security. After reading through some of the published information, do you think enough is being done by the government?

2. Several security standards are in place which have the goal of trying to provide a strategic roadmap for organizations to follow in creating, managing, and monitoring their security efforts. Select two of these and discuss how they compare.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQ1 Posting</td>
<td>Day 3</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>DQ 2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 7</td>
</tr>
<tr>
<td>Project #2 (Assessment of Government Policies) due</td>
<td>Day 7</td>
</tr>
<tr>
<td>Scheduled Chat (voluntary)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Online Office Hours

The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat. Please use the internal Blackboard email tool or the Who’s Online tool.

Feedback

The instructor will be providing feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. The student is expected to read through all of the information and materials provided for the course. If you have questions related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

OTHER POLICIES

AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION

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 at 979-845-1637 by phone or at disability@tamu.edu by email.

ACADEMIC INTEGRITY

An Aggie does not lie, cheat, or steal or tolerate those who do.
Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

**PLAGIARISM**

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc., that 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 have the permission of the person. It does not matter from where the material is borrowed—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. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

**OTHER HELPFUL INFORMATION**

**Library**

The TAMU Library can be accessed by going to [http://library.tamu.edu](http://library.tamu.edu). As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage ([http://library.tamu.edu](http://library.tamu.edu)) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

**Technical Help Desk Information**

**Texas A&M University (TAMU) Help Desk Central** (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu
For problems related to Blackboard Vista, please contact:

**Bush School Online Support Team**

Email: onlinehelp@bushschool.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): George Bush School of Government and Public Service

2. Course prefix, number and complete title of course: PSAA 618: Education Policy

3. Catalog course description (not to exceed 50 words):
Course examines the role of government in education and education policy issues, including equity, adequacy and accountability. The final section of the class will focus on current policy topics, emphasizing two strategies favored by the Obama administration - charter schools and pay for performance.

4. Graduate classification

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 this course be repeatable within the same semester? □ Yes ☑ No

7. 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)

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAA</td>
<td>618</td>
<td>EDUCATION POLICY</td>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ICE Code</th>
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<td>4 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Jerald Murphy
Department Head or Program Chair (Type Name & Sign) Date

Sam Kirkpatrick
Chair, College Review Committee Date

Dean of College
Date

Chair GC or UCC
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 3/10

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PSAA 610
Education Policy
Spring 2010

Instructor: Lori L. Taylor
Phone: 979.458.3015
E-mail: ltaylor@bushschool.tamu.edu
Office: 1052 Allen Building

Class: 9:35-12:15 p.m. Mondays
Room: 1063 Allen Building
Office Hours: 8:30-10:30 Tuesdays or by appointment.

Course Objectives:

This graduate course will examine major issues in education policy from an economic perspective. The course will explore the role of government in education, as well as the perennial issues of equity, adequacy and accountability. The final section of the class will focus on current policy topics, emphasizing two strategies favored by the Obama administration—charter schools and pay for performance.

Course Requirements:

Regular attendance in class sessions is expected. The material that we will cover is challenging, and classroom discussion will be an essential ingredient for fully understanding the readings.

The final grade will be determined based on your performance in four key areas:

1. Active Participation 10 percent
2. Take-home Exams (2) 60 percent
3. Policy White Paper 20 percent
4. PowerPoint Presentation of White Paper 10 percent

Take Home Exams: Two take-home exams will be distributed over the course of the semester. Students will have less than a week to complete the take-home exam. Students are not permitted to work together on the take-home exams.

Policy White Paper: At the start of the semester, each student will be assigned to a 3 or 4 person team. Each team will select, with the advice and consent of the instructor, a current policy topic not covered elsewhere in the course. Each team will then prepare a 10-15 page white paper on the chosen policy topic, and present their white paper to the other students in class on May 3, 2010.

Final Grade:

Your final grade will be calculated and determined based on the course requirements as outlined below:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%
Extra Credit: There is no extra credit for this course.

Late work policy: Late work will not be accepted without the written approval of the Dean or Program Director.

Important Reminders:

Student work in this course is expected to follow the guidance of the Aggie Honor Code: “An Aggie does not lie, cheat or steal nor tolerate those who do.”

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## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
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<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
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http://www.tamu.edu/perc/perc/Publication/0906.pdf  
<p>| March 15  | Spring Break |                                                                                                                                                 |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
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</tr>
<tr>
<td>May 3</td>
<td>Class Presentations</td>
<td>Policy White Papers Due at the Start of Class</td>
</tr>
<tr>
<td></td>
<td>Second Exam Distributed at the End of Class</td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Second Exam Due at 5:00</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): George Bush School of Government and Public Service
2. Course prefix, number and complete title of course: PSAA 649: Volunteer and Human Resources in Nonprofit Organizations
3. Catalog course description (not to exceed 50 words):
Course introduces theories, research and practice for managing personnel and human resources for paid and volunteer staff in nonprofit settings. Course explores the behaviors and cognitions of participants in nonprofit organizations, the motivational and personnel programs required by the organization, and the managerial strategies for effective human resources management.

4. Prerequisite(s):
Cross-listed with: 
Stacked with: Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☑ No If yes, from _____ to _____
6. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? ☐ Yes ☑ No

7. 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)

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CRP and Fund Code | Admin. Unit | Acad. Year | EICE Code
--- | --- | --- | --- | --- | --- | --- | --- | ---
PSAA | 649 | VOLUNTEER & HR | 0 | 3 | 0 | 0 | 3 | 5 | 2 | 0 | 2 | 0 | 6 | 0 | 0 | 1 | 6 | 3 | 6 | 4 | 1 | 0 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:
Jeryl Mumphrey
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

Level

Sam Kirkpatrick
Chair, College Review Committee Date

Dean of College
Chair, GC or UCC Date

David W. Reed
6 May 2010

Effective Date
Texas A&M University
Bush School of Government & Public Service

Volunteer and Human Resources in Nonprofit Organizations
PSAA 649 – 3 Credit Hours
Monday 4:30 - 7:30 PM, Room 1063
Fall 2010

Instructor: William Brown
Office Hours: M 2:30-4:30 & by appointment
Location: Allen Building, Room 1051
Phone: (979) 458-1372; email: wbrown@tamu.edu

Course rationale: The voluntary nature of much of the work in the nonprofit sector is one of its
 distinguishing characteristics. This course is designed to introduce theories, research, and
 practice for managing personnel/human resources (for both paid and volunteer staff) in nonprofit
 settings. The course explores the behaviors and cognitions of participants in nonprofit
 organizations, the motivational and personnel programs required by the organization, and the
 managerial strategies for effective human resources management.

Course Goals: This course provides an opportunity to explore management trends and issues
 currently affecting the sector for both paid and volunteer staff. Through research and analysis
 students will:
✓ Gain understanding of the unique nature of human resources management in the nonprofit
 sector.
✓ Understand the value and principles of strategic human resource management for nonprofit
 organizations.
✓ Explore the similarities and differences inherent in staffing structures for volunteers and/or
 paid staff.
✓ Develop an understanding of management techniques for enhancing the effectiveness of
 personnel (paid and volunteer).
✓ Understand the varied roles of staff (paid or volunteer) in nonprofit organizations and the
 factors involved in decision making concerning how best to staff various functions.
✓ Develop an appreciation for empirical research and its implications for successful
 management.

Required Texts:
Pynes, Joan E. (2009). Human resource Management for Public and Nonprofit Organizations,

Energize, Inc.: Philadelphia, PA.

Additional Readings as supplied by the instructor
**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 participation in hands-on group exercises students are expected to build complex conceptual frameworks that will expand their understanding of human resource trends and issues in the nonprofit sector. 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.

Regular class attendance and participation is expected. Structured in-class discussions of course concepts and their application will require each student’s active participation and count toward course participation grade.

1. **Case Studies/Reaction Papers (100 points)** – Two 50 point reaction papers will be assigned over case studies read and discussed during the semester. Expectations for the Reaction Papers will be shared separately.

2. **Review Paper (100 points)** – Students will conduct a review of job analysis strategies. The paper will cover the general purpose and rationale for job analysis, review selected strategies and suggest implications for nonprofit organizations. Additional guidelines provided in class.

3. **Group Project (150 points)** – This project involves conducting a comprehensive job analysis in a local nonprofit organization. Students will collect and synthesize data from a local nonprofit, and develop a comprehensive report and presentation that results in a detailed job description. Additional guidelines will be provided in class.

4. **Resources for Managers (50 Points)** – Students will select a topic and identify a practical tool for managers related to that week’s topic. You will sign-up for selected topics throughout the semester. You will lead a brief discussion on your tool, provide appropriate handouts for the class, and write a summary of the resource and topic. Additional guidelines provided in class.

5. **Participation (50 points)** – This will be based upon your preparation and participation in classroom discussions, including attendance.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>E</td>
<td>59% and below</td>
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</tbody>
</table>
NOTE: Assignments are considered late if turned in any time after the class period of the assigned due date. Late assignments will lose 10% for each day past the due date. Students will be told in class the due dates for all assignments.

Volunteer and Human Resources in Nonprofit Organizations
Course Topics:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Introductions</td>
<td>• Chapter 1 (Pyne)</td>
<td>• Review paper assignment</td>
</tr>
<tr>
<td>9/6</td>
<td>Strategic Management</td>
<td>• The development of strategic...</td>
<td>• Activity: What does it mean to be strategic?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Starting with people</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Job Analysis</td>
<td>• Chapter 7 (Pyne)</td>
<td>• Activity: Do we really need job analysis?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is job analysis dead...</td>
<td>• Introduction to project sites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inductive Job Analysis...</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Strategic HR Management</td>
<td>• Chaps. 2 - 3 (Pyne)</td>
<td>• Discussion: How does an HR system work in nonprofit organizations?</td>
</tr>
<tr>
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<td>• Understand HRM-firm perform...</td>
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<td>• HRM in the Voluntary...</td>
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<tr>
<td>9/27</td>
<td>Organizational Behavior of Volunteers</td>
<td>• Volunteers at work</td>
<td>• Activity: Project site selection and review assignment details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The org control of volunteers</td>
<td></td>
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<td></td>
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<td>• Chapter 6 (Pyne)</td>
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<tr>
<td>10/4</td>
<td></td>
<td>• Meet with Teams</td>
<td>• DUE Job Analysis Paper</td>
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<td></td>
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<td></td>
<td>• Work with team to review/develop project timeline</td>
</tr>
<tr>
<td>10/11</td>
<td>Working with volunteers</td>
<td>• Ellis Chap. 1-7</td>
<td>• Case for discussion: Volunteers or Paid Staff (165-172)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Activity: Present research strategy</td>
</tr>
<tr>
<td>10/18</td>
<td>Recruitment, Selection &amp; Staffing</td>
<td>• Chapter 8 (Pyne)</td>
<td>• Activity: What questions can you ask in a job interview?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attracting and selecting...</td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>Managing Diversity &amp; Equal Employment Issues</td>
<td>• Chap. 4 &amp; 5 (Pyne)</td>
<td>• Case write-up DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ellis Chap 9</td>
<td>Walking a fine line (173-184)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Activity: Complaint of Ms. Smith</td>
</tr>
<tr>
<td>11/1</td>
<td>Content Analysis</td>
<td>• Inductive Job Analysis...</td>
<td>• Activity: Content Analysis</td>
</tr>
<tr>
<td>11/8</td>
<td>Performance Evaluation</td>
<td>• Chapter 9 (Pyne)</td>
<td>• Interview notes DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refocusing performance...</td>
<td>• Activity: share evaluation tools</td>
</tr>
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<td></td>
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<td>• Ellis Ch 10 Eval of volunteer impact</td>
<td></td>
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<tr>
<td>11/15</td>
<td>Compensation and Benefits</td>
<td>• Chapters 10 &amp; 11 (Pyne)</td>
<td>• Activity: Discuss/identify factors that contribute to employee performance, satisfaction, &amp; retention</td>
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<td></td>
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<td>• Nonprofit organizations: What factors determine pay levels</td>
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<td>• Mission attachment...</td>
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<tr>
<td>11/22</td>
<td>Case discussion</td>
<td>• An exploratory examination of gainsharing...</td>
<td>• Case write-up DUE</td>
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<tr>
<td></td>
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<td>Profit sharing in the public sector (185-199)</td>
</tr>
<tr>
<td>11/29</td>
<td>Final Class Meeting</td>
<td></td>
<td>• Presentations</td>
</tr>
<tr>
<td>12/13</td>
<td>Email or deliver paper to my office by 5:00 PM Monday</td>
<td></td>
<td>• Group Paper DUE</td>
</tr>
</tbody>
</table>

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OTHER POLICIES

Participation
To participate effectively in class discussion you need to

- **Attend** class regularly and on-time;
- **Prepare** written discussion questions and read assigned material **before** class;
- **Listen** to what others say during the discussion; and
- **Speak** (**contribute your views/analysis**) on topic during the discussion.

Late Assignments

The assignments should be submitted on the days that they are due by the beginning of class. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made at least a week in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Format for Written Assignments

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing. If you are a student whose academic home is outside of the Bush School and are more familiar with another professional style manual, please specify the style manual and formally request permission to use from the instructor.

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Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that 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 have the permission of the person. It does not matter from where the material is borrowed—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. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.