1. **Approval of March 2013 Minutes**

2. **Discussion Items:**
   a. TBA

3. **New Course Requests:**
   a. EDCI 620  Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning
   b. GEOL 640  Geochemistry of Natural Fresh Waters
   c. INTA 601  Leadership in International Affairs: institutions, Organizations and People (tabled in March 2013)
   d. INTA 632  Advanced Economic Development (tabled in March 2013)
   e. INTA 633  Political Consequences of Development (tabled in March 2013)
   f. INTA 634  Politics and Development Policies (tabled in March 2013)
   g. INTA 645  Women and Nations (tabled in March 2013)
   h. INTA 646  Foreign Policy Analysis (tabled in March 2013)
   i. INTA 647  State Building and State Failure in the Developing World (tabled in March 2013)
   j. INTA 648  Contemporary Civil Wars (tabled in March 2013)
   k. INTA 669  Nuclear Terrorism Threat Assessment and Analysis
   l. INTA 672  East Asian Security (tabled in March 2013)
   m. INTA 673  Chinese Domestic Politics in Transition (tabled in March 2013)
   n. INTA 674  US Foreign Policy in the Persian Gulf (tabled in March 2013)
   o. INTA 675  Religion and Politics in Iran (tabled in March 2013)
   p. INTA 676  International Politics of the Middle East (tabled in March 2013)
   q. INTA 687  Domestic Intelligence Operations: Legalities, Policies, and Procedures(tabled in March 2013)
   r. MARB 610  Professional Development

4. **Course Change Requests:**
   a. MARB 654  Coastal Plant Ecology

5. **Special Consideration Items:**
   a. College of Education and Human Development: Request for new graduate certificate in the Educational Psychology Department: Special Education for School Counselors Certificate.
In attendance: Mark Zoran, Dick Haney, Mark Burris, Scott Miller, Leslie Feigenbaum, R. Saravanan, Sara Khalifa, Jane Welsh, Taylor Smith, Sam Kirkpatrick, Dave Reed, Nicole Kinslow, Carmelita Pickett, Kirsten Pullen, Sue Bloomfield, Sandra Williams, Kimberly Vannest, Dennis Jansen, Julie Wilson, Karen Butler-Purry, and Jana Corley.

1. **Approval of February 2013 Minutes**
   The February 2013 minutes were approved.

2. **Discussion Items:**
   a. Election of Vice Chair: Kimberly Vannest was approved as Vice-Chair of Graduate Council.
   b. DVM Curricular Item Review: DVM curricular proposals will be routed through the Graduate Council effective FY 14 (beginning September 1, 2013).
   c. Graduate Students Dropping below 9 hours. Discussion of historical and current policies related to graduate students dropping below 9 hours.

3. **New Course Requests:**
   The following new course requests were approved by Graduate Council:
   a. BICH 667 Molecular Probes
   b. BUSH 600 Bush School Graduate Study Abroad
   c. ISEN 650 Healthcare Delivery Systems Modeling and Analysis
   d. ISYS 645 IT Security Controls
   e. ISYS 655 Security Management and Compliance
   f. PSAA 613 Immigration and Education Policy
   g. SCMT 685 Directed Studies
   h. SCMT 689 Special Topics in...
   i. WFSC 605 Community Ecology
   j. WFSC 649 Principles of Fisheries Management

   The following new course requests were tabled by Graduate Council:
   a. INTA 601 Leadership in International Affairs: institutions, Organizations and People
   b. INTA 632 Advanced Economic Development
   c. INTA 633 Political Consequences of Development
   d. INTA 634 Politics and Development Policies
   e. INTA 645 Women and Nations
   f. INTA 646 Foreign Policy Analysis
   g. INTA 647 State Building and State Failure in the Developing World
   h. INTA 648 Contemporary Civil Wars
   i. INTA 672 East Asian Security
   j. INTA 673 Chinese Domestic Politics in Transition
   k. INTA 674 US Foreign Policy in the Persian Gulf
   l. INTA 675 Religion and Politics in Iran
   m. INTA 676 International Politics of the Middle East
   n. INTA 687 Domestic Intelligence Operations: Legalities, Policies, and Procedures
4. Course Change Requests:
The following course change requests were approved by Graduate Council:
   a. NUEN 618 Multiphysics Computations in Nuclear Science & Engineering
   b. PSAA 617 State and Local Government: Institutions and Policy
   c. PSAA 661 Public Personnel Administration
   d. VIZA 630 Contemporary Art Studio/Seminar I
   e. VIZA 631 Contemporary Art Studio/Seminar II

5. Special Consideration Items:
The following special consideration item was approved by Graduate Council:
   a. Mays Business School: Request for Change in Course Prefix Designations in the Department of Information and Operations Management
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Request submitted by (Department or Program Name): Department of Teaching, Learning and Culture
   EDCI 620 Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning

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

3. Catalog course description (not to exceed 50 words): Examination of integrated and multidisciplinary practice-based pedagogies; building of interdisciplinary bridges among content areas; melding sociocultural and cognitive factors influencing STEM education across K-12 levels. Discussion of underrepresented groups binding best practices; development and evaluation of STEM project-based learning.

4. Prerequisite(s): 
   Graduate Classification
   Cross-listed with: n/a
   Stacked 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
   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 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)
   M.Ed., M.S., Ph.D., Ed.D. in Curriculum and Instruction

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 #: 620
   Title (excluding punctuation): STEM TEACH & LEARN
   Lect. Lab SCH CIP and Fund Code
   Admin. Unit Acad. Year HIC Code
   0 3 0 0 0 3 1 1 3 9 9 0 1 0 2 8 0 4 1 3 - 1 4 0 0 3 6 3 2
   Approval recommended by:
   Yeping Li
   Department Head or Program Chair (Type Name & Sign) Date
   George Cunningham
   Chair, College Review Committee
   Date
   Doug Palmer
   Dean of College
   Date
   Mark Zoran
   Chair, GC or UCC
   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.
EDCI 620
Science, Technology, Engineering and Mathematics (STEM) Teaching and Learning (Online)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Mary Margaret Capraro</th>
<th>E-mail**</th>
<th><a href="mailto:mmcapraro@tamu.edu">mmcapraro@tamu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>845-8384; 587-0112 (cell)</td>
<td>Office Hours by SKYPE</td>
<td>Tuesdays 8-9 pm or by appointment Contact me by email for any questions; Skype name = mmcapraro</td>
</tr>
<tr>
<td>Office</td>
<td>EDCT 421</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Time</td>
<td>Online Moodle</td>
<td></td>
<td>**best contact</td>
</tr>
<tr>
<td></td>
<td><a href="https://courses.cehd.tamu.edu/">https://courses.cehd.tamu.edu/</a></td>
<td></td>
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</tbody>
</table>

Course Description
Examination of integrated and multi-disciplinary practice-based pedagogies; building of inter-disciplinary bridges among content areas; melding socio-cultural and cognitive factors influencing STEM education across K-12 levels. Discussion of underrepresented groups bridging best practices; development and evaluation of STEM Project-Based Learning.

Prerequisites
Graduate status

Accessing Moodle
To access the course follow the steps below:
1. Go to http://courses.cehd.tamu.edu
2. Click 'Login for TAMU Faculty, Students, and Staff' link.
3. Enter Net id username and password (NOTE: This is the username and password you use to login to http://howdy.tamu.edu).
4. After you login, you will see a list of the courses you have access to.

Learning Outcomes
1. To understand the value of integrated and multi-disciplinary collaborations in STEM Education within a school setting;
2. To situate STEM education within the broader spectrum of elementary, middle, or high-school educational practice;
3. To synthesize STEM education in K-12;
4. To understand the historical and philosophical debates surrounding interdisciplinary and multi-disciplinary collaborations in STEM;
5. To develop the necessary skills and knowledge to analyze classroom practice that adopts mixed approaches in its curriculum selection, including the ability to identify and evaluate the strengths and weaknesses of a particular curriculum;
6. To develop skills necessary to produce and evaluate STEM project-based learning activities;
7. To explicate the socio-cultural and cognitive factors influencing STEM education.

Required Texts


Recommended Resources


Course Expectations
Each week you will work through a module in Moodle, supported by a required textbook chapter and/or companion book topic. You will also be assigned to read on your own. Required readings and your independent reading form the basis for your online learning in this course. It is essential that you are prepared for every module. 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.

Attendance Policy — Online participation is required. Students are expected to interact with others to develop an online community of learners. Attendance online is required. University rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class online meetings, discussions occur. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Moodle tracks the amount of time each individual spends online; therefore your participation will be noted through that venue. http://student-rules.tamu.edu/rule07

Participation online (54 pts. – 9 discussions-6 pts. each) — It is expected that each student will be prepared and participate in online discussions. A major goal of this class is for you to be able to articulate your understanding of ideas referring to the objectives of the course. Group work and class discussions are crucial to the development of this skill. By participating in the week's readings and activities, you and your classmates will improve your ability to speak/write publicly (online) about issues and ideas and to question the positions of others. See attached rubric for guidelines.

Weekly Assignments (276 pts.) — Activities will be assigned in the weekly modules online to submit into the assignment box. These assignments are based on your PBL readings from your textbook or the supplemental videos accessed in Moodle. Details for each assignment are discussed online in the assignment sections of the course for each week.

Project (150pts) Each student individually will create a STEM project-based learning (PBL) activity of 5-10 days. TEKS from at least 5 different content areas will need to be included. It will be
based on samples provided in the class text. Different components of the PBLs will be due throughout the semester (see below). The complete STEM PBL will be due during the last two weeks of class (see details below at the end of the syllabus for the checklist).

**Evaluation of PBLs (20 pts.)** - evaluate 2 peer PBLs using the checklist (17 items) provided at the end of the syllabus and on Moodle. You must provide a justification for each of the 17 points you assign to the 2 peer PBLs you evaluate. I will probably assign peers according to grade level and content area interests.

**Grades**

Only assignments submitted complete and on time will be considered for full credit. **All assignments should be typed.** The grade is based upon (a) participation in class discussions (54 pts.) (b) weekly assignments (276 pts.), (c) answers on a mid-term examination (20 pts.), and (d) the quality of the final project that will be (150).

<table>
<thead>
<tr>
<th>Online Participation and Assignments are evaluated as follows (330 pts.)</th>
<th>Assessments and Presentations are evaluated as follows (170 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Online participation adding to class discussion in a meaningful way – graded by rubric. Evidence of preparation and readings of assigned articles through online discussions (54 pts.).</td>
<td>a. Online Presentation of interdisciplinary completed PBL event (150 pts.)</td>
</tr>
<tr>
<td>b. Weekly assignments based on textbook readings and companion book topics (276 pts.).</td>
<td>b. Evaluation of 2 peer PBLs (20 pts.)</td>
</tr>
<tr>
<td><strong>Short answer format -- A rubric will be established to assess clarity, accuracy, thoroughness, defense of arguments, and logical progression of ideas in your answers.</strong></td>
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</tbody>
</table>

**Grade Distributions of Points**

<table>
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<tr>
<th>500-450</th>
<th>449-400</th>
<th>399-350</th>
<th>&lt; 349</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</tbody>
</table>

**Incomplete Grades**

If a student receives an “incomplete” grade (i.e., “I”) for EDCI 620, they must make-up the missing work by end of the following semester, or the grade for this course will become a “F.” Late work will only be accepted in conjunction with university approved excused absence guidelines.

**University Policies**

**Students with special needs**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Office of Support Services for Students with Disabilities in Room B118 of the Cain Building, phone number 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu). The course will be conducted with openness and respect to all individuals’ points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group’s religion, ethnicity, disability, gender, or sexual orientation.

**Departmental Statement on Diversity**
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 affirmation action embraces the entire university community including faculty, staff, and students.

**Statement on Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the instructor expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, 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 permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. 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.”

**Aggie Honor Code**

http://student-rules.tamu.edu/aggiecode

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

For more information please consult Honor Council Rules and Procedures on the web

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Signature of student

---

**Online Evaluations**

All students are expected to complete the on-line evaluations for the course: https://pica.tamu.edu

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**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>From the Project Method to STEM Project-Based PBL: Where Do Earthquakes Occur</td>
<td>Videos of PBL Activities Read Chapter 3 Companion Ch 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Theoretical Framework for STEM PBL PBL: Modeling and Estimating Rainfall</td>
<td>Read Chapter 4 Companion Ch 2</td>
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<tr>
<td>Week 4</td>
<td>Designing Engineering PBL PBL: Theory of Biological Evolution</td>
<td>Time line of PBL Read Chapter 5 Companion Ch 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Etiology of STEM PBL: Linking Engineering and Education PBL: Six Kingdoms of Life</td>
<td>Well Defined Outcomes Writing a PBL Introduction Read Chapter 6 Companion Ch 6</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Three Vs of STEM PBL PBL: Arctic Shrinkage</td>
<td>Writing a PBL Engagement Companion Ch 6</td>
</tr>
<tr>
<td>Week 7</td>
<td>Factors influencing the Implementation of STEM PBL PBL: Foods Packaging “R” Us</td>
<td>Writing a PBL Explanation Read Chapter 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Interdisciplinary STEM PBL PBL: The Depression Now and Then</td>
<td>Read Chapter 8 Writing Interdisciplinary TEKS</td>
</tr>
</tbody>
</table>
| Week 9 | An Educator's Experience with Professional Learning Communities  
PBL: Plan Your International Vacation | Linking Outcomes and TEKS Companion Ch 9  
Writing a PBL Exploration  
Read Chapter 9  
Companion Ch 13 |
|---|---|---|
| Week 10 | Using Technology to Support STEM PBL  
PBL: What Did What? Those Greek Gods and Goddesses | Writing a PBL Extension  
Read Chapter 10  
Companion Ch 16 |
| Week 11 | STEM PBL for Diverse Learners  
PBL: Conrad Foods: Consumers Need a New Food Product and an attractive label | Read Chapter 11  
Companion Ch 21 |
| Week 12 | Classroom Management Considerations while Implementing STEM  
PBL: Selling hand-Made Items in a Turkish School Kermes | Writing PBL Materials  
Read Chapter 12  
Companion Chapter 23 |
| Week 13 | New Views on Assessment in STEM PBL | Writing PBL Assessments  
Companion Chapter 24 |
| Week 14 & 15 | Final Presentations of PBLs and Evaluation of Peer PBLs (see checklist on next page) | Completion/Evaluation of PBLs |

**Teacher PBL Checklist**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Points</th>
<th>PBL Headings</th>
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<tr>
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<td>☐</td>
<td>1) Project Title:</td>
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<td>2) Teacher Name:</td>
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<td>3) Grade Level:</td>
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<td>4) PBL Dates:</td>
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<td>5) Teacher Introduction: Situate yourself within your classroom and students</td>
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<td>6) Objectives: Selected from TEKS</td>
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<td>Does this section include...</td>
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<td>Rigor</td>
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<td>Interdisciplinary Link</td>
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<td>7) Connections: How does this PBL connect to other units in your subject?</td>
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<td>8) Introduction: An introductory paragraph to the PBL written for the</td>
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<td>students</td>
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<td>Relevance</td>
<td>Rigor</td>
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<td>7</td>
<td>9) Well-defined Outcome:</td>
<td>In one or two sentences, describe the concrete outcome; a speech, PowerPoint presentation, a product, model, etc.</td>
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<td>7</td>
<td>10) Materials used:</td>
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<td>7</td>
<td>11) Engagement:</td>
<td>How can you motivate students; a story, real-life event, video, any other activity that relates to culture, etc.?</td>
<td>Does your plan address...</td>
</tr>
<tr>
<td>7</td>
<td>Grouping</td>
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<td>1. Problem Identification</td>
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<td>3. Ideation</td>
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<td>Large</td>
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<td>Open-ended...</td>
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<td>Small</td>
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<td>Probing...</td>
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<td>20</td>
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<td>Guiding...</td>
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<td>20</td>
<td>12) Exploration:</td>
<td>Explain the conditions of the free exploration and the real PBL experience; talk about the constraints, limitations (budget, time), and introduce the formative assessment rubric.</td>
<td>Does your plan address...</td>
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<td>1. Problem Identification</td>
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<td>2. Research</td>
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<td>3. Ideation</td>
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<td>4. Analysis of Ideas</td>
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<td>5. Testing and Refinement</td>
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<td>20</td>
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<td></td>
<td>6. Communication and Metacognition</td>
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<tr>
<td>20</td>
<td>13) Explanation:</td>
<td>Explain the subject matter knowledge (theory behind), and the other issues you'd like to make clear.</td>
<td>Does your plan address...</td>
</tr>
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<td>1. Problem Identification</td>
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<td>20</td>
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<td>2. Research</td>
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<td>3. Ideation</td>
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<td>5. Testing and Refinement</td>
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<tr>
<td>20</td>
<td></td>
<td></td>
<td>6. Communication and Metacognition</td>
</tr>
</tbody>
</table>
14) Extension:
How can you extend this PBL for the students who are more able and/or for those who have finished before the others?

15) Evaluation:
Includes the formative and summative rubric, as well as good questions (Multiple Choice).

16) Pictures of students at work and artifacts
17) Optional: References (websites); Guest speaker information; Ordering information:

<table>
<thead>
<tr>
<th>EDCI 620 Participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Points</strong></td>
</tr>
<tr>
<td>Quality and relevance of the post</td>
</tr>
<tr>
<td>Consistently posts topics related to the discussion topic; cites additional references related to the topic.</td>
</tr>
<tr>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic.</td>
</tr>
<tr>
<td>Post topics that do not relate to the discussion content; makes short or irrelevant remarks.</td>
</tr>
<tr>
<td>Expression within the post</td>
</tr>
<tr>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic.</td>
</tr>
<tr>
<td>Unclear connection to topic evidenced in minimal expression of opinions and ideas.</td>
</tr>
<tr>
<td>Does not express opinions or ideas clearly; no connection to the topic.</td>
</tr>
<tr>
<td>Contribution to the learning community</td>
</tr>
<tr>
<td>Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic.</td>
</tr>
<tr>
<td>Made some meaningful reflection on group's efforts; marginal effort to become involved with the group.</td>
</tr>
<tr>
<td>Does not make effort to participate in learning community as it develops; seems indifferent.</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Falls Short of Expectations</td>
</tr>
<tr>
<td>Student Score</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.

Form Instructions

1. Request submitted by (Department or Program Name): Geology and Geophysics, Water Management and Hydrological Sciences

2. Course prefix, number and complete title of course: GEOL 640

3. Catalog course description (not to exceed 50 words): Chemistry of aqueous solutions; weathering/redox reactions and controls on fresh waters; natural and anthropogenic factors affecting major, minor, and trace elements in fresh waters; evaluation of fresh water composition; application of water-quality measurements to quantitative hydrology

4. Prerequisite(s):
   Cross-listed with: WMHS 640
   Stacked 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)

   MS, PhD in Geology and Geophysics; MS, PhD in WMHS

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: J.R. Gardiner 12/6/12
   Chair, College Review Committee 2.15.13

   R. Kaiser 12/6/12
   Dean of College 2.15.13

   Submitted to Coordinating Board by: Chair, GC or UCC 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 – 3/10
GEOL 640 – WMHS 640
Geochemistry of Natural Fresh Waters  Fall 2014

Instructor
Franco Marcantonio (979-845-9240)
marcantonio@tamu.edu

Meeting times and location
TR 9:35 am-10:50 am, 327 Halbouty

Office hours
By appointment

Office location
Rm 257 Halbouty

Course Description

Geochemistry of aqueous solutions; silicate and carbonate equilibria and mineral stability; rock weathering and redox reactions and their controls on fresh waters; natural and anthropogenic factors affecting major, minor, and trace elements in fresh waters; evaluation of fresh water composition; application of water-quality measurements to quantitative hydrology.

Learning Outcomes

Graduates will be able to:
• think critically about the role that modern aqueous geochemistry plays in the investigation of water resources by identifying areas of uncertainty and logically testing hypotheses
• explain natural geochemical processes that affect the chemistry of fresh waters
• solve water-quality issues using geochemical data sets

Recommended Textbooks


Grading

Class Participation 10%    A: 90-100%, B: 80-89.99%, C: 70-79.99%, D:60-60.99%, F<60%
Problem Sets 50%
Project 40%

Course Topics, Tentative Calendar of Activities

Week  Topic
1  Properties and Structure of Water; Chemistry Review
2  Composition of the Earth's crust, hydrosphere, and atmosphere; interaction through hydrologic cycle
3  Principles and processes controlling composition of fresh water: rock weathering and silicate/carbonate stability
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<td>4</td>
<td>Principles and processes controlling composition of fresh water: redox processes</td>
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<td>5, 6</td>
<td>River water: dissolved and suspended particulate geochemistry</td>
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<td>6, 7</td>
<td>Groundwater geochemistry: pollution, organic and inorganic</td>
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<td>8, 9</td>
<td>Influence of fresh water on global biogeochemical cycles; major (carbon, nitrogen, phosphorus, sulfur) and minor (toxic metals)</td>
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<td>Significance of properties and constituents reported in water analysis</td>
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<td>Application of water-quality measurements to quantitative hydrology</td>
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<td>12, 13</td>
<td>Relation of quality of water to use; water management concepts and problems</td>
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<td>14</td>
<td>Course review</td>
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**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

*For additional information please visit aggiehonor.tamu.edu*

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

From:         Mark Everett <mark.e.everett@gmail.com>
Sent:         Thursday, February 14, 2013 5:44 PM
To:           Franco Marcantonio; Sarah Bednarz; Roxanna Russell
Subject:      Fwd: GEOL640 proposed class "Geochemistry of Natural Waters"

Franco,

Your proposal for the GEOL640 class has been reviewed by the Chemistry department and it looks fine from their respective review. Could you please forward the revised syllabus to Sarah Bednarz, with copy to Roxanna Russell, so that it comes up for approval by the graduate curriculum committee as soon as possible. Hopefully it will be placed on the agenda of the next meeting, in March.

Thanks,
Mark.

---------- Forwarded message ---------
From: Michael P. Rosynk <rosynk@mail.chem.tamu.edu>
Date: Thu, Feb 14, 2013 at 5:39 PM
Subject: Re: GEOL640 proposed class "Geochemistry of Natural Waters"
To: Mark Everett <mark.e.everett@gmail.com>

Mark:

Our Graduate Curriculum Committee has reviewed the syllabus for your proposed new course, and sees no overlap or conflict with any existing Chemistry course.

Mike R.

On 2/5/2013 9:55 PM, Mark Everett wrote:
Dear Michael:

One of our faculty members in Geology and Geophysics, Dr Franco Marcantonio, is proposing a new class, it is called GEOL640 "Geochemistry of Natural Waters." I am wondering if you could have a quick look at the syllabus (attached), and possibly pass it to your graduate curriculum committee, so see whether it significantly overlaps or infringes on any current course offerings by your department. If not, then please let me know as soon as possible, so that we can move forward on the approval of this class at the college and university levels.

Thanking you for your attention,
Mark Everett
Geology/Geophysics Graduate Director.

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Mark E Everett
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 601 Leadership in International Affairs: Institutions, Organizations and People

3. Catalog course description (not to exceed 50 words):
   provide the knowledge base for developing a deep understanding of the study of leadership and management and the role(s) of leaders in international affairs

   n/a

4. Prerequisite(s):
   n/a
   Cross-listed with: n/a
   Stacked 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)
      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  6 01  LEADERSHIP

   Lect.  Lab  SCH  CLP and Fund Code  Admin. Unit  Acad. Year  HCE Code
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   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign)  Date
   Charles F. Hermann

   Chair, College Review Committee  Date
   Samuel W. Johnson

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)
   Dean of College Andrew K. Card, Sr.

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date
   Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra_williams@tamu.edu.
Curricular Services – 3/10
INTA 601

BUSH SCHOOL

Leadership Core Course - Master’s Program in International Affairs (MPIA)

Leadership in International Affairs: Institutions, Organizations, and People

Professor: Dr. Joseph R. Cerami
Office Room: 1026 Allen Building
Office Hours: Thursday: 10am to noon (Please email for appointments at other times.)
Office telephone: 979-862-8836
Email: jcerami@bushschool.tamu.edu

Note: Professor Cerami will make minor changes to this syllabus to take advantage of additional learning opportunities that develop over the course of the semester. Students will be notified with sufficient lead time for new readings or changes to the schedule or requirements below.

You always start with ideas.
And if you don’t start with ideas, you’ll get lost.
George Shultz (1993)

I. Course Purpose, Assumptions and Objectives

INTA 601 is a core course for Bush School students in the Master’s Program in International Affairs. The course provides the knowledge base for developing a deep understanding of the study of leadership and management and the role(s) of leaders in international affairs.

The Bush School’s Public Service Leadership Program is integrated into our student education and learning development during their two-year program. This core leadership course is built on the conceptual foundation provided by the School’s definitions of leadership and leader development.

Leadership is the art of influencing people, organizations, and institutions to accomplish missions that serve the public interest.

Leader Development is the art of educating people through formal education & training . . . curriculum; experiential learning . . . extra-curricular activities; & self-study through individualized feedback in the theory and practice of leadership in the context of public service.
What are some starting assumptions for a “public leadership in international affairs” core course?

One assumption is that the Bush School Master’s Program in International Affairs curriculum involves preparing leaders and managers for public service in government and nonprofit organizations that have significant international responsibilities in national security (foreign, defense, and homeland), intelligence, and international economics policy arenas. A public service orientation for the MPIA core leadership course is centered primarily, but not exclusively, within the context of the institutions, organizations, and people engaged in governance and public service—in international and public affairs.

_The power to inspire others matters, in statecraft as in politics. But patience, persistence, and clarity of judgment -- those virtues Obama admires in hard-shell realists like Baker and Scowcroft -- ultimately carry the day._

James Traub (2010)

A second assumption is that preparing students for long term public sector careers involves introducing them to the research and study of both the leading theories and best practices of public executives. Professional knowledge and skill development includes grounding students in a variety of theoretical perspectives on leadership and management by examining the scholarly literature, relevant research and case studies, as well as studying personal, interpersonal and group skills.

_If you distinguish the personal qualities you think you would like a bureau chief (or other public servant) to have from those you think he needs on the job, you would probably come up with two very different lists. The first would sound like a description of an ideal Boy Scout. The other would sound like Machiavelli's prince._

Herbert Kaufman (1981)

A third assumption is that the study of leadership should include the notion of leading change or change management and entrepreneurship. There is a broader theme here regarding: globalization and the changing international environment; the demands for institutional and organizational innovation, reform and imagination to adapt to those changes; and the impact of these demands on politicians and public managers, as effective, ethical and entrepreneurial leaders, at all levels. For those interested in national security, international diplomacy and development, we should be aware of ongoing research efforts and calls for major national security, intelligence, homeland security, diplomacy and development reforms. For those interested in international economic development, we should know more about the significance of United Nations, World Bank, International Monetary Fund and other international institutions concerned with new approaches to governance and global political, social and economic development. So, the ideas of leadership, innovation and entrepreneurship; public sector institutional and organizational reform; all in the context of a turbulent globalizing environment are worthy of our attention -- especially given our MPIA program’s emphasis on national security, intelligence, regional studies, international economics and development.
Then you better start swimmin' or you'll sink like a stone  
for the times they are a-changin'.  
Bob Dylan (1963)

The distinctive focus for this MPIA leadership core course includes the following **learning objectives and outcomes** for the study of leadership in international affairs, in terms of:

1. Studying the contrasting theories (and conceptual frameworks) from the interdisciplinary literature on leading and managing people, organizations and institutions.

2. Understanding the roles and functions of leaders and managers as effective, ethical and entrepreneurial executives in public institutions, organizations and teams.

3. Conducting research on the theories and practices of critical personal, interpersonal and group skills for developing effective public sector officials in international affairs.

4. Assessing three current themes on leadership and management in international affairs: (1) the president as institutional leader; (2) leadership in public service and the role(s) of public executives; and (3) innovation, change management and entrepreneurship.

5. Demonstrating the analytical, research, writing, oral, and team building skills necessary for analyzing, evaluating, and practicing contemporary leadership and management skills.

6. Complementing students’ other studies, highlighting aspects of leadership, management, public service, and ethics in international, regional and national security, intelligence, and international economic development policies, programs and processes.

7. Developing graduate level “Learning and thinking skills, including creativity, critical thinking, problem solving, communication, and collaboration.”

"The work is hard. Do the work."

Anonymous Graduate-School Professor

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**Primary course books** [for purchase at MSC bookstore] with selected articles, research and case studies on Texas A&M University Library Course Reserves for INTA 689-612 & 613.


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2 Nick Paumgarten (2012) “Written In Stone”, *The New Yorker*  
http://www.newyorker.com/talk/2012/06/04/120604ta_talk_paumgarten.


• Texas A&M University Libraries Course Reserves for INTA 689-608
  https://library-reserves.tamu.edu/ares/ares.dll?SessionID=L110444174U&Action=10&Form=60&Value=3373

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**Note:** For course schedule, students will attend seminar on either the Monday & Wednesday (for INTA 689-613) or Tuesday & Thursday (INTA 689-612) dates.
II. Course Schedule

| Block I - Institutional Leadership: Presidential Leadership in International Affairs |
| Seminar 1: Course Introduction: Institutional Leadership in International Affairs |
| Seminar 2: Modern Presidential Leadership: Power, Command & Policy |
| Seminar 3: Presidential Leadership: Nixon, Ford, Carter |
| Seminar 4: Presidential Leadership: Reagan, Bush 41 |
| Seminar 5: Presidential Leadership: Clinton, Bush 43 & Lessons |

Assignment #1: Book Review Prep-One Page Concept/Outline Due in Seminar TBD

Seminar 6: Leadership and Power
Seminar 7: Contextual and Ethical Leadership
Seminar 8: Case Study I: President Bush/41 and the Persian Gulf War

Assignment #1:
Book Review

| Block II - Organizational Leadership: Entrepreneurs, Organizations and States |
| Seminar 9: Bureaucratic Entrepreneur I |
| Seminar 10: Bureaucratic Entrepreneur II |
| Seminar 11: Case Study II: The Ron Brown Plane Crash |

Seminar 12 (No seminar meeting): Mid-Term Examination—Take Home

| Block III - Emotional Intelligence and Team Leadership |
| Seminar 13: Leadership Values, Motivation and Self-Awareness |
| Seminar 14: Emotional Intelligence |
| Seminar 15: Emotional Intelligence and Leader Development |
| Seminar 16: Emotional Intelligence and Teams |
| Seminar 17: Building Effective Teams |

| Block IV - Personal, Interpersonal and Group Leadership Skills |
| Seminar 18: Introduction to Personal Skills and Self-Awareness |
| Seminar 19: Communications |
| Seminar 20: Problem-Solving |
| Seminar 21: Conflict Management |
| Seminar 22: Change Management |
| Seminar 23: Coaching and Self-Awareness |
| Seminar 24: Individual Leadership Plan |

Assignment #2 Literature Review

| Block V - International Ethics |
| Seminar 25: Introduction to International Ethics |
| Seminar 26: International Ethics I—Foreign Policy & Ethics (Debate #1) |
| Seminar 27: International Ethics II—Politics, Human Rights & War(s) and Interventions (Debate #2) |
| Seminar 28: International Ethics III—Economics, Justice and Global Society (Debate #3) |

Assignment #3 - Individual Leadership Plan
III. Course Content:

Block I - Institutional Leadership: Presidents and International Affairs

Seminar 1: Course Introduction: Leadership in International Affairs

Seminar Readings:

Suggested Readings (Scan the websites below):
Bush School, Public Service Leadership Program website at: http://bush.tamu.edu/pslp/

U.S. Education Reform and National Security
By Joel I. Klein and Condoleezza Rice, Chairs
NY Council on Foreign Relations Task Force No. 68
http://www.cfr.org/experts/world/condoleezza-rice/b5470

National Leadership Index 2011:
A National Study of Confidence in Leadership.
Center for Public Leadership, Harvard Kennedy School, Harvard University, Cambridge, Massachusetts.

Seminar 2: Modern Presidential Leadership: Power, Command & Policy

Seminar Readings:
Rodman: Introduction, Author’s Note, Chapters 1, 2

Suggested Readings:


Seminar 3: Presidential Leaders: Nixon, Ford, Carter

Seminar Readings:
Rodman: Chapters 3, 4, 5

Suggested Readings:
Seminar 4: Presidential Leader: Reagan, Bush 41

Seminar Readings:
Rodman: Chapters 6, 7

Suggested Readings:

Seminar 5: Presidential Leaders: Clinton, Bush 43, Lessons Learned

Seminar Readings:
Rodman: Chapters 8, 9, 10

Suggested Readings:


Assignment #1: Book Review Prep, One-Page Outline, Due in Seminar
[See the writing book reviews guide, PSEL Course Reserves]

Seminar 6: Leadership and Power, Types, Skills

Seminar Readings:
Nye: Chapters 1, 2, 3

Suggested Readings:

Northouse, Peter G. Chapter 9 – Transformational Leadership, pp. 175-206. [PSEL Course Reserves]


Seminar 7: Contextual and Ethical Leadership, and Take-Aways

Seminar Readings:
Nye: Chapters 4, 5

Suggested Readings:

Seminar 8: Case Study I - President Bush/41 and the Persian Gulf War

[Case study roles and instructions will be provided separately]

Seminar Readings:

Suggested Readings:


Assignment #1: Book Review

Please remember to complete your Turnitin entry before submitting all papers/assignments.

Block II – Organizational Leadership: Entrepreneurs, Organizations and States

Seminar 9: Bureaucratic Entrepreneur I: Your Compass, North and South

Seminar Readings:
Haass: Chapters 1, 2, 3, 4

Suggested Readings:


Seminar 10: Bureaucratic Entrepreneur II: Your East and West, and Organizations

Seminar Readings:
Haass: Chapters 5, 6, 7

Suggested Readings:


Seminar 11: Case Study II: The Ron Brown Plane Crash

[Roles and instructions will be provided in seminar.]

Suggested Readings:

Suggested Readings:

Seminar 12: Mid-Term Examination: take home

Please remember to complete your Turnitin entry before submitting all papers/assignments.

Block III - Emotional Intelligence and Team Leadership

Seminar 13: Leadership Values, Motivation and Self-Awareness

[Personal Values Questionnaire: instructions will be provided in-seminar.]

Required Readings: to be determined.

Suggested Readings:


Seminar 14: Emotional Intelligence: Primal Leadership, Neuroanatomy, and Styles
Seminar Readings:
Goleman: Preface
Chapter One – Primal Leadership
Chapter Two – Resonant Leadership
Chapter Three – The Neuroanatomy of Leadership
Chapter Four – The Leadership Repertoire
Chapter Five – The Dissonant Styles

Suggested Readings:


Seminar 15: Emotional Intelligence and Leader Development

Seminar Readings:
Goleman:
Chapter Six: Becoming a Resonant Leader
Chapter Seven: The Motivation To Change
Chapter Eight: Metamorphosis: Sustaining Change

Suggested Readings:


Seminar 16: Emotional Intelligence and Teams

Seminar Readings:
Goleman:
Chapter Nine: The Emotional Reality of Teams
Chapter Ten: Reality and the Ideal Vision
Chapter Eleven: Creating Sustainable Change

Suggested Readings:

Seminar 17: Building Effective Teams
Seminar Readings:
Whetten and Cameron [PSEL On-Line Course Reserves]
Chapter 9: Building Effective Teams and Teamwork.

Suggested Readings:
Gilley, Jerry W. Et al. “Integrated Theoretical Model for Building Effective Teams.”
 Advances in Developing Human Resources 2010 (12:7). 2010 Sage Publications: for the Academy of
Human Resource Development [PSEL On-Line Course Reserves].

Hall.

Simon & Schuster.

Block IV - Personal, Interpersonal and Group Leadership Skills

Seminar 18: Introduction to Personal Skills and Self-Awareness

Seminar Readings:
Whetten and Cameron—[PSEL On-Line Course Reserves]
Introduction: The Critical Role of Management Skills
Chapter 1: Developing Self-Awareness.

Suggested Readings:

Khademian, Anne M. 2002. Working with Culture: How the Job Gets Done in Public Programs.


Seminar 19: Communications

Seminar Readings:
Whetten and Cameron—[PSEL Course Reserves]
Chapter 4: Building Relationships by Communicating Supportively

Suggested Readings:

Publications.

Seminar 20: Problem-Solving as Analytical, Creative and Critical Thinking

Seminar Readings:
Whetten and Cameron—[PSEL On-Line Course Reserves]
Chapter 3: Solving Problems Analytically and Creatively

Suggested Readings:

Seminar 21: Conflict Management

Seminar Readings:
Whetten and Cameron—[PSEL On-Line Course Reserves]
Chapter 7: Managing Conflict

Suggested Readings:

Seminar 22: Change Management

Seminar Readings:
Whetten and Cameron—[PSEL On-Line Course Reserves]
Chapter 10: Leading Positive Change

Suggested Readings:

Seminar 23: Coaching and Self-Awareness

Required Readings:
Boyatzis, Richard E. Et al. 2010. “Coaching with Compassion.” Academy of Management Paper; PowerPoint presentation; and webinar audio from the International Leadership Association [PSEL On-Line Course Reserves].

Suggested Readings:
Seminar 24: Individual Leadership Plan

**Seminar Readings:**

Goleman (Review):
Chapter Six: Becoming a Resonant Leader
Chapter Seven: The Motivation To Change
Chapter Eight: Metamorphosis

**Suggested Readings:**


**Assignment #2 Literature Review**

See literature writing guidelines and sample literature review in PSEL On-Line Reserves. *Please remember to complete your Turnitin entry before submitting all papers/assignments.*

**Block V - International Ethics**

Seminar 25: Introduction to International Ethics: Morality, Decision Making and Traditions

**Seminar Readings:**

Amstutz:
Introduction
Chapter 1: Morality and Foreign Policy
Chapter 2: Strategies of Ethical Decision Making
Chapter 3: The Role of Ethical Traditions

**Suggested Readings:**


Seminar 26: International Ethics: Politics and Human Rights

**Debate #1: Instructions will be handed out in seminar**

**Seminar Readings:**

Amstutz:
Chapter 4: Political Reconciliation
Chapter 5: Human Rights
Seminar 27: International Ethics II: War(s) and Intervention(s)

Debate #2: Instructions will be handed out in seminar

Seminar Readings:
Amstutz:
Chapter 6: War
Chapter 7: Military Operations Other than War
Chapter 8: Intervention

Suggested Readings:

Seminar 28: International Ethics III: Interventions, Economics, Justice and Global Society

Debate #3: Instructions will be handed out in seminar

Seminar Readings:
Amstutz:
Chapter 9: Economic Sanctions
Chapter 10: Global Society and Conclusion, Ethics Matter
Chapter 11: Global Society
Conclusion

Suggested Readings:

Assignment #3 Individual Leadership Plan

Please remember to complete your Turnitin entry before submitting all papers/assignments.

IV. Assignments and Grading

Final grades are based out of 1000 total points for the course requirements as outlined below. Course assignments will be evaluated based on organization, content (and analysis), and writing/oral style, as well as meeting the intent of the requirements addressed below. The following scale will be used for calculating final grades for the course. Note: Students who submit a late assignment, and who do not have an excused absence, will lose 5% of their assignment grade for each 24-hour period that the assignment is past due.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Assignment #1: Book Review (100 points)
Assignment 1 provides the opportunity to demonstrate analytical and writing skills in completing a book review. Students will choose to review one of the books in the course syllabus or Leadership In International Affairs bibliography (to include suggested readings). Students should focus on providing insights into the theory and practice leadership as it relates to the material studied in seminars. The paper will be no longer than three to five (3-5) pages in length (double-spaced, one-sided, 12-point font). The paper will include a cover sheet, endnotes and a bibliography. The reviews will be evaluated based on the paper’s organization, content and analysis and writing style.

Additional information can be found in “Writing Book Reviews” by Turner, Shasta and Stephanie Sleeper and Jennifer Hillman Helgren and provided on the Course Reserves at: https://library-reserves.tamu.edu/ares/ares.dll?SessionID=R155847910G&Action=10&Type=10&Value=32263

Mid-Term Examination (200 points)
The mid-term will be a take home essay examination – stressing Block I and II course material. Students’ essays should demonstrate their knowledge and analytical skills in relating key concepts in international security studies to historical cases. Essays will be evaluated based on content, writing style, and analysis/organization. Additional information on the mid-term will be provided in seminar.

Assignment #2: Literature Review (300 points)
Each student will conduct a literature review of not more than 7-10 pages (double-spaced, one-sided, 12-point font) on a leadership subject directly related to the course seminar topics. This project should highlight research on a significant theme(s) that the student can analyze in terms of the theories, concepts, and studies on the subject of leadership in international affairs. Research materials may be drawn from a variety of relevant disciplines, including international relations, history, and psychology in addition to leadership and management source materials. The course library research tool should be used for obtaining a variety of academic and policy sources, including books, scholarly journal articles, and research and think tank studies. The concluding section should discuss how their research findings relate to other course materials (normally one or more seminar topics) on the theory and practice of leadership in international affairs. The paper will include a cover sheet, endnotes and a bibliography. The review will be evaluated based on the paper’s organization, content and analysis and writing style.

Additional information can be found in “Review of Literature” by the University of Wisconsin Writing Center and provided on the Course Reserves at: https://library-reserves.tamu.edu/ares/ares.dll?SessionID=R155847910G&Action=10&Type=10&Value=32257

Assignment #3: Individual Leadership Plan and One-Page Action Plan (300 points)
Each student will complete the Public Service Leadership Program, Individual Leadership Plan as a course requirement. The plan is available on-line on the course web page. This requirement will be evaluated based on the student’s ability to use self and peer assessment instruments, as
well as their analytical abilities, to articulate their current career and performance aspirations. The plan should build on their course readings and learning on leadership and a leader’s roles (use citations and extended endnotes to explain your ILP content). The plan should be an in-depth action plan that is relevant and useful for setting their direction—as specific steps—for strengthening their professional values, attributes, skills, and knowledge—as integrated into their two-year Bush School experience.

In addition to completing the individual development plan workbook, students will write an essay with reflections on each major section of the plan, including their: (1) personal vision; (2) core values; (3) attributes; (4) skills; (5) knowledge; (6) goals; and (7) action plan. This essay should be no more than seven to ten pages (2 sided, 12 point font, double spaced). The essay should draw on the course readings, assignments, seminar content, and relevant experiential learning -- to explain how the student used the course material (including the self-assessment instruments) and the leadership literature to develop the ideas in their plans.

Seminar Discussion Leaders and Debate Participation (100 points)
During the semester students will be asked to prepare serve as discussion leaders to review the assigned readings. For this assignment selected participants should be prepared to discuss: (1) the 3-4 main points in an assigned reading; (2) the relevance of these ideas for our study of leadership in international affairs; and (3) the additional questions the authors raise that invite further reflection and research.

Towards the end of the semester, students will be formed into teams to debate ethical issues in international affairs, based predominantly on the readings on international ethics. The debates will stress both team building and oral communications skills. Each debate group will receive a single letter grade based on criteria for evaluating content and analysis, organization, and speaking style.

Notes:
1. In a successful graduate-level seminar, individual members’ active and professional contributions to group learning are critical. Participation by the students in every seminar is expected—to engage by making observations, raising questions and proposing views that stimulate seminar discussions and learning. In short, all students are expected to actively participate in class discussions, active learning exercises and team activities to demonstrate their analytical skills, provide knowledge useful for other participants, as well as contribute to examining relevant issues from all sides and diverse perspectives.

2. In addition, students should consider additional ways to reflect on their individual leadership experiences in ways that are relevant to our seminar studies. Students should arrange to meet with Dr. Cerami if they have ideas for including their leadership or previous education experiences for the benefit of the seminar or the Bush School’s Public Service Leadership Program (PSP). Ideas that may not fit directly into the course should be considered for other venues, such as personal experience articles, book reviews and Op-Eds for the Public Servant student newsletter.
The grading criteria for written and oral projects are as follows.

A = Outstanding performance: Personal mastery of the assignment is communicated very effectively. With respect to the level, scope and depth of material there is little room for improvement. Research goes beyond the syllabus required and suggested readings. The oral and written presentation's content reflects extraordinary excellence in research, analysis, and communication—in accordance with the highest levels of graduate-level scholarship—that go well beyond the standards of satisfactory graduate research and communication skills.

B = Satisfactory: good performance: The work reflects a solid understanding of the assignment communicated in a comprehensible manner. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated in accordance with the expectations that the student is knowledgeable of the required and suggested readings and other course material. No major errors or omissions are in the presentation of work. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable.

C = Marginal; Somewhat deficient: although elements of the assignment are correctly presented, some significant elements are missing, poorly interpreted or involved errors in fact or interpretation. The presentation is weak and fails to pay attention to core content and instead drifts to content that are marginal or unrelated to the subject. There is a discernible rough balance of correct and incorrect (or missing) material. The paper reflects a limited amount of depth in terms of recognizing significant literature and research on the subject.

D/U = Unsatisfactory; serious deficiencies: Major errors dominate the presentation or major points are missing. The presentation reveals a serious lack of understanding of the material and the quality of the paper in terms of the content and writing is poor.

F/U = Failure; completely wrong: No part of the response is correct or it is simply missing either from the lack of effort or lack of comprehension of the subject.

IV. Writing Style, Plagiarism, the Aggie Honor Code, Turnitin, Attendance and Students with Disabilities

APSR Style Guide: In all written assignments prepared for courses in the Bush School, the American Political Science Association Style Guide is the default standard for citations, endnotes and references. Students wishing to use other style guides should check with the professor.

Aggie Honor Code: the Aggie Honor Code is: “An Aggie does not lie, cheat or steal nor tolerate those who do.” All students and faculty are expected to adhere to the Honor Code. For more information on the Honor Code see: http://www.tamu.edu/aggiehonor. Every Texas A&M
University student must study and comply with the Aggie Honor Code, including all Definitions of Academic Misconduct as described by the Aggie Honor System Office, at http://aggiehonor.tamu.edu/Student%20Rules/definitions.html.

**Plagiarism:** Students who engage in plagiarism and other forms of academic dishonesty are subject to disciplinary penalties, including the possibility of course failure and even dismissal from the university. Please consult the latest issue of the Texas A&M Student Rules, especially the section on “Scholastic Dishonesty.” We will discuss formatting for written assignments in seminar. If you have any questions about attributing credit as part of written or oral assignments, err on the side of caution and use footnotes or detailed endnotes to cite the source of facts and ideas taken from other sources.

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

**Turnitin:** The Bush School faculty teaching in the MPIA agreed in a meeting on August 23, 2006 to require students to submit all major written assignments into Turnitin.com before a grade will be given. For instructions please see www.turnitin.com. Note that I will provide a class ID number and class enrollment password. Students will then go to www.turnitin.com, create a user profile (just like an email account) and use the class ID and enrollment password to enroll in the class.” [Note: For detailed information Turnitin provides a Student Quickstart Video].

For this course, students will submit a **signed paper copy** (see Cover Sheet instructions below) of each paper submitted directly to the instructor in seminar or per other instructions, as well as providing an electronic copy given to Turnitin.com.

**Cover Sheet and Late Submissions:** For each written assignment please include a cover sheet with your name, date, assignment number and topic. Please also sign the cover sheet to signify that you have complied with syllabus instructions as well as our commitment to the Aggie Honor Code (your signature attests to your compliance with the Honor Code in completing the assignment).

Students who submit a late assignment, and who do not have an extension approved by the course instructor, will lose one letter grade, for each 24-hour period that the assignment is past due.

**Seminar Attendance:** All students must review Texas A&M University rules on attendance and absences at http://student-rules.tamu.edu/rule7.htm. In short: “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.... The student is responsible for providing satisfactory evidence to the
instructor to substantiate the reason for absence.... 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. unanticipated illness, 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.”

Students who are absent from seminar, and who do not have the instructors permission in advance or a valid excuse in accordance with the Texas A&M University rule above, will lose one letter grade, for each missed class.

**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 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). If you have a disability requiring accommodation, please advise the instructor.
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 632 Advanced Economic Development

3. Catalog course description (not to exceed 50 words):
   Presents research methods which are commonly used in evaluating the effectiveness of international development programs; provides an overview of issues salient to the poor in developing countries around the world; education, health, credit constraints, gender inequality, migration and corruption

BUSH 635 Quantitative Methods II or an equivalent econometrics course

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

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

6. Is this a repeatable course?   [ ] Yes   [x] No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?   [ ] Yes   [x] 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 632 Advanced Economic Development

<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>COP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

Approval recommended by:
Charles F. Hermann
Department Head or Program Chair (Type Name & Sign) Date

Samuel A. Kirkpatrick
Chair, College Review Committee Date

Andrew H. Copeland
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC 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
INTA 689-605
Advanced Economic Development
Tuesday 9:35-12:15
Room 1107

Contact Information and Office Hours
Instructor: Ren Mu
Office: Allen Building 1047
Tel.: 458-8024
Email: rmu@tamu.edu
Office Hours: Tuesday, Friday 2:00 pm-3:00 pm, or by appointment
Course web-page: http://elearning.tamu.edu/

Course Description and Prerequisites

Poverty is still a reality today, notwithstanding the enormous poverty reduction efforts and investments from governments and development agencies around the world. This course presents research methods which are commonly used in evaluating the effectiveness of international development programs. It also provides an overview of issues salient to the poor in developing countries around the world: education, health, credit constraints, gender inequality, migration, and corruption. The course encourages students to think about what can be done to improve the welfare of the poor, what has been tried out, what works and what doesn’t.

The prerequisite for this course is Quantitative Methods II in the Bush School or an equivalent econometric course. Students are expected to understand basic regression analyses.

Course Objectives:

The immediate objectives of this course are two-fold. First it shall equip students with analytical tools for rigorous impact evaluations, which are essential in answering the question of “what works” in international development. Second, it shall help students to gain an overall knowledge of the field and to better understand various constraints faced by the poor in developing countries. A general objective of this course is to increase students’ awareness of the challenges in international development and stimulate their thoughts about effective policies and interventions.

Readings:

(1) Required Book:


(2) Recommended Books:


(3) Book chapters and journal articles available through electronic course reserves at the Policy Sciences and Economics Library. The web link is: [http://library-reserves.tamu.edu/areslocal/index.htm](http://library-reserves.tamu.edu/areslocal/index.htm)

**Course Assignments and Grading:**

(1) Class participation (20 percent)

This is largely a discussion-based course. Students are expected to actively participate in class discussions and encouraged to post comments and questions in Elearning. By the second week of the semester, each student will take or be assigned a topic. I will expect you to post comments and questions about your topic at least one day before the scheduled class on that topic.

(2) Four homework assignments (35 percent)

Students can work with their classmates on homework assignments. However, the write-up of your homework must be your own. Stata software will be needed to complete some of the assignments.

(3) Take-home final (20 percent)

Students can consult books, notes, journal articles, and online resources, but no discussion among students about the exam questions is allowed.

(4) Concept note and presentation (25 percent)

Students will identify a problem in a developing country and develop an idea on a project to tackle the problem. The targeted audience of the concept note is a donor agency. Students need to articulate why the project is relevant to the needs and constraints of the country, why it can be successfully implemented, and what resources are needed. At the end of the semester, the students will present their concept note in class.

Late homework, exam or concept note will not be accepted. In the case of a university accepted excuse (ex. hospitalization, family death, etc.), accommodations may be made with timely notification and appropriate document.

The standard Bush School scale will apply:

- 90%-100% A Extraordinary, excellent work and mastery of concept
- 80%-89% B Good work and solid command of concept
- 70%-79% C Adequate work and sufficient understanding of concept
- 60%-69% D Poor work, little understanding of concept
- 0%-59% F Lack of work, no understanding of concept
Course Outlines and Reading List (Schedule is subject to change):

Articles or book chapters indicated with a star are required readings and will be discussed in detail in class. Other recommended readings (not indicated with a star) are also useful for class discussions.

Part I. Impact Evaluation in International Development

1. Introduction: (Jan 15)


2. Randomized Field Experiment (Jan 22, 29)

2.1 Field Experiments and Critiques


2.2. Implementations and Applications


3. Quasi-Experiment Approaches

3.1 Introduction (Feb 5)


3.2. Double Difference and Propensity Score Matching: Applications (Feb 5, 12)


3.3. Regression Discontinuity: Theories and Applications (Feb 19)


Part II. International Economic Development: Issues and Policies

1. Introduction: Economic Lives of the Poor (Feb 26)

* Collins, Morduch, Rutherford, and Ruthven (2009), Portfolios of the Poor, Ch. 1-2.


2. Education (Feb 26, March 5)

2.1 Incentives to Learn

* Banerjee, Abhijit and Esther Duflo (2011) Chapter 4 in Poor Economics


2.2 Improving Education


3. Health (March 19)

* Banerjee, Abhijit and Esther Duflo (2011) Chapters 2 and 3 in Poor Economics


4. Gender (March 26)


5. Microfinance (April 2)

* Banerjee, Abhijit and Esther Duflo (2011) Chapters 7 and 9 in *Poor Economics*


Collins, Morduch, Rutherford, and Ruthven (2009) Chapters 5-6 in *Portfolios of the Poor*
6. Migration (April 9)


7. Institutions (April 16)


Banerjee, Abhijit and Esther Duflo (2011) Chapter 10 in *Poor Economics*

8. Students Presentation (April 23)

**Important Dates Based on the Above Outline**

Homework 1: Available Feb 5; Due Feb 12;
Homework 2: Available Feb 12; Due Feb 19;
Homework 3: Available Feb 19; Due Feb 26;
Homework 4: Available Feb 26; Due March 5.
Concept Note (Consultation): Schedule meetings with me to discuss your ideas about the concept note during March 18-22
Concept Note (Presentation): April 23
Take-home Final: Available April 23; Due April 30
Concept Note (Final Draft Submission): May 7
Finally, please be aware of the following:

Honor Code: “An Aggie does not lie, cheat or steal nor tolerate those who do.” Every student is expected to adhere to this code; violation can result in disciplinary action.

More information about Honor Council Rules and Procedures can be found at http://www.tamu.edu/aggiehonor.

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Plagiarism: As commonly defined, academic dishonesty/plagiarism consists of presenting as one’s own ideas, the 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 submit 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, article, material from the internet, or the paper of another student in the class—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinctive idea or concept as well as a sentence or longer excerpt to credit the source in the text, a footnote or end note. (Most Bush School courses use the American Political Science Review citation format. A guide is available.) Plagiarism is a violation of academic and personal integrity at Texas A&M University and carries severe consequences. (See Student Rules on Academic Dishonesty.)
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 633 Political Consequences of Development

3. Catalog course description (not to exceed 50 words):
   Explores the political issues concerning consequences of development; does development foster transition to democracy or allow the elites to consolidate their power; does economic development shape the degree of cleavages in society; what are the conditions under which political and economic institutions reinforce, complement, or subvert on another

4. Prerequisite(s):
   No
   Cross-listed with: No
   Stacked with: No

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?  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)
   No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   No

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  633  POLITICAL CONSEQUENCE DEVELOP
   Lect. Lab SCH CHP and Fund Code
   0 3 0 0 0 3 4 5 0 6 0 4 0 0 0 1 1 3 6 4 1 3 - 1 4 0 0 3 6 3 2
   Approval recommended by:
   Charles F. Herrmann
   Department Head or Program Chair (Type Name & Sign)  Date
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)  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 845-6201 or sandra-williams@tamu.edu.
Curricular Services - 3/10
INTA 633: The Political Consequences of Development

Instructor: Xiaobo Lü
Office: Allen 1048
Office Hours: Tuesday 1:00-2:30 pm or by appointment
E-mail: xlu@bushschool.tamu.edu
WebCT Vista Course Homepage: elearning.tamu.edu

Course Description:

What are the political consequences of economic development? Does development foster a transition to democracy, or it allows the elites to consolidate their power? How does economic development shape the degree of cleavages in the society? What are the impacts of economic policies on the political development within a country? Finally, what are the conditions under which political and economic institutions reinforce, complement, or sometimes subvert one another? This course explores these issues in order to deepen students' knowledge about the political implications of policies concerning economic development.

Objectives:

This course helps students develop the knowledge and skills to understand the political implications of development policies as a policy analyst. For example, how does a specific economic policy affect domestic conflicts, regional security, and even the ways through which this country interacts with other countries? IE&D will be interested in understanding these issues in order to evaluate the costs and benefits of various development policies when working for different development agencies. NS&D students will be interested in these issues in order to conduct country political analysis for U.S. policy making. Essentially, economic policies alter the balance of domestic political power, which could create elite capture and/or polarization in policy preferences among citizens. Subsequently, these political issues will have impact on economic and political development in a country in the long run.

Course Structure:

This course begins by introducing the debate whether economic development fosters democratization, which is the key mechanism in the "modernization theory." After getting an overview of this debate, we then evaluate the micro-foundations of various economic policies on political development. Each week's topic centers on a specific development policy issue or economic condition, and investigates its political consequences from various aspects. Not only do we discuss the theoretical arguments put forth by the authors, we also evaluate the strength and weakness of their empirical evidence.
**Course Requirement and Grading:**

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<th>Points</th>
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<tr>
<td>20</td>
<td><strong>Weekly Memos (1-2 Page)</strong></td>
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<td></td>
<td>You are required to write two weekly “intellectual reaction” memos. These memos should be posted onto the Class Server by 5:00pm on every Tuesday before we meet. Late submission will not be accepted. You have the choice to sign up for the week (other than the week when you present the weekly reading) in which you will submit the weekly “intellectual reaction” memos, and the sign-up sheet will be available on eLearning (First come, first serve). This memo should briefly summarize the reading, and then provides a critical review of them. It will be useful to connect the topic in a specific week with current political affairs.</td>
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<td>15</td>
<td><strong>Weekly Reading Presentation</strong></td>
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<td>Starting on Week 5, you are required to present weekly reading once in this semester as a team. The instructor will put together the team. Each presentation should be no more than 25 minutes. You should present an overview of the weekly reading by linking the key arguments in various assigned reading, and provide a critical evaluation of them. You then end the presentation with a set of questions that will form the basis for the class discussion. The weekly presentation should include the following components: 1) The overarching theme of the week (<em>The Key Question</em>); 2) An overview of existing arguments in the readings (<em>What are the answers to the key question?</em>); 3) Compare and contrast the arguments (<em>What are the strength and weakness of these arguments?</em>); 4) Empirical support (<em>Are these arguments grounded with sound empirical evidence?</em>). 5) Apply the arguments to a specific case in one country, and discuss why you think the arguments work/do not work in your case. We will decide the order of the presentation by the end of Week 2. Both members of the team will receive the same grade for the presentation.</td>
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<tr>
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<td><strong>Class Project</strong></td>
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<td>You need to complete a political analysis report of the political implications of a specific economic policy or economic condition in a country. What is the impact of this policy/condition on the formation and dynamic of domestic political development in this country? Could this policy lead to some implications for regional and international relations as well as US foreign policies? You need to conduct in-depth analysis of your policy choices in order to generate this report. You also need to complete a one-page memo to advice your client of interest (e.g., governments, development agencies, NGOs, IGOs etc.) on this issue.</td>
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You can complete this project either individually or as a team (no more than 3 students in a team). If you work as a team, all members of the team will receive the same grade for the class project. The breakdown of grades for each component of the individual class project:

- 10% One page memo
- 10% In-class policy background and research question presentation
- 10% In-class final report presentation
- 20% 20 pages in-depth paper

You need to first get the instructor’s approval for your paper topic (i.e., country and policy choice) by date to be determined. You have a week to form a team and make this decision. You then have two weeks to collect background information about your choice of economic policy and develop the research question, and present them in class (TBD) to receive feedback from your colleagues and the instructor. Asking the right question is a critical part of a good research paper. A final in-class final report presentation will be held on TBD. Final paper and the one-page memo are due at 5pm on TBD. You need to drop by a hard copy and email me by the due date.

15 Class Participation
Active participation in class is essential to the learning process. You will be graded for both class attendance and the level of participation in class discussion. The grades of participation and discussion are as follows:

- Participation: Any unexcused absences will cost you 1 point, and you can lose up to 7 points in the semester.
- Discussion: Non-participation and negative contribution or disruption will cost you points.

Course Materials:

There are no required textbooks for this course. Weekly readings are mainly from research papers and book chapters. The weekly readings can be found on the eLearning class server.

Late work policy:

Late work will not be accepted. Weekly memos are due by 5pm on the Tuesday before we meet. Final paper is due at 5pm on TBD. In the case of an emergency (ex. hospitalization, family death), accommodations may be made with timely notification and appropriate documentation before the due date. Early work is always accepted.

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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
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Grading:

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- 90%-100% A Extraordinary, excellent work and mastery of concept
- 80%-89% B Good work and solid command of concept
- 70%-79% C Adequate work and sufficient understanding of concept
- 60%-69% D Poor work, little understanding of concept
- 0%-59% F Lack of work, no understanding of concept

Weekly Themes:

The Big Picture
Week 1: Conceptualizing Development and Democracy
Week 2: Nuts and Bolts in Political Analysis
Week 3: Development and Democracy: If you build it, they will come?

Week 4: Student Presentation of Country and Policy Background

Domestic Factors
Week 5: Economic Sources of Democracy: The Case for Resource Curse?
Week 6: Inequality and Political Development
Week 7: Taxation and Political Representation
Week 8: Redistribution and Machine Politics
Week 9: Participatory Budgeting and Democratic Governance
Week 10: Urban biases and Agricultural Policies

International Factors
Week 11: Trade Openness and Political Development
Week 12: Political Consequences of Foreign Aid
Student Project Presentation
Week 13: Student presentation
Week 14: Student presentation

Week 1: Conceptualizing Development and Democracy
Learning Objective: Understand the complexity of democracy and whether it is a necessary outcome of development


Week 2: Nuts and Bolts in Policy Analysis
Learning Objective: Some tools for conducting policy analysis.


Week 3: Development and Democracy: If you build it, they will come?
Learning Objective: Understanding the debate whether economic development may or may not lead to democratization.


**Week 4: Student Presentation of Country and Policy Background**

You should present the background information about the country and your choice of policy, and discuss the potential research question that you want to explore.

**Week 5: Economic Sources of Democracy: The Case for Resource Curse?**

*Learning Objective: The conditions under which natural resources may or may not hinder democratization*


**Week 6: Inequality and Political Development**

*Learning Objective: The causal relationship between income inequality and regime type*


**Week 7: Taxation and Political Representation**

*Learning Objective: The bargaining between ruler and society*


**Week 8: Redistribution and Machine Politics**

*Learning Objective: Development policies as a tool to garner political support.*


**Week 9: Participatory Budgeting and Democratic Governance**

*Learning Objective: Understand political development through participatory budgeting*


**Week 10: Urban Biases and Agricultural Policies**

*Learning Objectives: The political consequences of urban-centered vs. rural-centered policies.*


**Week 11: Trade Openness and Political Development**

*Learning Objective: The age of globalization and political development.*


**Week 12: Political Consequences of Foreign Aid**

*Learning Objective: Do foreign aids fuel civil conflicts?*


**Week 13: Student presentation**

**Week 14: Student presentation**
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 634 Politics and Development Policies

3. Catalog course description (not to exceed 50 words):
   Examines why some development policies succeed and others fail; what are the political processes behind these policies in developing countries, particularly those countries with weak political institutions; how can understanding the political aspects of decision-making and implementation improve policy design and sustainability

4. Prerequisite(s):
   No
   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?  ☑ 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)
      No

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  634  Politics & Development Policies

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

    Approval recommended by:
    Charles F. Henman
    Department Head or Program Chair
    Date  2/25/13

    Chair, College Review Committee
    Date

    Department Head or Program Chair (Type Name & Sign)
    Date
    Dean of College
    Date

    Submitted to Coordinating Board by:
    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
INTA 634: Politics and Development Policies

Instructor:    Xiaobo Lü
Office:       Allen 1048
Office Hours: Wed. 1:30-3:00pm or by appointment
E-mail:       xlu@bushschool.tamu.edu
WebCT Vista Course Homepage: elearning.tamu.edu

Course Description:

Why do some development policies succeed but others fail? What are the political processes behind these policies in developing countries, particularly those countries with weak political institutions? How can understanding the political aspects of decision-making and implementation improve policy design and sustainability?

Objectives:

By examining these questions, this course analyzes the political economy of policies for economic and social development in developing countries. This course will first discuss the building blocks of political economy analysis by studying several key factors determining the policy making and implementation process. For example, what are the dominant cleavages in different societies, and how do different cleavages shape the policymaking process? What are the formal and informal institutions that aggregate these interests into policy-making? How do domestic actors and international players affect the design and implementation of development policies? Finally, we will discuss the effects of local elite capture and corruption, which are prevalent problems in many developing countries.

After laying down the foundation of political economy analysis, this course then turns to various specific issues related to development policies around the world. Specifically, we will spend time evaluating the successes and failures of a number of policies, such as privatization, foreign aid, education policies, and poverty alleviation programs.

Prerequisite: Quantitative Method I. Quantitative Method II is highly recommended.

Course Requirement:

20% Weekly Memos (1-2 Page)
You are required to write two weekly “intellectual reaction” memos between week 2 and week 8. These memos should be posted onto Class Server by 5:00pm on the Monday before we meet. Late submission will not be accepted. You have the choice to sign up for the week in which you will submit the weekly “intellectual reaction” memos, and the sign-up sheet will be available on eLearning (First come, first serve, two memos at most in each week). This memo should briefly summarize the reading, and then provides a critical review of them. It will be useful to connect the topic in a specific week with current political affairs. At the end of the memo, please list three questions relevant to the reading of the week.
10% Weekly Reading Presentation
You are required to present weekly reading once in this semester as a team between week 2 and week 6 (but NOT the week when you submit your weekly memo). Each presentation should be no more than 25 minutes. You should present an overview of the weekly reading by linking the key arguments in various assigned reading, and provide a critical evaluation of them. You then end the presentation with a set of questions that will form the basis for the class discussion. The weekly presentation should include, but not limited to, the following components: 1) The overarching theme of the week (The Key Question); 2) An overview of existing arguments in the readings (What are the answers to the key question?); 3) Compare and contrast the arguments (What are the strength and weakness of these arguments?); 4) Empirical support (Are these arguments grounded with sound empirical evidence?). We will decide the order of the presentation by the end of Week 1. Both members of the team will receive the same grade for the presentation.

50% Class Project
You are required to develop a policy memo that analyzes one development policy in the context of the political environment in one developing country. In this policy memo, you are expected to discuss the political environment in which this particular development policy (e.g., agricultural aid, education, poverty relief, etc.) operates in this country, identify the political obstacles that undermine this development policy, evaluate several different policy alternatives to overcome the political obstacles when designing and implementing the policy, and suggest one policy recommendation.

You can complete this project either individually or as a team (no more than 2 students per team). If you work as a team, both members of the team will receive the same grade for the class project. The breakdown of grades for each component of the individual class project:

- 10% In-class country and policy background presentation
- 20% Country background and policy of interest memo (4 pages)
- 20% In-class final report presentation
- 50% Final Paper (20 pages) & one-page memo.

You need to first get the instructor’s approval for your paper topic (i.e., country and policy choice) by Sep. 11. You have two weeks to form a team and decide the country to study. You then have 3–4 weeks to collect background information about the country and your choice of policy, and present background information in class (Oct. 9 or Oct. 16th) to receive feedback from your colleagues and the instructor. You also need to submit the country and policy background memo on the week that your team presents the materials class (Oct. 9 or Oct. 16th). A final in-class final report presentation will be held on Nov. 20 or Nov. 27. Final paper and the one-page memo are due at 5pm on Dec. 7th.

20% Class Participation
Active participation in class is essential to the learning process. You will be graded for both class attendance and the level of participation in class discussion.

**Course Materials:**

There are no required textbooks for this course. Weekly readings are mainly from research papers and book chapters. The weekly readings can be found on class server.

**Late work policy:**

Late work will not be accepted. Weekly memos, country background memo, and policy of interest memo are due by **5pm on the Monday** before we meet. Final paper is due at **5pm on Dec. 7, 2011**. In the case of an emergency (ex. hospitalization, family death), accommodations may be made with timely notification and appropriate documentation **before** the due date. Early work is always accepted.

**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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Honor Code:**

"An Aggie does not lie, cheat or steal or tolerate those who do." Every student, graduate as well as undergraduate, is expected to adhere to this code, violation can result in disciplinary action. If you do not understand the honor code, please ask the professor ASAP.

More information about Honor Council Rules and Procedures can be found at http://www.tamu.edu/aggiehonor.

**Grading:**

The standard Bush School scale will apply:

- 90%-100%  A  Extraordinary, excellent work and mastery of concept
- 80%-89%  B  Good work and solid command of concept
Weekly Themes:
Week 1: Overview

The Foundations
Institutions
Week 2: Institutions and Political Power
Week 3: Informal Institutions
Week 4: Public Finance, Decentralization, and Development

Players
Week 5: The Interaction between Domestic actors
Week 6: The Intervention from International actors

Key Political Problems
Week 7: Local capture/Clientelism and Patronage
Week 8: Corruption

Case Studies
Week 9: Politics of Privatization (Case Study: Boliva’s Privatization)
Week 10: Politics of Education Policies (Case Study: Costa Rica Education Reform)
Week 11: Politics of Poverty Alleviation (Case Study: Jamaica's PATH Program)
Week 12: Politics of Foreign Aid (Case Study: Evaluating Foreign Aid)

Student Project Presentation
Week 13: Student Presentation
Week 14: Student Presentation

Week 1: Overview


Week 2: Institutions and Political Power
Dani Rodrik (2000) Institutions for high-quality growth: What they are and how to acquire them. Studies in Comparative International Development. Vol. 35, Iss. 3; pg. 3-32


Gandhi, Jennifer (2008). Political Institutions under Dictatorship, New York: Cambridge University Press. Chapter 1 (The World of Dictatorial Institutions); Chapter 2 (Three Illustrative Cases)

**Optional Reading:**


**Week 3: Informal Institutions**


**Optional Reading:**


**Week 4: Public Finance, Decentralization, and Development**


Optional Reading:


**Week 5: The Interaction between Domestic actors**


**Week 6: The Intervention from International actors**


Optional Reading:

Week 7: Local capture/Clientelism and Patronage
***In-class Country Background Presentation***


Optional Reading:

Week 8: Corruption
***In-class Country Background Presentation***


*Optional Reading:*


**Week 9: Politics of Privatization (Case Study: Bolivia’s Privatization)**


*Case Study: Capitalization: The Politics of Privatization in Bolivia*

**Week 10: Politics of Education Policies (Case Study: Costa Rica Education Reform)**


*Case Study: Costa Rica’s Minister of Education Faces a Dilemma*
Week 11: Politics of Poverty Alleviation (Case Study: Jamaica's PATH Program)


*Case study: Designing Impact Evaluations: Assessing Jamaica's PATH Program.*

Week 12: Politics of Foreign Aid (Case Study: Evaluating Foreign Aid)


*Case Study: On Assessing a Gift Horse: System Analysis for Planning and Evaluating Foreign Aid.*

Optional Readings


Week 13: Student Presentation

Week 14: Student Presentation
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 645 Women and Nations

3. Catalog course description (not to exceed 50 words):
   Examines role of women in the shaping of international affairs, how international affairs shape the lives of women; implications of theories concerning international relations drawn from a masculine perspective; what the result of that imbalanced perspective might be; survey a wide variety of issue areas where the generalized invisibility of women and their concerns has had a significant impact.

4. Prerequisite(s):
   No
   Cross-listed with:  
   Stacked 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)  
      No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
      No

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   645   WOMEN & NATIONS
   Lect.   Lab   SCH   CIP and Fund Code   Admin. Unit   Acad. Year   FICE Code
   0 3 0 0 0 2 4 5 0 9 0 1 0 0 1 1 3 6 4 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   Charles F. Herman
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Samuel W. Stocking
   Date
   Dean of College Andrew H. Card, Jr.
   Date

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

   Submitted to Coordinating Board by:
   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.
INTA 645: Women and Nations
Professor Valerie M. Hudson
Office/Hours: 1079 Allen Bldg, Office Hours TBA; email: yhudson@bushschool.tamu.edu

Course Description
In this course, we will examine the role of women in the shaping of international affairs, and also how international affairs shape the lives of women. In addition to asking whether our theories concerning international relations are drawn from a masculine perspective, and what the result of that imbalanced perspective might be, we will also survey a wide variety of issue areas where the generalized invisibility of women and their concerns has had a significant impact. These issues areas include economic development, national and international security, legal norms, global health, and more specific topics such as human trafficking, women in the new globalized economy, and the dynamics of change.

Objectives
• To see the linkage between the security and situation of women and the security and situation of the nations in which they live.
• To understand the roles women play in world society as producers, reproducers, agents of cultural continuity and change, and to render women "visible" in international and national affairs.
• To explore in greater depth women's choices about education, family, and work in the developing world, and how these affect and are affected by national and international forces and influences.
• To investigate transnational issues directly concerning women's lives, and the objectification and subordination of women that often results.
• To discuss the dynamics of change in women's lives and in their societies, and to learn about programs for change that already exist.

Texts and Reading Materials
• Sex and World Peace, by Hudson/Ballif-Spanvill/Caprioli/Emmett; Columbia University Press, 2012:
• The Reading Bibliography will be posted online, and this will include assignments from books on reserve, the books you have bought, and all of the electronic reading assignments. To access all the New York Times articles in the bibliography, you will need to purchase a subscription, which will cost you $2.50 per week on the “educational rate.” A digital-only subscription is fine.
RECOMMENDED: Women in an Insecure World, the Geneva Center for the DCAF, 2005. (We have several copies on reserve in PSEL.)

Structure of the Class and Grading
There will be a midterm and a final examination. You will write six short (minimum 6 pages long) papers over the course of the semester. I will drop the two lowest grades you receive on these papers. See attached assignment sheet for details. Law of Mercy: 20 pts higher on final; 15-30.

Film Log 15%
Midterm Exam 20%
Final Examination 25%
Papers 40% (write six, drop two lowest grades (or you can just write four))

The standard Bush School scale will apply:

- 90%-100% A Extraordinary, excellent work and mastery of concept
- 80%-89% B Good work and solid command of concept
- 70%-79% C Adequate work and sufficient understanding of concept
- 60%-69% D Poor work, little understanding of concept
- 0%-59% F Lack of work, no understanding of concept

Film Log Assignment
You will see approximately 20 required films this semester outside of class time. Please see the Film Schedule for dates. To assess whether you have seen the films, to discover what you learned from the films, and to give you a written record to help you with the paper assignments and the tests, I want you to keep a film log. You do not have to write entries for the films we see in class. This is what you should do:

* Take notes on your laptop, or buy a small notebook. Take notes when you go to see the films. Note the day and the title of the film at the top of the page. Use separate pages for separate films. You will have two entries for each film:

* #1, For each film, list three things you found noteworthy. These could be things you didn't know before, excellent examples of concepts we have discussed in class, or puzzles raised in your mind by the film's material.

* #2, After these three things, give me your personal reaction to the film, using at least three sentences to do so.

* Feel free to write more, but do not write less than instructed.
Grading: You will be graded on comprehensiveness and effort. That is, points will be lost if you failed to see a film. However, even if you saw a film, some points may be lost if the notes are seriously trivial or if the entry is incomplete according to the instructions given above. Here is the grading breakdown:

Film Log is 15% of your final grade.
Deduct 5 points for every film not seen
Deduct 2.5 points if film is seen, but entry is incomplete or is trivial.

Example of a trivial entry: I didn't know they wore saris in Bangladesh! I thought they only wore them in India.

Due dates: You will turn the log in the class period after your midterm. It will be returned to you the next class period. Then you will turn the log in again the day of the final exam.

Academic Honesty: The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas A&M student honor code that states: “An Aggie will not lie, cheat, or steal nor tolerate those who do.” Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. The source of the material does not matter – a book, an article, material off the web, another student’s paper – all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm). Students in this course must submit the book review and the research paper to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to on-line resources. The student will submit the paper simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.Com may be found at [http://itsinfo.tamu.edu/turnitin/](http://itsinfo.tamu.edu/turnitin/). Select the “student” prompt.

Americans with Disability Act (ADA): The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights
protection for persons with disabilities. Among other things, this law 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 Office in Cain Hall, Rm. B118 or call 845-1637. For more information visit http://disability.tamu.edu.

Class Schedule

PART I: Overview of the Situation and Role of Women in the World
Readings: Please read the Part I readings as explicated in your Bibliography; also look over the World’s Women 2010 Statistical Annex and the World Economic Forum’s Gender Gap Analysis, both of which can be found on Blackboard. Take a moment to examine the features of the WomanStats Database, found at http://www.womanstats.org.

* Date TBD: Introduction to the Course, and Overview of the Situation of Women
In-Class Films: Gender Matters

* Date TBD: Conceptualizing the Roles of Women

PART II: Women and Development
Readings: Please read the Part II readings as explicated in your Bibliography.

* Date TBD: What is development? How are women involved, but why are they often invisible? Strategic and Practical Needs; Microcredit, Literacy, and Other Initiatives
In class, you will see the film Dry Days at Dobbagunta

* Date TBD: Microeconomics, Macroeconomics, and Women’s Work
In-Class Films: 8 minute YouTube interview with Marilyn Waring: http://www.youtube.com/watch?v=ACr-6zcHyQ&feature=related

PART III: Women and Security, Both at the Micro and Macro Level
Readings: Please read the Part III readings as explicated in your Bibliography; the material has been grouped in the order we will discuss them.

*Date TBD: Conceptualizing the Relationship Between Women and Security and Alternative Conceptions of Security
In-Class Films: Madres de la Plaza de Mayo:
http://www.youtube.com/watch?v=ASMVwhdGAPM&feature=related

* Date TBD: The Mobilization of Women in Nationalist Causes
In-Class Films: Black Sash Legacy
http://www.youtube.com/watch?v=SpR0n6MGxHA

* Date TBD: Women and Human Rights; Women as Leaders
In-Class Films: Women World Leaders

MIDTERM EXAM: Week of October 23rd; details TBA.

PART IV: Body, Household, and Society
Readings: See readings bibliography for instructions

* Date TBD: The View from the Household: Family Work, Power, and Law in a Woman’s Life; Issues of Reproduction and Population Control

* Date TBD: Girls’ Health, Including Early Marriage, Infanticide and FGM
In-Class Films: Excerpts from Fire Eyes

PART V: Three Case Studies of Transnational Issues Concerning Women
Readings: Please consult your readings bibliography.

* Date TBD: Sex Trafficking
Films: In class you will see Girl for Sale

* Date TBD: Women’s Work in the New Globalized Economy
In-Class Films: Behind the Smile

* Date TBD: In-Depth Case Study: Breastfeeding as a Transnational Issue
In-Class Films: There will be some slides and short films shown in class.

PART VI: The Dynamics of Change
Readings: Please consult readings bibliography

* Date TBD: Understanding Change: Positive Change and Unintended Negative Consequences; Facets of Change, Including Religion, Culture,
Science, etc.

FINAL EXAM: TBD.

PAPER ASSIGNMENT

You will write six short papers on each of the six sections of the syllabus. Each paper will be at least 6 pages long, not counting bibliography and endnotes and title page. Six pages means longer than 5 and one-half pages! You may, of course, write papers longer than 6 pages.

Your two lowest scores of the six papers will be dropped. Yes, this means that if that is your choice, you may only write 4 of the 6 papers.

I will ask you to choose a question to address in your paper from a list of questions pertinent to each section. That list is in a separate document. You may also write on a related topic that has been formally approved by the professor. Once you have your question, I expect you to answer it using the resources at your disposal: assigned readings, recommended readings, library holdings, personal experiences, assigned films, class discussion, information provided by guest speakers.

We will ask ourselves the following questions as we grade your paper:
1. Are grammar, syntax, and spelling of excellent quality?
2. Are endnotes and bibliography in acceptable form?
3. Has student made use of readings/films/library holdings?
4. Is the student presenting a honest grappling with the issue, or is class discussion merely transcribed?
5. If personal experience is called upon, is that experience meshed with the more scholarly part of the paper in a way that illuminates the scholarly discussion?
6. Has student made an effort to go beyond what was presented in class, either in terms of creative ideas, or in terms of expanded research not covered in class or assigned readings?
7. Does student provide a clear, coherent, and well-reasoned answer to the question? We will consider the following:
   a) Is the basic argument clear, cogent and well organized?
   b) Are all applicable arguments considered, or is the paper based on solely on unreasoned emotional grounds?
   c) Is the thesis stated at the beginning of the paper and then followed through in the organization of supporting arguments?
   d) Is the writing clear, fluent and persuasive?
The papers are due at the beginning of class one week after the last lecture of each section. The Section VI paper will be due when you turn in your final exam. Late papers will be graded down for every day late.
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 646 Foreign Policy Analysis

3. Catalog course description (not to exceed 50 words):
Examines the actor-specific theory of international relations through a focus on foreign policy decision-making; interprets foreign policy making from multiple perspectives (e.g., individual, governmental, cultural identity) in order to enhance understanding of why certain policies emerge and prevail.

4. Prerequisite(s):
   - No
   - Cross-listed with: 
   - Stacked with: No

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 programs(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)
      No

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: INTA
    Course #: 646
    Title (excluding punctuation): FOREIGN POLICY ANALYSIS

   Lec. Lab SCH CIP and Fund Code Admin. Unit Acad. Year Term Code
   0 3 0 0 0 3 4 5 0 9 0 1 0 0 1 1 3 6 4 1 3 - 1 4 0 0 3 6 3 2
   Approval recommended by:
   Charles F. Hermann
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Andrew H. Cart, Jr. Date
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
   Submitted to Coordinating Board by:
   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
INTA 646: Foreign Policy Analysis

Professor Valerie M. Hudson, vhudson@bushschool.tamu.edu
Office: 1079 Allen Bldg, Office Phone: 979-458-0839; Office Hours MW 2-4

Course Description
In this course, we will examine the actor-specific theory of the academic field of international relations that focuses on foreign policy decision-making. We will analyze foreign policy making using a variety of levels of analysis. This include the cognition and personal characteristics of world leaders, small group dynamics in foreign policy making, organizational process and bureaucratic politics, domestic political contestation and foreign policy, national culture, and larger systemic forces of economics and system governance. Readings from a wide range of disciplines, including psychology, sociology, organizational behavior, and others will be included.

I. Course Objectives
   - to understand the genesis, evolution, and current status of the field of Foreign Policy Analysis.
   - to understand what is meant by terms such as "foreign policy," "foreign policy behavior," and “foreign policy decisionmaking.”
   - to appreciate explanations of foreign policy/behavior/decisionmaking on a variety of levels - individual, group, organizational, societal, systemic, etc.
   - to examine the various methodologies employed in Foreign Policy Analysis, such as event data, psychobiography, content analysis, and so forth.
   - to begin integration of these diverse types of explanation through case studies and model formalization.
   - to probe the limits of various types of explanation in foreign policy analysis.
   - to learn to write a substantial piece of original research, and to have experience writing a book review.

II. Texts
Required:
Valerie Hudson, Foreign Policy Analysis: Classic and Contemporary Theory, Rowman and Littlefield, 2006
Irving Janis, Groupthink, Cengage, 1982
V. I. Lenin, Imperialism: The Highest Stage of Capitalism, Martino, 2011
Jerrold Post, Leaders and Their Followers in a Dangerous World: The Psychology of Political Behavior, Cornell, 2004

-------Other required readings will be made available (virtually all will be on Blackboard)
-------As you will read more than 10 NYT articles, you may wish to get a digital subscription; college rates are quite cheap:
Recommended:
John Stoessinger, Why Nations Go To War, Wadsworth, (I think we are up to the 11th edition now!), 2012
Richard Snyder, H. Bruck, and B. Sapin, Foreign Policy Decision-Making (Revisited), Palgrave, 2002
Heuer, Richards J., The Psychology of Intelligence Analysis, CIA, 1999 -- whole book is on Blackboard, so you don't have to buy it.

III. Grading
Midterm Exam 20%
Book Review 10%
Final Exam 20%
Case Study 50%

A penalty will be assessed for assignments turned in late. Tests will be essay in nature.

Grading:
The standard Bush School scale will apply:

90%-100% A Extraordinary, excellent work and mastery of concept
80%-89% B Good work and solid command of concept
70%-79% C Adequate work and sufficient understanding of concept
60%-69% D Poor work, little understanding of concept
0%-59% F Lack of work, no understanding of concept

Book Review/Oral Presentation
The book review is of works (of your choice) from the recommended reading list in the syllabus (not including the two Waltz books). You may choose one book or a cluster of three related articles. Your choice needs to be approved by me. The review should be 5 full pages in length, should provide the full bibliographic citation, and should discuss the work in terms of
• its content,
• its significance for the field, and
• your assessment of the strengths and the weaknesses of the work.
• enough copies of the review for the entire class
• oral summaries will be made to the class on March 20th
Course Outline

Note: Full bibliographic citations for all required readings are given in the syllabus. Bibliographic citations for most recommended/resource material readings are to be found in the bibliography section of the Hudson textbook for this class. “AvP” means “Available from Professor” and “R” usually indicates the same: if you are interested in reviewing this material for your book review assignment, you may ask to borrow it from me.

Part I: (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)

Introduction: What is Foreign Policy Analysis? What is Foreign Policy? What is Foreign Policy Behavior?

Readings:

In your texts:

Hudson book, Chapter 1

On Blackboard or Online:


RECOMMENDED/RESOURCE MATERIALS


C.F. Hermann and W.J. Dixon, “The Structure of Foreign Policy: From Conceptualization to Observation” (AvP)


Part II. Personality and Perceptions of Leaders

(Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)

An Introduction to Political Psychology; Cognition and Attitudes

Readings

In your texts:
Hudson, Chapter 2

On Blackboard and Online:


Personality (Librarian Presentation 1:30-2:30)

Readings:
In your texts:
Post book

On Blackboard and Online:

Content Analysis, Operational Codes, and Role Theory

Readings:
On Blackboard and Online:


RECOMMENDED/RESOURCE MATERIAL for PART II


“The Obama Presidency Special Issue,” (2011) Political Psychology, Vol. 32 No. 6, 935-1101

Part III: (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)

Small Group Dynamics, Organizational Process, and Bureaucratic Politics

Small Group Dynamics
Readings in your texts:
- Hudson, Chapter 3 (as an overview of all three topics)
- Janis book, Victims of Groupthink: Chapters 1, 2, 8, 10, 11

Readings on Blackboard and Online:

http://www.nytimes.com/2001/03/25/weekinreview/word-for-word-bay-pigs-blast-past-recipe-for-never-ending-fiasco.html?pagewanted=all&src=pm (Additional information about decision-making on the Bay of Pigs)

Operation Desert Storm, NOT Operation Iraqi Freedom


**Organizational Process and Bureaucratic Politics, Part One**

**Special guest speaker: Andrew Natsios**

**Readings in your texts:**

Heymann book, Chapters 1-9, 13-16

**Organizational Process and Bureaucratic Politics, Part Two**

**Readings in your texts:**
Allison and Zelikow, Chapters 3-7

**Readings on Blackboard and online:**


Operation Desert Storm, NOT Operation Iraqi Freedom

**RECOMMENDED READINGS FOR PART III**


MIDTERM WILL BE HELD AFTER PART III HAS BEEN COVERED.

Part IV. (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)
Cultural Influences on Foreign Policy
READ: Hudson, Chapter 4
J. Zurovchak, “Cultural Influences on Foreign Policy Decision Making: Comparing the Structures and Processes of Czech and Slovak Foreign Policy Organizations” (R)
H. Lotz, “Myth and NAFTA: The Use of Core Values in US Politics” (R)
G. Chafetz et al., “Culture and National Role Conceptions: Belarusian and Ukrainian Compliance with the NPT” (R)


RECOMMENDED READINGS FOR PART IV


Oral Report Day: TBD

Part V. (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)
Domestic Politics and Opposition
READ: Hudson, Chapter 5
    R. Dahl, Regimes and Oppositions, Chapter 1 (R)
    R. Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games" IO 88, 42(3):427-60 (R)
    J. Levy and L. Vakili, "External Scapegoating by Authoritarian Regimes: Argentina in the Falklands/Malvinas War" (R)
    T. Weiner, “For Military Plane in Crash, A History of Political Conflict” (R)


RECOMMENDED READINGS FOR PART V


Dallin, Alexander (1969) Soviet Foreign Policy and Domestic Politics: A Framework For Analysis, New York: Russian Institute, School of International Affairs, Columbia University.


Part VI. (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)
National Attributes, Economics, and Systemic Sources of Foreign Policy Behavior

READ: Hudson, Chapter 6
V. Lenin, Imperialism: The Highest Stage of Capitalism
J. Galtung, "A Structural Theory of Imperialism" (R)
G. Modelski, "Long Cycles, Kondratieffs, and Alternating Innovations: Implications for U.S. Foreign Policy" (R)

Somethng on democratic peace theory?

RECOMMENDED READINGS FOR PART VI


East, M., “The International System Perspective and Foreign Policy”


Part VII. (Dates for discussion topics to be determined once the semester begins, syllabus will be updated accordingly.)

Integrative Efforts, Bridging Efforts, and Foreign Policy Analysis Beyond North America
READ: Hudson, Chapters 7 and 8
   J. Rosenau, "Pre-theories and Theories of Foreign Policy" (R)
   P. Stewart, M. Hermann, and C. Hermann, "Modeling the 1973 Soviet Decision to Support Egypt" (R) (you might also want to read R. Anderson and Response by Hermanns "Explaining Self-Defeating Behavior" (R))
   M.G. Herman, “How Decision Units Shape Foreign Policy: A Theoretical Framework” (R)
   C.F. Hermann, J.G. Stein, B. Sundelius, S.G. Walker, “Resolve, Accept, or Avoid: Effects of Group Conflict on Foreign Policy Decisions” (R) (This was also under Pt 3 as recommended).
   J.D. Hagan, P.P. Everts, H. Fukui, J.D. Stempel, “Foreign Policy by Coalition: Deadlock, Compromise, and Anarchy” (R)


Hudson and Brummer book chapters

Lobell et al book on Neoclassical Realism? Or Hudson and Hadfield?

Steve Walker book on Rethinking Foreign Policy Analysis

RECOMMENDED READINGS FOR PART VII
International Studies Review, Special Issue, Summer 2001, “Leaders, Groups, and Coalitions: Understanding the People and Processes in Foreign Policymaking” (6 articles; restatement of CREON Decision Units Project)


Hudson, Valerie M., "Concrete Theory and International Relations in the Post Cold War Era", paper presented at the annual conference of the International Studies Association, Atlanta, Georgia, 30 March-4 April 1992


Hermann, Charles F., with Valerie M. Hudson, "A New Round of Foreign Policy Theory-Building: the CREON Model", presented at the 24th Annual Meeting of the International Studies Association, Mexico City, Mexico, April 5-9, 1983


Everts, Phil "Between the Devil and the Deep Blue Sea: 48 Cruise Missiles for the Netherlands," unpublished manuscript circa 1995
UNIVERSITY STATEMENTS ON ACCESS AND CHEATING/PLAGIARISM

Academic Honesty: The Bush School is committed to the development of principled leaders for public service. The commitment to "principled leadership" is a further elaboration of the Texas A&M student honor code that states: "An Aggie will not lie, cheat, or steal nor tolerate those who do." Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. The source of the material does not matter -- a book, an article, material off the web, another student's paper -- all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at http://www.tamu.edu/aggiehonor/academisconduct.htm. Students in this course must submit the book review and the research paper to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to on-line resources. The student will submit the paper simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.Com may be found at http://itsinfo.tamu.edu/turnitin/. Select the "student" prompt.

Americans with Disability Act (ADA): The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 Office in Cain Hall, Rm. B118 or call 845-1637. For more information visit http://disability.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: INTA 647 State Building and State Failure In the Developing World
3. Catalog course description (not to exceed 50 words):
Focuses on state-building, sometimes called "nation-building" in the developing world; examines issues of state weakness, state failure and international responses to security concerns associated with weak and failing states; studies the origins of the modern state; examines why states "fail" or remain weak; surveys ongoing debates on role of international community

4. Prerequisite(s):
   No

5. Is this a variable credit course? ☑ 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 programs(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)
      No

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 647 | STATE BUILDING

   Lect. | Lab | SCH | CRP and Fund Code | Admin. Unit | Acad. Year | HCL Code
   030000 | 34590100 | 01 | 1364 | 13 | 14 | 00 | 3632

Approval recommended by:

[Signature]

Department Head or Program Chair, Type Name & Sign Date

Chair, College Review Committee

[Signature]

Date

Dean of College

[Signature]

Date

Submitted to Coordinating Board by:

[Signature]

Date

Chair, GC or UCC

[Signature]

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
INTA 647: STATE BUILDING AND STATE FAILURE
IN THE DEVELOPING WORLD

Instructor: Reyko Huang
Email: rhuang@bushschool.tamu.edu
Office: 1080 Allen
Office hours: Thursdays, 4:30-5:30pm

Course Description
This course focuses on state-building, sometimes called “nation-building,” in the developing world. It examines issues of state weakness and state failure, as well as international responses to security concerns associated with weak and failing states. The course is organized around three themes. First, we will study the origins of the modern state by examining historical processes of state formation around the world. Second, we will examine why states “fail” or remain weak and unable to perform even the basic functions typically associated with statehood. We will also discuss the range of security concerns arising from weak states, such as humanitarian crises, civil wars, terrorism, and “warlord” governance. Third, the course will survey ongoing debates on the role of the international community in addressing state weakness in the developing world. We will examine state-building successes and failures while assessing the utility of both intervention and non-intervention in various contexts.

Learning Outcomes
In exploring these topics, students will gain familiarity with a range of academic and policy debates on state-building and state failure and their links to international security. They will also learn to critically evaluate existing theories and arguments as they formulate their own through course assignments and class discussions. Through this course, students will also develop skills in giving oral presentations, teamwork, research, writing, and policy analysis.

During the course of the semester, we will have several practitioners engaged in various aspects of international state-building join the class as guest speakers. Schedules will be announced in advance.

Course Requirements

- **Participation:** This course will be conducted as a seminar and will require active student participation. Students are expected to have carefully read all of the assigned readings and to come to class prepared to discuss them in detail. Students are also strongly encouraged to keep abreast of current events in international affairs. There may be occasional pop quizzes based on the readings and lectures. (20% of overall grade)

- **Written assignment #1:** In a 3-page paper, assess the utility of various indicators of failed states based on the readings for Week 2. As an illustration of your argument, identify a failing or failed state and explain why you designate that state as such. Or,
if you believe the labels unhelpful, explain why. Papers should be posted on the course website by the end of the day on TBD. Late papers will not be accepted. (15%)

- **Written assignment #2:** Write a 900-word (max) op-ed on a weak or failing state, or on an issue associated with weak and failing states. Op-eds take up an important topic and offer a forceful argument. Papers can be submitted anytime between Week 3 and Week 13 (with a final due date of TBD), and should be posted on the course website. Late papers will not be accepted. (15%)

- **Written assignment #3:** Write an 8-page research report on a specific governmental, inter-governmental, or non-governmental project aimed at some aspect of state-building, whether within a specific country or aimed more broadly. Describe the project’s objectives, design, implementation, and outcome. Using theories and arguments from this course, provide an assessment of its effectiveness. Due on the last day of class. One letter grade per day will be deducted for late submissions. (25%)

- **Presentation #1:** Each week between Weeks 5-12, a group of students will give a 15-minute presentation (using PowerPoint) on a country case study that captures or illustrates a theme in that week’s readings. The best presentations will flow logically, tie in the readings for that week, offer a clear argument, and raise compelling questions within the allotted time. Presenters will also lead a 10-minute discussion period. (15%)

- **Presentation #2:** On Weeks 13-14, each student will give a short briefing (5 minutes) on the research findings they discussed in written assignment #3. Each presentation will be followed by a brief Q&A period. (10%)

**Grading**
- 90%-100% A Extraordinary, excellent work and mastery of concept
- 80%-89% B Good work and solid command of concept
- 70%-79% C Adequate work and sufficient understanding of concept
- 60%-69% D Poor work, little understanding of concept
- 0%-59% F Lack of work, no understanding of concept

**Course Material**
The following book is required:

All other readings should be available on the PSEL electronic course reserves.

**Laptop Policy**
Students may bring laptops to class, but usage will be based on an honor system: laptops are to be used strictly for note-taking in class. Students may not use their laptops for any other purpose during class.
Americans with Disability 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 accommodation, please advise the instructor promptly.

Academic Integrity
The Texas A&M student honor code states: “An Aggie will not lie, cheat or steal, or tolerate those who do.” Every student in this course must comply with this code in all work submitted and will be held accountable accordingly for both individual and team assignments. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm. If you do not understand the requirements for academic integrity, please see the instructor ASAP.

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Week 1 – State weakness and state failure in international politics

Week 2 - Conceptualizing and measuring state weakness and failure
- 2012 Failed States Index: http://www.foreignpolicy.com/failed_states_index_2012_interactive

Week 3 – State-building in historical perspective: The European experience

**Week 4 – State-building in historical perspective: Beyond Europe**

**Week 5 – Sources of state weakness and failure**

**Week 6 – Why do weak institutions persist? Or, how one thing led to another**


Week 7 – Non-state actors and alternative governance in weak states


• Menkhaus, Ken and Jacob N. Shapiro. 2010. “Non-State Actors and Failed States: Lessons from Al-Qa’ida’s Experiences in the Horn of Africa.” In Ungoverned Spaces, 77-94.


Week 8 – Debates on international state-building interventions


Week 9 – The practice of state-building interventions


Week 10 – Building the “rule of law” in weak states

Week 11 – State-building and democratization

Week 12 – Bottom-up statebuilding

Week 13 – A nation-building manual?

Week 14 – State-building projects around the world
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 648 Contemporary Civil Wars

3. Catalog course description (not to exceed 50 words):
Surveys major debates and competing theories on the causes, conduct, resolution and outcome of civil wars; examines causes of civil wars; participants and how they organize violence; how states respond and to what effect; considers how civil wars end and the domestic and international repercussions

4. Prerequisite(s):
   No

   Cross-listed with: No

   Stacked with: No

   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
   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 programs(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) No

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 648 CONTEMPORARY CIVIL WARS

   Lect. Lab SCH LIP and Fund Code Admin. Unit Acad. Year HICE Code
   0 3 0 0 0 3 4 5 8 9 0 1 0 0 0 1 3 6 4 1 3 1 4 0 0 3 6 3 2

   Approval recommended by:
   Charles F. Hermann
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, Graduate Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Dean of College or Associate Dean, Jr. Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC 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
INTA 648: CONTEMPORARY CIVIL WARS

Instructor: Reyko Huang
Email: rhuang@bushschool.tamu.edu
Office: 1080 Allen
Office hours: Wednesdays 2-3:30pm or by appointment

Course Description
Civil wars, or wars within states that pit the government against armed rebel groups, constitute the dominant form of warfare today and have generated staggering casualties in our time. This course surveys major debates and competing theories on the causes, conduct, resolution and outcome of civil wars. The aim is to provide students with the kind of fundamental understanding of civil wars that would enable informed discussion, research, writing and policy formulation. The course addresses questions such as: What causes civil wars? Who are the participants, how do they organize violence, and for what aims? How do states respond, and to what effect? How do civil wars end, and what are the domestic and international repercussions? Can civil wars be prevented or managed? What international interventions have worked to mitigate or end conflicts?

Learning Outcomes
In exploring these themes students will gain familiarity with a range of cases from recent decades, and with various “types” of wars such as ethnic, ideological, and secessionist conflicts. They will also learn to critically evaluate existing theories and evidence as they conduct their own research on a case or theme of their choice. Through this course, students will also develop skills in giving oral presentations, teamwork, research, writing, and policy analysis.

Course Requirements

Reading Assignments: Weekly readings are listed below. Students are also strongly encouraged to keep abreast of current events in international politics.

Participation: This course will be conducted as a seminar, and will require active student participation. Students are expected to have read all of the assigned readings and to come to class prepared to discuss them in detail. Class participation will constitute 15% of the overall grade.

Presentation: Each student will give one presentation during the semester based on the readings for that week. The presentation should be no more than 20 minutes. It should capture the overall theme that connects the readings and critically assess the debates, theories, and evidence offered. These presentations are meant to start off a discussion for the rest of the class. Students might therefore advance their own argument in light of the readings, research and present a specific case to illustrate a point, engage the class in a debate, or pose questions to stimulate discussion. The presentation will account for 15% of the grade.
Response memo: Students will write one response memo of no more than 4 double-spaced pages during the semester on a week of their choice (and not to overlap with the week in which they give their presentation). As with the presentation, the memo should reflect critically on the readings and should advance an argument. The memo should be posted on the class server by noon on the Tuesday before the class in which those set of readings will be discussed. It will account for 20% of the grade; late papers will not be accepted.

Research paper: The primary assignment for this course is a research paper. The paper should be at least 20 double-spaced pages, not counting the bibliography. Students will confirm their topic in a two-page paper synopsis, to be posted on the class server no later than TBD. On date to be determined, we will spend much of the class time “workshopping” the synopses as a group. The paper should address an important question pertaining to civil wars, but within this ambit students will have wide latitude in selecting their topic. The paper may focus on a particular case, compare a set of cases, or ask a thematic question (e.g. causes of civil wars, oil and civil war, etc.). It should include a brief literature review, an argument, an empirical assessment, and a discussion of policy implications. The paper will account for 50% of the grade, and will be due at noon on TBD. One letter grade will be deducted per day for late submissions.

Grading

90%-100%    A    Extraordinary, excellent work and mastery of concept
80%-89%      B    Good work and solid command of concept
70%-79%      C    Adequate work and sufficient understanding of concept
60%-69%      D    Poor work, little understanding of concept
0%-59%       F    Lack of work, no understanding of concept

Course material: Students may wish to purchase the following books:


Assigned readings are also available on the PS&E Library course reserves website.

Americans with Disability 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 accommodation, please advise the instructor promptly.
Academic Integrity
The Texas A&M student honor code that states: "An Aggie will not lie, cheat or steal, or tolerate those who do." Every student in this course must comply with this code in all work submitted and will be held accountable accordingly for both individual and team assignments. Further information can be found at http://www.tamu.edu/aggiehonor/academischesconduct.htm. If you do not understand the requirements for academic integrity, please see the instructor ASAP.

Week 1 – Introduction
What is a civil war? How common is it? How do the numbers we throw around matter in politics and in political debate?

- Brief pieces on the politics of labeling:

Week 2 – What causes civil war? A look at structural factors
Answering this question requires a careful examination of available evidence.

• Cincotta, Richard P., Robert Engelman, and Daniele Anastasion. 2003. The Security
Demographic: Population and Civil Conflict after the Cold War, 42-49 (“Stress
Factor One: The Youth Bulge”).

Week 3 – Why do people rebel? Getting to the micro level
Who takes up arms against the government, and why? What motivates them? Why do
they take such significant risks?

• Humphreys, Macartan, and Jeremy M. Weinstein. 2008. “Who Fights? The
Determinants of Participation in Civil War.” American Journal of Political Science
52:2, 436-455.
Civil Wars? Violence, Insurgency, and the Collective Action Problem.” World
Politics 59:2, 177-216.
• Straus, Scott. 2006. The Order of Genocide: Race, Power, and War in Rwanda.
• Peterson, Roger D. 2001. Understanding Ethnic Violence: Fear, Hatred, and
Resentment in Twentieth-Century Eastern Europe. Cambridge: Cambridge University
Press. Chapters 2 and 10.
70.

Week 4 – Organizing rebellion
How do rebels plan, organize, finance, and carry out a rebellion? What are their sources
of strength? How do they interact with ordinary citizens?

York: Cambridge University Press. Chapters 1 and 5.
• Mampilly, Zachariah Cherian. 2011. Rebel Rulers: Insurgent Governance and
Civilian Life During War. Ithaca and London: Cornell University Press. Chapters 2
and 4.

Week 5 – Insurgency and civilian support
What is insurgency? Why do ordinary people support insurgents?

Hopkins University Press. Chapters 1, 7.
• Mao, Tse-Tung. 1961. On guerrilla warfare. Selections (to be provided).
• Shapiro, Jacob and C. Christine Fair. 2010. “Understanding Support for Islamist
Militancy in Pakistan.” International Security 34:3 (Winter), 79-118.
• Kalyvas, Stathis N. 2006. The Logic of Violence in Civil War. Cambridge: Cambridge
University Press. Chapter 4.

**Week 6 – Violence**

*Why are some civil wars more violent than others? Is there a strategic logic behind violence?*


**Week 7 – International dimensions of civil war**

*Civil wars take place within states, but typically have important, and often overlooked, international dimensions.*


*We will workshop students’ paper synopses in the second half of this class.*

**Week 8 – Political consequences of civil war: pathway to state failure or precursor to democracy?**

*Observers often take civil wars to be synonymous with state failure. Yet, others argue it can pave the way to democratization, stronger institutions, and increased political participation.*


• Blattman, Christopher. 2009. “From Violence to Voting: War and Political
Week 9 – How civil wars end
How and when do civil wars end? Do some forms of termination lead to more durable peace?


Week 10 – The politics of international interventions
Studies find that third-party interventions and peacekeeping are helpful for ensuring peace after a civil war. Others question this finding, and yet others argue that non-intervention is the optimal response in many cases.


Week 11 – Institution-building after civil war
In many post-conflict settings, international actors have engaged in large-scale interventions aimed at restoring peace and establishing democratic institutions. Have these efforts had their intended effect? How should international actors help promote democratization in fragile states, if at all?


**Week 12 – Solutions or new problems?**
*Many practical solutions to civil conflicts have been proposed. Among them, we will examine federalism, partition, and power-sharing. Are they viable solutions to internal strife?*


**Week 13 – War crimes, justice, and peace**
*What should be done with war criminals? Is peace possible without justice? Should one come before the other? Can justice jeopardize the peace? What are the political benefits and costs of universal jurisdiction, criminal tribunals, truth commissions, and amnesties?*


**Week 14 – New Norms and New Actors?**
*The emergence of NGOs and other non-state actors have significantly altered the international political landscape. Or have they? What power do these actors have? Can they change the behavior of states and rebels?*


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 669 Nuclear Threat Assessment and Analysis

3. Catalog course description (not to exceed 50 words):
   Study the manner in which we conduct threat assessments and the analysis of non-state actors in the fields of nuclear and radiological security; examine the history of threats and security issues in an effort to better understand terrorists groupings, their motivations and attack methodologies.

4. Graduate classification
   Cross-listed with: NUEN 669
   Stacked with:
   Cross-listed courses require the signatures of both department heads.

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

6. Is this a repeatable course? □ Yes ○ No
   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)
   no
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   no

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: INTA 669
    Course #: 669
    Title (excluding punctuation): Nuclear Threat Assessment
    Lect. Lab SCH CHP and Fund Code
    0 0 0 0 3 4 5 0 9 0 1 0 0 0 1 3 6 4 1 3 1 4 0 0 3 6 3 2
    Approval recommended by:
    Charles F. Herrmann
    Department Head or Program Chair (Type Name & Sign) Date
    Dr. Yassin A. Hassan
    Department Head or Program Chair (Type Name & Sign) Date
    C'air, College Review Committee Date
    Dean of College Date
    Submitted to Coordinating Board by:
    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
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):
   Department of Nuclear Engineering

2. Course prefix, number and complete title of course:
   NUEN 669 Nuclear Terrorism Threat Assessment and Analysis

3. Catalog course description (not to exceed 50 words):
   Study the manner in which we conduct threat assessments and the analysis of non-state actors in the fields of nuclear and radiological security; examine the history of threats and security issues in an effort to better understand terrorists groupings, their motivations and attack methodologies.

4. Prerequisite(s):
   INTA 669

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)
      no
   b. ____________________________________________
      an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      no

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)
   NUEN 669 Nuclear Terrorism Threat Assessment

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Approval recommended by:

Dr. Yassir A. Hassan
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

Charles F. Herrmann
(If cross-listed course)
Department Head or Program Chair (Type Name & Sign) Date
Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8271 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Janeen,

Our department does not have an issue in changing the title. Please let me know if there is further action needed by me.

Robb

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Jensin, Robb <robb.jenson@tamu.edu>
Sent: Wednesday, March 20, 2013 1:44 PM
To: Wood, Janeen H.
Cc: Farnsworth, Karen
Subject: RE: Nuclear Threat Assessment - slight title change

Janeen,

Our department does not have an issue in changing the title. Please let me know if there is further action needed by me.

Robb

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From: Wood, Janeen H. [mailto:jwood@bushschool.tamu.edu]
Sent: Wednesday, March 20, 2013 10:06 AM
To: Jenson, Robb
Cc: Farnsworth, Karen
Subject: Nuclear Threat Assessment - slight title change
Importance: High

Robb,
Professor Mac Namee has notified us that the title of the threat assessment course needs to be changed slightly. The new title should be “Nuclear Terrorism Threat Assessment and Analysis”. Since both new course forms have already been signed we would like to ask Engineering’s permission to make the change to the title on both forms and send forward. If this meets your approval could you please reply to let us know. We will send you an updated copy of the forms and syllabus for your records.
Thank you.
Janeen

Janeen H. Wood '90
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Master's Program for International Affairs
The Bush School of Government & Public Service
4220 TAMU
College Station, TX 77843-4220
979-458-2276
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INTA/NUEN 669 Nuclear Terrorism Threat Assessment and Analysis
Fall 2013

Richard C. Mac Namee
The Bush School of Government and Public Service
Texas A&M University
4220 TAMU College Station
Room 1104, Academic Building West
College Station, TX 77843-4220

Telephone : 979-862-3469
Email : rmacnamee@bushschool.tamu.edu
Office Hours : By appointment between 10:30am and 1:30pm each Friday

COURSE DESCRIPTION

"while nothing is easier than to denounce the evildoer,
nothing is more difficult than to understand him".

Fyodor Mikhailovich Dostoevsky

In order to effectively and efficiently manage risk there is an imperative to first identify and understand threat. The primary objective of INTA 661 Nuclear Security Threat Assessment and Analysis is to study the manner in which we conduct threat assessments and the analysis of non-state actors in the fields of nuclear and radiological security. The intended end state is to equip graduate students with the ability to determine the threats associated with non-state actors in terms of nuclear or radiological capabilities. Students will also develop a better understanding of counter-measures as well as government operational and policy responses that seek to achieve an appropriate, proportional, cost-effective and robust risk management strategy.

The course will examine the history of threats and security issues in an effort to better understand terrorist groupings, their motivations, as well as the attack methodologies that terrorist organizations are both capable and most likely to operationalize against nuclear and radiological facilities and supply lines.

It should be noted that the Threat Assessment and Analysis Methodology framework which will be taught and utilized throughout the course will focus on nuclear and radiological issues. That said, the methodology used throughout the class has utility across broad range of government and commercial sectors, entities and facilities.
The course will also briefly study the various government entities involved in assessing and addressing these threats.

Key questions to consider include:

- What makes something a threat/security issue?
- How can we conceptualize these issues?
- What similarities/differences do we find?
- How do these issues threaten individual, national, international security?
- What responses are possible and/or appropriate at the national, sub-national, non-national, and super-national levels?

The answers to these questions will help fulfill the key objective of this course: to consider these transnational threats from a range of levels of analysis, the system, regions, states, sub-groups and individuals.

Learning Objectives

The primary goal of this course is to educate the student in such a manner that on completion they are able to conduct a threat assessment and analysis for non-state actors and the threat which they present to nuclear and radiological facilities and supply lines. Approaching the subject matter in this way forces a student to efficiently and effectively identify security threats and ultimately craft and articulate plausible policy responses to such threats. Specifically, students will focus on threats emanating from nuclear weapons, radiological material, and related technology. After completing this course, the student should be able to:

- Understand the history of terrorism, including its causes, motivations, strategies, and tactics, particularly regarding nuclear terrorism.
- Explain counterterrorism strategies and policies and the role of intelligence in counterterrorism.
- Analyze current and future nuclear threats from countries and non-state or sub-state actors and provide recommendations on how to address these security issues.
- Define and analyze the various types of transnational threats and targets in order to craft effective policy responses.
- Describe nuclear weapons proliferation, including incentives and disincentives for proliferation.
- Analyze smuggling methods and counter-proliferation strategies.
- Identify materials of concern and the physical characteristics of these materials. Also prioritize these materials based on their attractiveness, location, and the threat they pose.
Prerequisites

Graduate standing.

COURSE READINGS

The primary texts used for this class are as follows;

These readings will be supplemented with assignments from journals and periodicals as directed by the lecturer. Students will be allocated “Reading Reactions” on a weekly basis which they will be required to present during class and form the starting point for subsequent discussion.

COURSE REQUIREMENTS

Active participation is central to the course and will represent a major component of your final grade. Please note, class participation is not just attendance, it is more about contribution. Further, participation is not just about how much you speak, but about the quality of your commentary and how it informs and feeds the wider discussion. Thus, asking a good question is of equal value to bringing some new information the class’ collective attention.

Reading assignments provide essential background for the course sessions. Students are also encouraged to be adventurous and seek out relevant and interesting readings (from reputable sources) independently.

PARTICIPATION and READING REACTIONS

Students should ensure that they attend class not simply prepared to discuss the readings, but to also be prepared to present the readings when called upon to do so by the instructor. Students may will be randomly selected and asked to begin the discussion with a short presentation on the issues raised in the readings. Students should be prepared not simply to describe what they have read, but to critique arguments and present independent thoughts. As part of in-class discussions, students will engage in role-playing exercises, classroom debates and evaluate and analyze case studies. These activities are designed to
enhance and deepen student understanding of the issues at hand and translate the readings and discussion into a simulated reality.

WORKING GROUP PRESENTATION

Students will also prepare a team oral presentation (no more than 2-3 students per team) in which the individual teams will provide background analysis to a notional "Head of Agency" (role played by the lecturer) on a terrorist operation or organization. The lecturer will determine Working Groups and allocate subject areas during Week 1.

FINAL POLICY MEMORANDUM

The final assignment, which will build on the mid-term assignment, will be a Policy Memorandum. Students by this stage will hopefully have developed a particular area of interest which should form the basis of their chosen topic. Students should select a contemporary and significant "Insurgency or COIN" issue or campaign to analyze and make recommendations to a policymaker as to how best address the issue in question. The paper should be no more than 5 double spaced pages, using FONT 12 Point Arial with 1" margins at top and bottom and 1.25 margins at right and left. You should reach agreement with the lecturer on a topic for this paper by Friday March 02nd, 2012 by email.

The deadline for the Final Policy Memorandum is at the start of class on a date to be determined prior to the beginning of the semester, in hardcopy and e-copy (WORD). Late papers will be penalized five points per day (from A to A-, from A- to B+, etc.). Incompletes will not be allowed except in extreme or unusual circumstances (e.g. serious illness), reference Rule 7, http://student-rules.tamu.edu/rule07. Problems with technology are not an acceptable reason for late work. It is essential that you exercise “best practice” in terms of contingency and save your work in several places as you write.

GRADING

Students are required to attend all sessions, arrive on time, and have read the Required Readings prior to each session.

The course grade will be computed as follows:

- Class Participation and Reading Reactions - 30%
- Working Group Presentation - 35%
- Final Policy Memorandum - 35%

The following scale will be used for calculating final grades for this course:
- Grade A - 90 to 100%
- Grade B - 80 to 89%
- Grade C - 70 to 79%
- Grade D - 60 to 69%
- Grade F - 0 to 59%

Grading for written deliverables is established through the use of a 10 point grading rubric. Please find a copy of the template utilized at Annex A.

IMPORTANT DATES

1. Final Policy Memorandum Topic Due TBD
2. Final Policy Memorandum Due TBD

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://aggiehonor.tamu.edu. 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 careless 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 submit the final article as if it were 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.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities at 979-845-1637 by phone or at disability@tamu.edu by email.

COURSE OVERVIEW AND READING

Week 1: Course Overview and Defining “Threat”
(Introduction of the Threat Assessment and Analysis Methodology)

Week 2: Terrorism in Historical Context
(Classroom Exercise - “In-Tray” Threat Assessment and Analysis)

Week 3: Terrorism Causes and Motivations
(Working Group Presentation 001 - Aum Shinrikyo Sarin Gas Attack 1995)

Week 4: Terrorist Strategy and Tactics
(Classroom Exercise - “Terrorist Planning Scenarios”)

Week 5: WMD Terrorism
(Working Group Presentation 002 - Goiania Radiological Incident 1987)

Week 6: Material Characterization

Week 7: Proliferation of Nuclear and Radiological Materials and Technologies
(Final Policy Memorandum Topic Submission)

Week 8: In Need of Attention: North Korea
(Working Group Presentation 003 - Lashkar-e-Taiba - LeT)

TBD: No Class - Spring Break

Week 9: The Rise of Iran: Persian Hegemony of The Middle East
(Working Group Presentation 004 - Al-Qaeda in the Islamic Maghreb - AQIM)

TBD: No Class - Good Friday Holiday Weekend

Week 10: Counter-Terrorism Strategy and Policies
(Working Group Presentation 005 - Fukushima Nuclear Disaster)

Week 12: The Role of Intelligence in Counter-Terrorism
Week 13: Policy and Government Response to Nuclear Terrorism

Week 14: Class Planning Exercise and Simulation - Houston "Dirty Bomb"
(Final Policy Memorandum submission)

END OF DOCUMENT
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 672 East Asian Security

3. Catalog course description (not to exceed 50 words):
   examine international military, diplomatic and political dynamics in the Asia Pacific region; focus on contemporary
   security relations; examine a wide range of security challenges facing the region; become familiar with the strategic
   preferences of key actors in the major areas of potential conflict

4. Prerequisite(s):
   n/a
   Cross-listed with: n/a
   Stacked 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)
         |          | INTA 672 East Asian Security
Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
0 | 3 | 00 | 30 50 01 04 00 | 01 13 6 4 13 | 14 00 36 32 |

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
Charles H. Herrmann 2/25/13

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
INTA 672: East Asian Security
Bush School of Government and Public Service • Texas A&M University

Professor. William Norris
Office: 1046
Phone: 979-845-3803
Email: wnorris@bushschool.tamu.edu
Office hours: by appointment

Course Overview

Course Description: This is a graduate seminar in East Asian security studies. It is designed to familiarize students with the international military, diplomatic, and political dynamics in the Asia Pacific region (the course takes a very broad interpretation of the East Asian region to include India, Oceania, Southeast Asia as well as the US, Japan, the Korean Peninsula and Russia). The course tends to focus on contemporary security relations although particular geographic contexts are often contextualized by regional historical experiences. In this course, students will cover a wide range of current security challenges facing the region and become familiar with the strategic preferences of key actors in the major areas of potential conflict. The course is a seminar course and thus revolves around in-depth classroom engagement on the reading materials. Students should possess a desire to work hard, do a lot of reading and come to class prepared to engage in lively discussion.

Objectives: This course aims to help students gain a better understanding of the contemporary security dynamics in East Asia. During this course, students will acquire an understanding of the national security policies, drivers, and strategies of the major states in the region. Students should leave this course with a geographic, historical, and political familiarity of several important crisis-prone areas of East Asian relations. Students should also gain a deeper understanding of the international forces shaping East Asian security today. In this course, students will become familiar with using international relations theory to provide critical leverage to analyze and better understand East Asian strategic dynamics. After taking this course, students should be able to intelligently evaluate future developments among East Asian powers. Over the course of this class, students should also learn to produce theoretically informed insights on how the region would respond to possible shocks (e.g. rapid U.S. withdrawal, Taiwanese independence, territorial conflicts, etc.).

Course Structure: The course is designed as a seminar that will meet once a week. The students will occasionally be divided up into two (or more) groups that will be charged with debating/role playing one side of a given topic for that week. These groups will be fluid and will be (mostly randomly) assigned prior to each meeting. Each week will also feature a student lead who will be responsible for generating discussion questions for that class. Beginning with Japan’s rise as a colonial power, we will move fairly quickly through World War II and the Cold War security architecture in Asia. This brief historical tour tees up the post-Cold War security environment that characterizes Asia’s contemporary security setting. We will then spend the remainder of the course examining the specific regional and sub-regional security dynamics among the great powers (e.g. US-Japan security alliance, rising China, Korean Peninsula, India’s growing power, etc.). In the final two sessions, students will present their research findings and the class will run a simulation exercise based on the students’ research efforts.
Course Requirements

Grading: The standard Bush School grading scale will apply:

90%-100% A Extraordinary, excellent work and mastery of concept
80%-89% B Good work and solid command of concept
70%-79% C Adequate work and sufficient understanding of concept
60%-69% D Poor work, little understanding of concept
0%-59% F Lack of work, no understanding of concept

Grading will be based on the following:

Beginning in the second week, all students will be required to e-mail a 1 page reaction paper for each week’s readings to Prof. Norris using the subject line of: “Week X Reaction Paper” (where X is the number for that week—listed on the syllabus). These brief papers should outline at least one theory of causality distilled from that week’s readings. The reaction papers should also include the student’s assessment of that theory, paying particular attention to the student’s own interpretation of the empirical information discussed for that week. These papers will be due each week by Sunday night at midnight (students need not have done all of the reading for Tuesday’s class by then but should have at least done a few of the readings and be able to write up the 1 page reaction paper). Do not forget to include your name at the top of the paper! Cumulatively, these papers will comprise 10% of the final course grade.

In addition, each week a student will be on point to generate 3-5 thought-provoking questions that engage the heart of the upcoming week’s content. By midnight on the Thursday evening before the class that they will be facilitating, these discussion leaders will need to e-mail their study questions to the instructor. Students will be graded on the quality of his/her discussion questions. The discussion questions will comprise another 5% of the total course grade.

The majority of the course grade will consist of a final research paper (discussed in more detail below). Students will be required to submit these 8-10 page first drafts of their papers and the final papers to Prof. Norris via Turnitin.com (see below for more detail on Turnitin.com). The First Draft will be worth 15% of the final course grade while the Final Paper will comprise another 35% of the course grade.

In-lieu of a midterm, students will be presenting their preliminary research on their selected state’s grand strategy to the rest of the class, dates to be determined at the beginning of the semester. This presentation will be worth 15% of the course grade.

Another 10% of students’ final course grade will be determined by the students’ participation in and preparation for the simulation exercise that will be taking place during the final class meeting. Higher scores will be awarded to students who are best prepared to accurately represent their nation’s perspective and interpretation of the dynamic regional and systemic strategic changes as they unfold during the course of that simulation.
The remaining 10% of the course grade will be made up of class participation which includes the students’ day-to-day in-class participation, preparation, and discussion. If the class size exceeds 12-15 students, cold calling will also be used to ensure everyone has an opportunity to contribute to the discussion. In addition, there may be occasional pop quizzes on the readings. Readings for this class are substantial and students are expected to have completed the assigned readings before each class. Doing so will allow us to use our valuable class time to focus on discussing that week’s content in depth. From time to time, during Weeks 2 through 14 the class will occasionally be divided into two (or sometimes more) teams which will take opposing sides on a critical issue for that week. We will then role play various perspectives and debate these questions (usually during the second half of the class meeting).

**Deliverables:** The final deliverable for this course is a 12-15 page research paper. During the Second Week of the course, students will select their top three (rank-ordered) countries whose Asian security strategy they would like to research. Prof. Norris will aggregate these preferences and assign a country to each student. For the final paper, students will be researching their state’s national security strategy for East Asia. This research should include how their state sees its own near, medium and long-term national interests in the region (including that state's sense of its competitive strengths, its greatest perceived threats, its own limitations/weaknesses and its view of the regional and/or domestic conditions that might generate any potential opportunities for that state to realize more maximalist goals). A thorough treatment of national strategic interests should consider not only the minimally-acceptable security goals, but also what a state’s maximal aspirations might include. Developing such an understanding of a nation’s grand strategy requires that students become intimately familiar with the domestic political, social and economic forces shaping their respective nation’s perspectives on international developments. Such country-specific familiarity ought to be reflected in the paper. This research project should also cover that state’s perceptions of emerging trends in the East Asian security environment and a solid accounting of that state’s material capabilities (as of 2011). All of these elements should go into a 8-10 page first draft of the paper. Prof. Norris will circulate these drafts to the entire class to be read as the readings for the Week 15 class (the simulation exercise). Students will be basing their presentations on this research as well. Note that students ought to begin researching their country’s grand strategy early in the semester to be adequately prepared to present and field questions on it.

During the final week of class we will be conducting a simulation in which students will be ‘playing’ as their respective countries (more information on the simulation as well as a description of the specific scenario will be distributed later in the term). The goal of the simulation is to explore the interactive security dynamics that result from a specific, future scenario in East Asia. Students will draw on their research and understanding of their specific national strategic contexts to respond in real-time to developments and the behavior of other states in the region.

Following this interactive exercise, students will incorporate additional insights and any suggested revisions into their final 10-15 page papers which will be submitted via Turnitin.com. Do not make the mistake of forgetting to proofread and edit your papers before turning them in for a final grade! Also, do not forget to include your name and page numbers.

Auditors are not required to submit the final paper, draft paper, nor do a presentation. However, auditors will be expected to do all readings, actively participate in classroom discussions, submit weekly 1 page reaction papers, and sign up to generate discussion questions for their selected week.
**Penalty for tardy work:** Any graded assignments will be penalized if a student fails to turn the assignment in on time. The penalty rate is automatic grade reduction of one letter grade deduction per 24-hour period following the deadline. For example, in the case that an assignment is due at Noon on Dec 7th, 2012 and the student submits the assignment at 1:15pm on Dec 7th, 2012, and that assignment would have normally received a “B”, the grade for that assignment is now a “C.” If the same assignment were handed in at 8:15am on Dec 8th, 2012 it would also receive a “C” but if it were submitted at 1pm on Dec 8th, 2012 that same assignment would now receive a “D.” It is in the students’ best interest to budget their time so as not to turn something in late.

**Code of Conduct & Academic Honesty:** In this course, norms of civility and academic discourse will provide a privileged classroom environment that facilitates a rich engagement with what are occasionally provocative and controversial topics in East Asian security. To enable this atmosphere of scholarly inquiry, students will be held to high standards of mutual respect. A wide range of views will be tolerated and their proponents will be expected to defend such positions with articulate, fact-based, rationales and well-reasoned logics.

The Bush School is committed to the development of principled leaders for public service. The commitment to "principled leadership" is a further elaboration of the Texas A&M student honor code that states: "An Aggie will not lie, cheat, nor steal nor tolerate those who do." Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

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

Students in this course must submit their research paper to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to a deep database of English-language materials. The student will submit the paper and memo simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.com may be found at http://itsinfo.tamu.edu/turnitin/. Select the "student" prompt. We will go over the specifics of this procedure as the date draws nearer.

**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 notify the instructor immediately.
Course Materials

Required Texts (Students would be well-advised to purchase these books):


Recommended Text:
- David Shambaugh and Michael Yahuda (eds.) *International Relations of Asia* (Rowman & Littlefield 2008)

In addition, the library will have additional readings on reserve as well [available from the course reserves link on the library homepage: http://library.tamu.edu/].

Specific Reading Assignments & Plan of Study

Week 1: Introduction to East Asian Security (No readings assigned—just read syllabus)

Week 2: International Relations Theory & East Asian Security


Walt, Steven M. “International Relations: One World, Many Theories,” *Foreign Policy* (Spring 1998), pp. 29-46. Please read only up to and including the section entitled: “Tomorrow’s Conceptual Toolbox”


**Recommended:**


Walt, Steven M. *The Origins of Alliances* (Ithaca: Cornell University Press 1987), Chapter 2 (Especially pp. 17-33.)


This week, students ought to bring with them to class a sheet of paper that indicates their rank-ordered, top 3 choices of which country that they would like to focus on as the subject for their background paper research & eventually represent in the end of semester simulation. Please include your name, first choice, second choice and third choice country as well as any supporting rationale (e.g. your planned future employment on the Korea Desk of State Dept., a previous summer internship you did in Moscow, etc.)

Students ought to select their countries from the following list of major East Asian security players: (Note that in some instances, there may be more than one student representing a given country but every country will have at least one student focusing on it).

(2) Japan
(2) China/HK
ROK
DPRK
Taiwan
(2) Russia
(2) India
Pakistan

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Week 3: Japan as a Rising Colonial Power


Week 4: WWII, The Cold War & US presence in Asia


Week 5: Student Presentations
Week 6: Japan’s security environment


Week 7: Rising China & The Regional System


Medeiros, Evan S. Pacific currents : the responses of U.S. allies and security partners in East Asia to China's rise (Santa Monica, CA: RAND 2008), pp. 231-244


Recommended:


Week 8: China’s Military Modernization


Week 9: The Taiwan Question


For additional background/reference on the Taiwan Question students should see:


Week 10: ASEAN: Southeast Asian Regionalism & Security Issues


For additional background/reference on the ASEAN/Asian Regionalism students should see:


Week 11: The U.S. in East Asian Security


Clinton, Hillary. “Remarks on Regional Architecture in Asia: Principles and Priorities” Speech delivered at Imin Center, Jefferson Hall in Honolulu, Hawaii on January 12, 2010 (Available at: http://www.state.gov/secretary/rm/2010/01/135090.htm)


Recommended:


Week 12: Security on the Korean Peninsula


Hughes, Christopher. “North Korea’s Nuclear Weapons: Implications for the Nuclear Ambitions of Japan, South Korea, and Taiwan” Asia Policy, No. 3 (January 2007) pp. 75-104.


Recommended:


[Additional readings may be announced as events unfold during the semester]

**Week 13: Russia as an Asian Power**


Due Date: TBD Submit your 8-10 page first draft background papers to Dr. Norris via TurnItIn.com.

**Week 14: India’s Rise**


**Week 15: Simulation Exercise**


To Prepare: Students should read each of the other student papers (this plus the Bader reading above will comprise the course readings for this week) and come to class prepared to represent their own nation's views and discuss the interactive effects of various country strategies and responses to a particular scenario. More information on this exercise will be distributed during the term.

TBD—Due Date for Final Papers via Turnitin.com
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 673 Chinese Domestic Politics in Transition

3. Catalog course description (not to exceed 50 words):
Examines origins and development of contemporary political system in China; examines the history and foundational experiences of the Chinese Communist Party; its revolutionary and reformist leaderships and it trace the origins, functioning, and evolution of contemporary China's political institutions; current and future domestic challenges facing China from a public policy perspective are explored

4. Prerequisite(s): No

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)
   No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   No

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>INTA</th>
<th>673</th>
<th>CHINESE DOM POL TRANS</th>
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<td>Lab</td>
<td>SCH</td>
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<td>0</td>
<td>3</td>
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</table>

Approval recommended by:

Charles F. Hermann
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

Dean of College Andrew H. card, Jr.
Date

Submitted to Coordinating Board by:

Chair, GC or UCC 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
INTA 673: Chinese Domestic Politics in Transition
Bush School of Government and Public Service · Texas A&M University

Professor William Norris
Office: 1046
Phone: 979-845-3803
Email: wnorris@bushschool.tamu.edu
Office hours: by appointment

COURSE OVERVIEW

Course Description: This is a graduate course in Chinese domestic politics. It is designed to familiarize students with the origins and development of the contemporary political system of China. Chinese civilization is more than 2000 yrs old, but the modern Chinese nation state (and thus the political institutions governing today’s China) is much younger than the United States. The building of the People’s Republic of China can be understood as an effort to “modernize” this ancient civilization. In this course, students will cover the history and foundational experiences of the Chinese Communist Party, its revolutionary and reformist leaderships, and trace the origins, functioning, and evolution of contemporary China’s political institutions. This course will also provide students with an opportunity to examine some of the current (and future) domestic challenges facing China from a public policy perspective. The only prerequisite for this course is a desire to work hard. Some knowledge about China is helpful, but not required.

Objectives: This course aims to help students gain a better understanding of how China’s contemporary political system works. During this course, students will acquire an understanding of China’s political development. Students should leave this course with an understanding of the importance of history—both in shaping China’s development path and serving as an influential backdrop against which contemporary and future Chinese politics plays out. Students should also gain a deeper understanding of the institutional forces shaping Chinese politics today. Understanding the evolutionary trajectories of these institutions provides critical leverage for students seeking to analyze Chinese politics. After taking this course, students should be able to intelligently evaluate the various forces driving contemporary Chinese politics. Students will also be called upon to produce theoretically informed insights on contemporary policy challenges that are facing China today and into the future.

Course Structure: The course begins by introducing several theoretical approaches to studying Chinese politics. These intellectual toolkits provide frames of reference for understanding and organizing the various factors that shape Chinese politics. We will then examine the historical origins of the modern Chinese state, tracing the often tumultuous path that eventually led to the contemporary reform era. Next, we will examine the post-Mao reforms and the institutional structures that govern China’s current political system. Finally, this course will provide students with an opportunity to explore some of the challenges facing China today and as China considers its future political development path.
Course Requirements

Grading: The standard Bush School grading scale will apply:

90%-100%  A  Extraordinary, excellent work and mastery of concept
80%-89%   B  Good work and solid command of concept
70%-79%   C  Adequate work and sufficient understanding of concept
60%-69%   D  Poor work, little understanding of concept
0%-59%    F  Lack of work, no understanding of concept

Grading will be based on the following:

A test on the first four weeks of course material (up to and including the death of Mao Zedong) will be given on Sept 27th and will comprise 25% of the final course grade.

A similar test (covering the "Opening Up and Reform" period as well as China's modern political institutions) will be given on Nov. 3rd and will likewise comprise another 25% of students' final grade.

Class participation and occasional pop quizzes on the readings will make up another 15% of the course grade. Readings for this class are substantial and students are expected to have completed the assigned readings before each class. Doing so will allow us to use our valuable class time to focus on discussing that week's content in depth.

The remainder of the course grade will consist of a policy research project (discussed in more detail below) due on Dec. 12th and a 1-3 page outline of that paper that will be due Nov. 17th. The outline will be worth 5% of the final course grade while the Paper & Memo will comprise the remaining 30% of the course grade.

Policy Research Paper & Memo: The final deliverable for this course is a policy project. In the last half of this course, each student will select a particular policy problem confronting contemporary China that the student will research. This policy research project will result in 2 separate finished products: A 1 page memo written to a specific senior decision making authority within the Chinese political system as well as a supporting 12-15 page Policy Research Paper that provides a deeper academic analysis of the selected policy issue and your recommendations for addressing (ideally solving) this particular challenge facing contemporary China.

The Policy Memo is designed to be concise, informative, and should center around your policy recommendations for addressing a particular issue confronting senior Chinese political decision makers today. The memo should be written as though it were headed to the desk of the senior decision maker relevant to your topic (e.g. State Council, Taiwan Affairs Leading Small Group, Central Committee of the Politburo, etc.). As such, the memo should include a concise statement of the policy problem as well as any particularly compelling facts/evidence. In addition, the memo should frame the range of policy options available and provide a recommendation with supporting rationale for selecting a particular course of action.
The longer Policy Research Paper should delve into greater detail documenting the problem you are focusing on as well as providing a clear, persuasive case for your suggested approach for alleviating that particular policy challenge facing China’s leadership. Such reasoning should not only lay out the compelling logic underpinning your advised solution, but should also explore the consequences of China’s alternative possible policy choices. Examples of appropriate topics might include: industrial river pollution in inland China, state-owned enterprise pension reform, recent university graduates’ unemployment, Uighur education policy, local government infrastructure investment debt, etc. Choose a topic that you are personally interested in—you will get more out of doing the research and ideally you will learn a thing or two about an area that is of interest to you. The paper should be academically rigorous using footnotes to cite reputable sources supporting facts, specific arguments, etc.

Students have found it helpful to get started as early as possible on this project. Students who wait until the end of the term to start thinking about this project will not have enough time to do the academic research needed to adequately support a quality paper. It is strongly suggested that students identify a research topic early (by the week of Oct. 10th) so that it can be approved and they can begin to research their issue area. By Nov. 11th (at the latest), everyone will need to have provided a short (1-3 sentence), clear statement of the policy issue he or she is going to address. This statement should also specify the appropriate senior political decision making body to whom the policy memo will be addressed. On Nov. 17th, you will need to turn in a detailed (1-3 page) outline of your research paper. Outlines must include whom your policy memo will be addressing; a clear statement of the policy problem you are addressing; your proposed solution as well as the architecture of the supporting evidence you will marshal to make your policy recommendations. Remember that excellent policy recommendation pieces anticipate the major challenges to implementation and offer ways to handle those as well.

I would suggest students budget ample time to write the paper and then let it sit for 2-3 days before coming back to it to distill the one-page memo. The final paper and memo will be due on **Dec 12, 2011 at 9am**. If you are a graduating degree candidate, I will need to receive your paper by 5pm on Friday Dec 9th so I can turn in your final grades by Dec 15. For all other students, I will turn in your final grades by Monday Dec. 19. Please note that students will be submitting their papers and memos via Turnitin.com (see below for more detail).

**Academic Honesty:** The Bush School is committed to the development of principled leaders for public service. The commitment to "principled leadership" is a further elaboration of the Texas A&M student honor code that states: "An Aggie will not lie, cheat, nor steal nor tolerate those who do." Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. The source of the material does not matter - a book, an article, material off the web, another student's paper - all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm.
Students in this course must submit their research paper and cover memo to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to a deep database of English-language materials. The student will submit the paper and memo simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.com may be found at http://itsinfo.tamu.edu/turnitin/. Select the "student" prompt. We will go over the specifics of this procedure as the date draws nearer. **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 notify the instructor immediately.

**Course Materials**

**Required texts (Students would be well-advised to purchase these two books):**


In addition, the library will have additional readings on reserve as well [available from the course reserves link on the library homepage: http://library.tamu.edu/].

**Four other texts that we will be using (but are not required for purchase) are:**


**Additional Recommended Resources:** A very accessible history of modern China is: Jonathan Spence’s *The Search for Modern China* (1990). It is an excellent reference for background history for this course. For an exhaustive English work on China’s history see: Roderick MacFarquhar & J. Fairbank, (eds.) *Cambridge History of China*, (vols. 14-15 on the People's Republic will be particularly useful for this class).

Of course, contemporary China is a dynamic and rapidly changing political entity. Beyond books, The Economist frequently provides useful analytical coverage of recent events in China. The New York Times, the Washington Post, the Financial Times (U.K.) and the South China Morning Post
(Hong Kong) all are good daily newspaper sources for English language coverage of China. Of course, the People’s Daily (PRC) is the Party’s official newspaper and Xinhua is the PRC’s wire service—both have extensive English language websites. In addition, a number of English language academic journals often feature articles related to Chinese politics; some of these include: China Quarterly, Asian Survey, Issues & Studies, Journal of Asian Studies, Contemporary China, Australian Journal of Chinese Affairs, Modern China, and Pacific Affairs.

**Specific Reading Assignments & Plan of Study**

**Week 1: Theoretical Frameworks for Understanding Chinese Politics in Transition**

Course Overview


Theoretical Frameworks for Analyzing Chinese Domestic Politics


**Week 2: Late Qing, Colonialism, Opium Wars & The Century of Humiliation**

Imperialism and China’s Responses


Revolutionary Links to the Past


**Week 3: Setting the Stage for the People's Republic of China (PRC)**
**Founding of the Republic & KMT Warlord Era**


**Origins of the Chinese Communist Party (CCP), China’s Civil War, & Founding of the PRC**


**Week 4: PRC’s Early Years**
**CCP’s Regime Consolidation & The Great Leap Forward**

Maoist China & The Cultural Revolution


Test

Week 5: China After Mao
Agricultural Reforms and the “Opening Up & Reform” Era


Week 6: Economic Policy Making
The Strategic Context


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China's Economic Institutions

Week 7: China's Security Apparatus
Tiananmen & After


Controlling the Big Stick: The Political Governance of Force in China


Week 8: Foreign Policy Making
Foreign Policy Drivers Before and After Reform


Foreign Policy Institutional Architecture


Week 9: Leading China: The Party and the State
The Chinese Communist Party


Formal Organizations of the State


Saich, Tony. Governance and Politics of China (New York: Palgrave 2011), First part of Ch. 6 "The Central Governing Apparatus" pp. 142-170.


Week 10: Leadership & Succession
Politburo Standing Committee & General Secretary Succession


[Additional readings may be announced as events unfold during the semester]

**Test #2**

**Week 11: Domestic Challenges Facing China: Threats to the Center**

Regime Legitimacy & Ethnic Minorities


**Central Government vs. Local Authorities**


**Week 12: Domestic Challenges Facing China: Public’s Concerns**

The State vs. Civil Society


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Healthcare

NOTE: 3-pg detailed outline for your Policy Research Papers are due Nov. 17 (before class)


Week 13 Domestic Challenges Facing China: Public’s Concerns (Con’t)

Environment


NO CLASS (Happy Thanksgiving!)

Week 14 Domestic Challenges Facing China: Money Matters

Pensions, Labor, & Issues of Inequality

Riskin, Carl in Joseph Fewsmith’s China Today, China Tomorrow (Lanham: Rowman & Littlefield 2010) pp. 91-107

China’s Economic Challenges & Financial Institution Instability

Week 15: Wrap-up

Note: Students’ 15 pg Policy Research Papers are due by 9am on Dec 12th (Needs to have a 1 page policy memo cover page plus a 12-15 page more in-depth research paper)

Where Chinese Politics Goes From Here


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 674 US Foreign Policy in the Persian Gulf
3. Catalog course description (not to exceed 50 words):
   Examines US policy in the Persian Gulf against background of oil politics, the Cold War, rise of Islamism, and multiple major wars, compares and contrasts recent U.S. administrations in terms of approaches used to advance U.S. interests and deal with various challenges in the Persian Gulf

4. Prerequisite(s):
   No
   Cross-listed with: No
   Stacked with: No
   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)
      No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      No

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 674 US POL PERSIAN GULF
   Lect. Lab SUI CIP and Fund Code Admin. Unit Acad. Year HCE Code
   0 3 0 0 0 0 3 4 5 9 0 1 0 0 0 1 1 3 6 4 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   Charles F. Hermann Date
   Department Head or Program Chair (Type Name & Sign)
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date

   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 – 3/10
INTA 674 U.S. Foreign Policy in the Persian Gulf
The Bush School of Government and Public Service

Instructor: Mohammad Ayatollahi Tabaar
Email: mtabaar@bushschool.tamu.edu
Office: Allen Building - Room 1102
Office Hours: Monday, 3:00 - 5:00pm (by appointment)

Course Description:

This course examines U.S. involvement in one of the richest and most strategic regions in the world. We will discuss U.S. policy in the Persian Gulf against the background of oil politics, the Cold War, the rise of Islamism, and three major wars in the region. We will focus on a number of country-specific case studies, including Saudi Arabia, Iran, Iraq, and Qatar. We will also compare and contrast four administrations, namely the Bush I, Clinton, Bush II, and Obama administrations, in terms of their approaches to advancing U.S. interests and dealing with various challenges in the Persian Gulf. The primary objective of this course is to provide students with a broad knowledge and critical understanding of the history, politics, and economics of the Persian Gulf and the evolution of U.S. policy in the region.

Course Objectives:
Throughout this course, students will:

- Improve their ability to analyze current affairs in the Persian Gulf.
- Advance their research, drafting, and briefing skills focusing on U.S. policy in the Persian Gulf.
- Learn to work collectively to develop their oral presentations and their final projects.

Course Requirements:

You are expected to attend each class having read the assigned texts and articles in advance, and to participate in class discussions. Please read each week’s readings in the order that they appear on the syllabus. The instructor may change some of the readings to better correspond to the vicissitudes of Persian Gulf politics. Students are expected to give one presentation and write two response papers (3-5 pages) discussing the weekly readings. Students may choose which weeks they would like to give presentations and submit the response papers. The presentations will discuss the weekly readings. In addition, students will write a 10-12 page, typed, double-spaced essay. Topics must be approved by the instructor by February 21st. You are expected to go beyond the assigned readings for your research paper. Last but not least, there will also be two group projects in which students will give presentations on how the U.S. government, think tanks, and the media approached, analyzed, and covered the Persian Gulf from 1989 to the present.

**Course Grade:**

<table>
<thead>
<tr>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Response Papers (2)</td>
<td>TBD</td>
<td>Each 10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Group Projects (2)</td>
<td>TBD</td>
<td>Each 20%</td>
</tr>
<tr>
<td>Final Paper*</td>
<td>TBD</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Topic must be submitted by TBD.*

**Grading Scale**

90%-100% A Extraordinary, excellent work and mastery of concept
80%-89% B Good work and solid command of concept
70%-79% C Adequate work and sufficient understanding of concept
60%-69% D Poor work, little understanding of concept
0%-59% F Lack of work, no understanding of concept

**Required Textbooks:**


All other readings will be available on e-reserve (http://library-reserves.tamu.edu/areslocal/index.htm).

**Academic Honesty**

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**Americans with Disability Act (ADA):** The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 Office in Cain Hall, Rm. B118 or call 845-1637. For more information visit http://disability.tamu.edu.

**Course Outline and Reading Assignments:**

**Week One: The Persian Gulf and the United States, An Overview**


**Week Two: The Politics of Energy**


**Week Three: The Politics of the Cold War**


*Country Report, Bahrain*
Week Four: Oil Diplomacy


*Country Report, UAE*

Week Five: Security and Strategy in the Persian Gulf


*Country Report, Oman*


“The Algiers Accord Between Iraq and Iran,” March 6, 1975. 
http://www.mideastweb.org/algiersaccord.htm


*Country Report, Iraq*

**Week Seven: Persian Gulf War II: Invasion of Kuwait (1990-1991)**


*Country Report, Kuwait*

**Week Eight: Persian Gulf War III: Invasion of Iraq (2003)**

Zbigniew Brzezinski, Brent Scowcroft, and Richard Murphy, “Dual Containment is More a Slogan than a Strategy,” *Foreign Affairs* 76, No. 3 (May/June 1997).


*Country Report, Qatar*
Week Nine: Nonproliferation


*Country Report, Iran*

Week Ten: Democracy


*Country Report, Saudi Arabia*

Week Eleven: The U.S. and the Future of Persian Gulf Security


**Week Twelve: Bush 41 - Clinton**

Group Project

**Week Thirteen: Bush 43 - Obama**

Group Project

**Week Fourteen:**

Paper Presentations
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 675 Religion and Politics in Iran

3. Catalog course description (not to exceed 50 words):
   Examines political and social dynamics of contemporary Iran including Iran's modern history; roots of the Islamic Revolutions; establishment of Iran's Islamic theocracy, Iran-Iraq war and its major consequences; the emergence of new generation of religious intellectuals; rise and decline of various political movements.

4. Prerequisite(s):
   Cross-listed with: 
   Stacked with: No

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) No
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) No

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 675 RELAND POLITICS IN IRAN

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCC Code
   03 00 03 45 09 01 00 01 13 64 13 - 14 00 36 32

   Approval recommended by:
   
   Charles F. Lemann
   Department Head or Program Chair (Type Name & Sign) Date 6/25/03

   Chair, College Review Committee
   Date

   Dean of College Andrew H. Card, Jr.
   Date

   Submitted to Coordinating Board by:
   
   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
INTA 675: Religion and Politics in Iran
The Bush School of Government and Public Service

Instructor: Mohammad Ayatollahi Tabaar
Email: mtabaar@bushschool.tamu.edu
Office: Allen Building - Room 1102
Office Hours: Monday, 3:00pm - 5:00pm (by appointment)

Course Description:

It has been three decades since religion has gone “public.” The Islamic Revolution in Iran, the Nicaraguan Revolution, and the establishment of the Moral Majority in the United States, all of which occurred in 1979, signified the “return of religion from exile.” Political scientists often refer to the Iranian Revolution and its impact on Islamist movements the world over as the ultimate example of the increasing role of religion in world politics. However, the events of the past three decades have also shown the inverse: that politics can itself shape religion and religious ideas.

For more than a century, Iran has strived to come to terms with modernity while at the same time maintaining its rich Persian and Islamic heritage. Prior to the 1979 Islamic Revolution, Iran leaned heavily towards the West and attempted to revive the glamorous days of the ancient Persian Empire while reducing the role of Islam in the public sphere. The Islamic Revolution swung to the other extreme. It elevated religion to an unprecedented degree, viewing Islam as the best avenue for social, political, economic, cultural, and even scientific development.

Two decades later, a reform movement was born within the heart of the Islamic theocracy. Many of the founders and sympathizers of the 1979 Revolution came to the conclusion that religion alone could not overcome all of Iran's challenges. This intellectual movement, culminating in the presidency of Mohammad Khatami in 1997, sought a new balance between Islam and modernity and viewed both with a fresh but critical eye. However, Khatami failed to establish the rule of law and vibrant civil society that he promised his passionate supporters. The surprising ascendance of hard-line populist Mahmoud Ahmadinejad to the presidency in 2005 shifted the political landscape to the far right and coincided with international pressure on Iran's nuclear program. Four years later, the disputed presidential election and its bloody aftermath further polarized Iran’s political factions, militarized the polity, and most importantly, plunged the Islamic Republic into an unprecedented crisis of legitimacy.

This course will address the aforementioned political and social dynamics of contemporary Iran. After a brief review of Iran's modern history, we will discuss the roots of the Islamic Revolution, the establishment of Iran’s Islamic theocracy, the Iran-Iraq War and its major consequences, the emergence of a new generation of religious intellectuals, the rise and the decline of the reform movement, and the ascendance of the ultra-conservative politicians. We will also tackle other critical issues such as gender, human rights, the youth bulge, ethnicity, and the media. We then move to an examination of Iran's defense and foreign policies. We will focus on Tehran's stance
towards the "Arab Spring," its nuclear ambitions, and Iran's love-hate relationship with the United States.

**Course Objectives:**

At the end of this course, students will have a critical understanding of Iran's recent history, its tumultuous interactions with the West, and its shifting religious and political structures. They will be able to analyze the ideologies and trajectories of various political factions. The students will examine the impacts of Iran's domestic politics on its foreign policy and, vice versa, the domestic implications of its foreign policy. They will be able to evaluate Iran's flourishing media, assess its controversial nuclear policy, and explain the increasing role of its Revolutionary Guard.

**Course Requirements:**

You are expected to attend each class having read the assigned texts and articles in advance, and to participate in class discussions. Please read each week's readings in the order that they appear on the syllabus. The instructor may change some of the readings to better correspond to the vicissitudes of the Iranian society and politics. Students are expected to give one presentation as well as write two response papers (2-3 pages) discussing the weekly readings. Students may choose which weeks they would like to submit the response papers. They are also required to write one review essay (8-10 pages) of Roy Mottahedeh's *Mantle of the Prophet: Religion and Politics in Iran*. In addition, students will write a 20-page, typed, double-spaced essay. Paper topics must be approved by the instructor no later than February 14th. You are expected to go beyond the assigned readings for your research paper.

You are also expected to keep abreast of current events. The *New York Times*, *Washington Post*, *Wall Street Journal*, *Financial Times*, *The Economist*, the BBC, Press TV, IRNA, IRIB, IR Diplomacy, and *Tehran Times* are all good sources for current affairs from different perspectives.

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<tr>
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<td>TBD</td>
<td>10%</td>
</tr>
<tr>
<td>Book Review</td>
<td>TBD</td>
<td>30%</td>
</tr>
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<td>Final Paper*</td>
<td>TBD</td>
<td>40%</td>
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*Topic must be submitted by TBD.*

**Grading Scale**

- 90%-100% A Extraordinary, excellent work and mastery of concept
- 80%-89% B Good work and solid command of concept
- 70%-79% C Adequate work and sufficient understanding of concept
- 60%-69% D Poor work, little understanding of concept
- 0%-59% F Lack of work, no understanding of concept
Required Textbooks:


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Course Outline and Reading Assignments:

Week One: Introduction and Overview


“An American Hero in Iran.”
Week Two: Shi’a Political Thought and the Encounter with Modernity
Keddie, pp. 1-72.


Week Three: The Formation of the Modern State and the Birth of Iranian Nationalism
Keddie, pp. 73-169.


Gasiorowski, Mark J. and Malcolm Byrne (Eds.) Mohammed Mosaddeq and the 1953 Coup in Iran, pp. 227-260.


Week Four: The Rise of Political Islam
Keddie, pp. 170-213.


Week Five: The Islamic Revolution of 1979 and the Consolidation of the Islamic Theocracy
Keddie, pp. 214-262.


**Week Six: The Era of Reconstruction**


Moslem, Mehdi. *Factional Politics in Post-Khomeini Iran*, pp. 82-251.


Tabaar, Mohammad Ayatollahi. “The (De)Secularizing Impact of Factional Politics.”

**Week Seven: The Rise and Decline of the Reform Movement**

Video: *Redlines and Deadlines*, Wide Angle.

Keddie, pp. 263-316.


**Week Eight: The Ahmadinejad Era: A Return to the Foundations of the Revolution?**


Postel, Danny. “Counter Revolution and Revolt in Iran: An Interview with Iranian Political Scientist Hossein Bashiriyeh,” *Logos*, 2009.


**Week Nine: Gender, Ethnicity, and Human Rights in the Islamic Republic**


TBD

**Week Ten: Iran’s Foreign Policy: Ideology or Realism?**


TBD

**Week Eleven: Iran’s Nuclear Challenge**


**Week Twelve: The IRGC**


TBD

**Week Thirteen: US Strategic Options towards Iran**


TBD

**Week Fourteen:**

Paper Presentations
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 676 International Politics of the Middle East

3. Catalog course description (not to exceed 50 words):
   Focus on critical issues including Great Power involvement in the region, and the regional and international effects of Arab nationalism, Zionism, Islamism, post-Islamism, oil and aid rents, ethnicity, religious minorities, gender, and human rights

4. Prerequisite(s):
   Cross-listed with: No
   Stacked with: No

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? ☑ No

7. This course will be:
   a. required for students enrolled in the following degree programs(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)
      No

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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<tr>
<th>INTA</th>
<th>676</th>
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Approval recommendation:
Charles F. Hermann
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

Chair, College of Liberal Arts & Social Sciences Date
Chair, College Review Committee Date
Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
INTA 676: International Politics of the Middle East
The Bush School of Government and Public Service
Texas A&M University

Instructor: Mohammad Ayatollahi Tabaar
Email: mtabaar@bushschool.tamu.edu
Office: Allen Building – Room 1102
Office Hours: Tuesday, 11:30am-12:30pm

Course Description:

This course is a survey of major issues in the international politics of the contemporary Middle East. The course will focus on critical issues, including Great Power involvement in the region, Arab nationalism, Zionism, Islamism, post-Islamism, oil and aid rents, ethnicity, religious minorities, gender, and human rights. We will discuss case studies of these themes and current events ranging from the Arab-Israeli conflict, the Iranian Revolution, and the Persian Gulf Wars, to Al-Qaeda and 9/11, Iran’s nuclear challenge, the rise of Turkey, and the “Arab Spring.”

We will examine the applicability of a number of theoretical frameworks, including realism, liberalism, and constructivism, to our understanding of the international relations of the Middle East. We will also discuss the role of the media, energy, religion, and factional politics in shaping the region and the foreign policies of its states.

Course Objective:

The primary objective of this course is to provide students with a broad knowledge and critical understanding of the history, politics, and economics of the Middle East and the evolution of U.S. policy in the region. After this course, students will have improved their ability to analyze current affairs in the Middle East and advanced their teamwork as well as their research, drafting, and briefing skills.

Course Requirements:

You are expected to attend each class having read the assigned texts and articles in advance and to participate in class discussions. Please read each week’s readings in the order that they appear on the syllabus. The instructor may change some of the readings on the syllabus to better correspond to the vicissitudes of Middle East politics. If this occurs, he will inform the students of the change. Students are expected to write three two-page response papers (5% each) discussing the weekly readings. Students may choose which weeks they would like to submit the response papers within the following guidelines: The first response paper must be submitted by September 26th, the second response paper by November 14th and the third by December 3rd. They are also required to give two presentations (10% each) on the weekly readings. Students will also write a five-page review (15%) on a Middle East-related book of their choosing. The topic is open, but must be approved by the instructor. In addition, students will write a 15-page (50%), typed, double-spaced essay. Topics must be approved by the
instructor no later than October 11th. You are expected to go beyond the assigned readings for your research paper.


**Course Grade:**
All assignments should be submitted by email and received by **12:00 Noon CDT** on the assigned date.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Weight</th>
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<tr>
<td>Response Papers (3)</td>
<td>By Wednesday, September 26</td>
<td>Each 5%</td>
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<td>By Wednesday, November 14</td>
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<td>By Monday, December 3</td>
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<tr>
<td>Presentations (2)</td>
<td>---</td>
<td>Each 10%</td>
</tr>
<tr>
<td>Book Review</td>
<td>Wednesday, October 31</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>Friday, December 7</td>
<td>50%</td>
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*Topics due by October 11.*

**Grading Scale**

90%-100%    A    Extraordinary, excellent work and mastery of concept
80%-89%      B    Good work and solid command of concept
70%-79%      C    Adequate work and sufficient understanding of concept
60%-69%      D    Poor work, little understanding of concept
0%-59%       F    Lack of work, no understanding of concept

**Required Textbooks:**


**Academic Honesty**

The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas A&M Student Honor Code that states: “**An Aggie will not lie, cheat, or steal nor tolerate those who do.**” Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.
You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. The source of the material does not matter — a book, an article, material off the Web, another student’s paper — all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm. Students in this course must submit the book review and the research paper to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to on-line resources. The student will submit the paper simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.Com may be found at http://itsinfo.tamu.edu/turnitin/. Select the “student” prompt.

Americans with Disability Act (ADA): The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law 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 Office in Cain Hall, Rm. B118 or call 845-1637. For more information visit http://disability.tamu.edu.
Course Outline and Reading Assignments:

Articles will be available on the Bush School shared drive.

Week One (August 28th & 30th) - Overview of the Region

Tuesday, August 28th:


Thursday, August 30th:

The Middle East: 1-54.

Week Two (September 4th & 6th) - Nationalism: Zionism and Arabism

Tuesday, September 4th:

The Middle East: 238-313.

Theodor Herzl, “Zionism: The Vision of an Eventual Jewish State,” in Middle East and Islamic World Reader.


“The Balfour Declaration and the Mandate Period,” Middle East and Islamic World Reader.


Additional readings to be determined.

Thursday, September 6th:


Michel Aflaq, “Purifying the National Ideal: Ba’th Ideology” in Middle East and Islamic World Reader.

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**Week Three (September 11th & 13th) – The State, War, and the International System**

**Tuesday, September 11th:**


*The Middle East*: 314-370.

**Thursday, September 13th:**

Stephen Walt, *The Origin of Alliances* (Cornell University Press, 1990), Ch. 2


Michael Barnett, *Dialogues in Arab Politics* (Columbia University Press, 1998), Ch. 2 and 8.

**Week Four (September 18th & 20th) - Islamism**

**Tuesday, September 18th:**


**Thursday, September 20th:**


**Week Five (September 25th & 27th) - Political Islam vs. Social Islam: Iran and Turkey**

**Tuesday, September 25th:**

*The Middle East:* 411-436.


Kenneth Waltz, “Why Should Iran Get the Bomb?” *Foreign Affairs* (July/August, 2012)-read both the article and the responses.

**RESPONSE PAPER #1 IS DUE BY WEDNESDAY, SEPTEMBER 26**

**Thursday, September 27th:**

*The Middle East:* 730-760.


“Echoes of Empire: Turkey’s Crisis of Kemalism and the Search for an Alternative Foreign Policy,” *Brookings Institution* (June 2012).

Week Six (October 2nd & 4th) - "The Arab Spring": Egypt and Tunisia

Tuesday, October 2nd:

Steven Hydemann, “Upgrading Authoritarianism in the Arab World,” Brookings Institution (October 2007).

The Middle East: 387-410.


The Middle East: 437-459.


Thursday, October 4th:


Marc Lynch, The Arab Uprisings, Ch. 1-6.

Week Seven (October 9th & 11th) - Interventionism: Libya and Syria

Tuesday, October 9th:

The Middle East: 551-575.

The Middle East: 675-701.

Additional readings to be determined.

Thursday, October 11th:

Marc Lynch, The Arab Uprisings, Ch. 7-8.

Additional readings to be determined.

RESEARCH TOPIC DUE BY THURSDAY, OCTOBER 11
Week Eight (October 16th & 18th) - Semi-Authoritarianism: Algeria, Morocco, and Jordan

Tuesday, October 16th:

*The Middle East*: 371-386.


Additional readings to be determined.

Thursday, October 18th:

*The Middle East*: 576-602.


*The Middle East*: 486-510.


Week Nine (October 23rd & 25th) – The Shi’a-Sunni Conflict: Iraq and Lebanon

Tuesday, October 23rd:

Ayatollah Ali Sistani, selections.

*The Middle East*: 437-459.


Maximillian Terhalle, “Are the Shia Rising?” *Middle East Policy* (June 2007).

**Thursday, October 25th:**

*The Middle East*: 530-550.


Additional readings to be determined.

**Week Ten (October 30th & November 1st) - The Peace Process: Israel and Palestine**

**Tuesday, October 30th:**

*The Middle East*: 460-485.

*The Middle East*: 603-630.


**BOOK REVIEW IS DUE BY WEDNESDAY, OCTOBER 31**

**Thursday, November 1st:**


Additional readings to be determined.

**Week Eleven (November 6th & 8th) - Oil Politics: The Arabian Peninsula**

**Tuesday, November 6th:**


*The Middle East*: 659-674.

*The Middle East*: 632-658.

*The Middle East*: 511-529.

*The Middle East*: 761-778.


**Thursday, November 8th:**


Daniel Yergin, “It’s Still the One,” *Foreign Policy* (September/October 2009).

Week Twelve (November 13th & 15th) - Afghanistan and Pakistan

Tuesday, November 13th:


Additional readings to be determined.

**RESPONSE PAPER #2 IS DUE BY WEDNESDAY, NOVEMBER 14**

Thursday, November 15th:


Week Thirteen (November 20th & November 27th) - Gender, Ethnicity, and Human Rights

Tuesday, November 20th:


Monica Marks, “Islamism and Uncertainty: Charting the Future of Women’s Rights in Tunisia,” *St Antony’s International Review* (February 2012).

Additional readings to be determined.
Thursday, November 22\textsuperscript{nd} (Thanksgiving)

Tuesday, November 27\textsuperscript{th}:


Additional readings to be determined.

Week Fourteen (November 29\textsuperscript{th} & December 4\textsuperscript{th}) - US Grand Strategy in the Middle East

Thursday, November 29\textsuperscript{th} and Tuesday, December 4\textsuperscript{th}

Readings to be determined.

\textbf{RESPONSE PAPER #3 IS DUE BY MONDAY, DECEMBER 3}

\textbf{FINAL RESEARCH PAPER IS DUE BY FRIDAY, DECEMBER 7}
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): Bush School of Government and Public Service

2. Course prefix, number and complete title of course: INTA 687 Domestic Intelligence Operations: Legality, Policies and Procedures

3. Catalog course description (not to exceed 50 words):
Graduate-level examination of laws and national policies and operations surrounding domestic intelligence within the United States; departments and agencies with domestic intelligence responsibilities, their missions, operations, and resources are studied through selected readings, government documents, and case studies.

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? ☐ 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)
Any graduate program, including Certificate in Homeland Security

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 687 Domestic Intelligence Operations

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<tr>
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Approved recommended by:
Charles F. Hermann

Department Head or Program Chair (Type Name & Sign) Date

Chair, College of Liberal Arts and Sciences
Samuel L. Hall, Jr.
Date

Dean of College
Andrew Heard, Jr.
Date

Submitted to Coordinating Board by:

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
Instructor: Dr. Sonny Smith

Office: Online

Email: through Blackboard Learning Management System (LMS)

Online Office Hours: by appointment

COURSE DESCRIPTION

This graduate course examines the laws and national policies and operations surrounding domestic intelligence within the United States. The departments and agencies with domestic intelligence responsibilities, their missions, operations, and resources are studied through selected readings, government documents, and case studies.

COURSE OVERVIEW

In the wake of the events of September 11, 2001, The 911 Commission specifically pointed to the need to better share intelligence and other information between federal agencies and also with other jurisdictions’ law enforcement agencies. This required not only a rethinking of much of our organizations and procedures, but a change in institutional attitudes. The subsequent reorganization of the United States’ government based on the 911 Commission recommendations resulted in the largest governmental reorganization since the formation of the Department of Defense in the 1950s. Domestic intelligence was one of the major areas for reassessment and reorganization under these procedures.

In this course students will first review the laws that guide and regulate all departments and agencies with domestic intelligence responsibilities. But the majority of the course is a survey of responsible agencies, and their missions, operations, techniques, and resources. Several case studies from past law enforcement operations and intelligence activities are used to illustrate the principles and methodologies of homeland security and law enforcement intelligence. The U.S. Constitution, Foreign Intelligence Surveillance Act, U.S. Patriot Act and body of law, national policy and strategy for homeland security, federal and selected state law enforcement agency procedures provide the in-depth policy framework for this course.
The weekly discussion questions are designed to cause interaction between students and instructor. The research paper allows students to select a subject of their interest, research it, and report in detail. Finally, the webinar brings in a subject matter expert to lend an experienced voice to the discussion.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Analyze and evaluate the legal restrictions on intelligence gathering within the United States and the prohibition on surveillance and information gathering on U.S. citizens in particular. The U.S. Constitution, FISA and other appropriate laws and government documents are the resources for this objective.
2. Evaluate the U.S., Mexican, and British governments' approaches to their respective domestic intelligence activities. This analysis is centered on study of these governments' policies and strategies.
3. Analyze the role played by the Department of Homeland Security and its subordinate agencies in domestic intelligence operations.
4. Evaluate the role played by the Department of Justice, to include the Federal Bureau of Investigation, in domestic intelligence operations.
5. Study and evaluate the role played by the national level intelligence agencies in domestic intelligence operations.
6. Evaluate the role played by the Department of Defense and the federal military (Title 10) in domestic intelligence operations.
7. Evaluate the role played by state level jurisdictions, particularly Texas and New York, in domestic intelligence operations.
8. Analyze and synthesize the collaboration and coordination on intelligence between law enforcement agencies of different jurisdictions.
9. Examine the funding and operations of joint fusion centers and study how they provide integrated intelligence to local, state and federal jurisdictions.
10. Evaluate the effect that joint intelligence efforts are having on protecting the homeland, particularly the battle against transnational terrorist groups and the Mexican drug trafficking organizations.
11. Participate in webinar and through an online discuss the possible threat to constitutional freedoms inherent to domestic intelligence collection. Create possible solutions and or ideas for safeguards to freedoms.
12. Communicate intellectual products in a clear, concise and convincing way.
13. Synthesize, evaluate and expand upon the readings and lecture materials into coherent answers for the weekly discussion questions.
FORMAT AND METHOD

The course is delivered via the Blackboard Vista course management system. Basic materials and methods include the following:

1) Syllabus, policies, and orientation materials.
2) Course objectives with assessments created to gauge learning outcomes.
3) Articles in PDF format or with links to source websites.
4) Recorded lectures with PowerPoint presentations.
5) Weekly assignments including (a) interactive responses from colleagues and (b) detailed feedback from your instructor.
6) Blackboard Vista internal course email.
7) End-of-course online evaluation survey.

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.


Other required readings are included in the weekly requirements that follow.

COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system using the following allocation:

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<tr>
<td>Posting of Weekly Discussion Questions</td>
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<tr>
<td>Weekly Response to Peers’ Discussion Questions</td>
<td>10</td>
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<tr>
<td>Written Assignment: The Patriot Act</td>
<td>20</td>
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Grading Scale:
A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
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<th>Research Paper</th>
<th>40%</th>
<th>F = 59% and lower</th>
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<tr>
<td>Total</td>
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There will be several components used in determining your final grade for the course. The instructor will read each post and provide input where warranted. Instructor input should be received within 24 to 48 hours, normally as part of the posting dialogue. Feedback on written assignments will be 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.

1. **Discussion Question Posts and Responses**. (30% and 10% of grade respectively). 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.

In the on-line environment, the discussion board is the classroom. Students are considered valued colleagues in the learning process. Students are expected to listen to the lectures in their entirety each week. Material presented in the lectures generally parallels the assigned reading, but frequently contains additional elements. Through their participation in the Discussion Board students are expected to demonstrate mastery of the material presented in the readings and lectures. The window for postings closes at Sunday midnight as the class moves on to the next week. Student discussion posts should be no less than 300 words AND be supported with APSA style citations. Responses to peers’ posts are expected to be at least 50 words and substantively address the issues under discussion.

On-line class discussions, including comments, should be timely and explicitly draw from the theories and concepts found in 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 grade earned will reflect the quality of understanding and ability to communicate ideas and concepts cogently and concisely. Students should remember the following in drafting and posting a response to a Discussion Question (DQ):
• Organize your thoughts before hitting the “send” button. Clear, coherent, thoughtful analysis, supported with APSA citations is the expectation. Read and edit your posting before you post. It is also recommended to do all drafting and editing in a word processing program, using copy/paste into the LMS to meet deadline requirements.

• Check your grammar. Sentence fragments, grammatical errors, and spelling errors detract from any written product. 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.” 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.

• Practice professionalism. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students.

• Avoid raising questions without a suggested answer. Postings that merely ask questions of the author, without more, are inappropriate.

2. **Written Assignments:** (combined 60% 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. [http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf]

• **The Patriot Act.** (20% of grade). Write a composition that answers these two questions:

  1. Has The Patriot Act degraded the personal liberties of US citizens?
  2. Has it increased security in the nation?

Papers are to be no fewer than eight double-spaced pages of text, not including reference pages. The paper is **due no later than 11:59 p.m. CT of Day 5 in Week 4.**

• **Research Paper.** (40% of grade). The research paper offers students the opportunity to select an item or issue of interest, with instructor approval, and then explore this area, writing a paper of from 22 – 25 double-spaced pages of text, not including reference pages. As with the discussion questions, clear organization, logical arguments, supported by citation of sources are of critical importance in constructing the final paper. The paper should include an abstract (one page), introduction, main body, conclusion, and references. The conclusion should include a recommendation related to the subject. The paper is **due no later than 11:59 p.m. CT on Day 7 of Week 9.**

3. **Lectures.** Weekly audio lectures, with accompanying text and graphics, are provided. The lectures augment the required readings and material from the textbook. 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.
Participation Policy

In addition to listening to lectures, reading class materials and submitting written assignments for grading, students must also “visibly participate” in the online classroom (online discussion board) 3 out of 7 days each week of the term.

Participation for students is defined as active and positive contributions to the learning process. The expectation is that students contribute substantively to all discussion questions each week. In addition, students are required to post substantive responses to at least 2 of their classmates’ posts for each discussion question each week.

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, for more than two consecutive days, the student is required to notify the instructor prior to the 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 979.862.3196 (or 866.988.2874 toll-free) 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. If a student is unable to submit an assignment on time, he or she 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. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

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

Lecture: Course Introduction

Readings:
Moyer, Shawn P. 2012. *Creating a Mix of Spooks and Suits: A New Role for Intelligence.* Amazon Digital Services. [Ch. I and III]


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. The US Constitution guarantees individual civil liberties. These liberties are enumerated in the Bill of Rights. Critics of the Patriot Act claim these guaranteed rights are being harmed by the Act. Is there a conflict? If so, what is the source of that conflict? If no conflict, explain your reasoning. Support your answer with citations from the readings and/or lectures. (300 words)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ1: Bio</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’ DQ2 postings</td>
<td>Day 5</td>
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**Week 2**

**Topic:** U.S., Mexican and British Domestic Intelligence Policies and Operations

**Lecture:** U.S., Mexican and British Domestic Intelligence Policies and Operations

**Readings:**


Discussion Questions:

1. Do you believe the current mode of domestic intelligence is effective in the fight against radical Islamic terrorist groups and individuals?

2. Select either the Mexican or British model of domestic intelligence and compare and contrast it with the United States’ laws and procedures.

<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>DQ2 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>
</tbody>
</table>

**Week 3**

**Topic:** The Role of Federal Level Departments and Agencies in Domestic Intelligence Operations

**Lecture:** The Role of Federal Level Departments and Agencies in Domestic Intelligence Operations

**Readings:**

Moyer, Shawn P. 2012. *Creating a Mix of Spooks and Suits: A New Role for Intelligence.* Amazon Digital Services. [Ch. I and II]


FBI Directorate of Intelligence Site. [available at: http://www.fbi.gov/about-us/intelligence]


Discussion Questions:

1. Develop a matrix that portrays the agencies of the Department of Homeland Security that have a role in operating to gather information for, and or disseminating domestic intelligence.

2. Describe the FBI’s role in domestic intelligence operations.

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<thead>
<tr>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
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<tr>
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<td>Day 7</td>
</tr>
</tbody>
</table>

**Week 4**

Topic: The Role of Federal Level Departments and Agencies in Domestic Intelligence Operations (continued)

Lecture: The Role of Federal Level Departments and Agencies in Domestic Intelligence Operations (continued)

Readings:

Moyer, Shawn P. 2012. *Creating a Mix of Spooks and Suits: A New Role for Intelligence*. Amazon Digital Services. [Ch. III and IV]


Discussion Questions:

1. Select one agency discussed in the lecture that deals with domestic intelligence and analyze that agency’s mission and operations.
<table>
<thead>
<tr>
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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’ DQ1 postings</td>
<td>Day 5</td>
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<tr>
<td>Patriot Act Paper due</td>
<td>Day 5</td>
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</table>

**Week 5**

**Topic:** The Role of State and Local Level Jurisdictions in Domestic Intelligence Operations

**Lecture:**
- The Role of State and Local Level Jurisdictions (New York) in Domestic Intelligence Operations Power Point Lecture
- The Role of State and Local Level Jurisdictions (Texas) in Domestic Intelligence Operations Power Point Lecture

**Readings:**


NYPD Intelligence Division & Counter-Terrorism Bureau. [available at: http://www.nypdintelligence.com/]


“AP’s Probe Into NYPD Intelligence Operations.” [available at: http://ap.org/Index/AP-In-The-News/NYPD]


Texas Department of Public Safety. Texas Fusion Center Webpage. [available at: http://www.txdps.state.tx.us/IntelligenceCounterterrorism/fusion.htm]

Texas Department of Public Safety, Special Operations Branch webpage. [available at: http://www.txdps.state.tx.us/TexasRangers/specialUnits.htm]


Discussion Questions:

1. Describe the interaction (either) Texas or New York with the federal government in regards to domestic intelligence operations.

2. Create a matrix of either Texas’ or New York’s agencies that work the domestic intelligence operations for that state. Your chart must be supported with citations from the readings, lecture or other published sources.

<table>
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<td>Day 7</td>
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</table>

Week 6

Topic: Cross Jurisdictional Intelligence Operations

Lecture: Cross Jurisdictional Intelligence Operations

Readings:

Moyer, Shawn P. 2012. *Creating a Mix of Spooks and Suits: A New Role for Intelligence.* Amazon Digital Services. [Ch. IV and V]


Discussion Questions:

1. Explain the importance of intelligence sharing between the federal and state level jurisdictions of government.

2. Briefly describe cooperation and intelligence sharing between two of the agencies you studied in weeks four and five. If appropriate you may construct a chart or matrix.

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<tbody>
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<tr>
<td>DQ2 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>
</tbody>
</table>
Week 7

Topic: Joint Fusion Center Operations

Lecture: Joint Fusion Center Operations

Readings:

Moyer, Shawn P. 2012. Creating a Mix of Spooks and Suits: A New Role for Intelligence. Amazon Digital Services. [Ch. III]


Discussion Questions:

1. Describe the origin of joint fusion centers. What need did they meet?
2. Analyze the workings of a joint fusion center; mission, coordination and cooperation responsibilities, and intelligence sharing connections.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Day 3</td>
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<tr>
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<td>Day 5</td>
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<td>DQ2 Posting</td>
<td>Day 5</td>
</tr>
<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
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</table>

**Week 8**

**Topic:** Multijurisdictional Intelligence Operations Against Mexican DTOs - Effective or Not

**Lecture:** Multijurisdictional Intelligence Operations Against Mexican DTOs - Effective or Not

**Readings:**


Discussion Questions:

1. Describe the multijurisdictional efforts along the southwest border to halt the flow of illegal drugs into the United States

2. Examine the cooperation between United States intelligence agencies’ operations and Mexican intelligence operations.

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Respond to at least two of your peers' DQ2 postings</td>
<td>Day 7</td>
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</tbody>
</table>
Week 9

Topic: Multijurisdictional Intelligence Operations Against Transnational Terrorists – Effective or Not

Lecture: Multijurisdictional Intelligence Operations Against Transnational Terrorists – Effective or Not

Readings:


Discussion Questions:
1. Describe current intelligence operations to detect and defeat transnational terrorist groups. Mention also efforts that target domestic terrorist, particularly lone wolf or leaderless resisters. Support your answer with citations from the required readings and/or outside reading material.

<table>
<thead>
<tr>
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<tr>
<td>DQ 1 Posting</td>
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<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
</tr>
<tr>
<td>Research Paper due</td>
<td>Day 7</td>
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</table>

**Week 10**

**Topic:** Domestic Intelligence Collection - A Threat to Constitutional Freedoms?

**Lecture:** Domestic Intelligence Collection - A Threat to Constitutional Freedoms?

**Readings:**


Appropriate sections from all previous readings and lectures from the semester.

**Activities:**

Prepare for and participate in online discussion through webinar discussing the threat to constitutional freedoms inherent to domestic intelligence collections.

**Discussion Questions:**

none

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<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participate in Webinar: “Do domestic intelligence collection operations threaten our Constitutional freedoms?”</td>
<td>TBA</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. 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. Request submitted by (Department or Program Name):
   Department of Marine Biology

2. Course prefix, number and complete title of course:
   MARB 610 Professional Development

3. Catalog course description (not to exceed 50 words):
   Course will cover topics including proposal and manuscript development, the peer review process, proposal writing, writing and speaking exercises, preparing oral and poster presentations, developing questions for quizzes and midterms, and library database management. Class discussions will include constructive critiques of participants' experimental designs, analytical approaches, and scientific writing.

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)

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

   M.S. or Ph.D. in MARB or other TAMU and TAMUG graduate programs

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)
   MARB 610 PROFESSIONAL DEVELOPMENT

   Lect. Lab SCH CP and Fund Code Admin. Unit Acad. Year HEC Code
   0 3 0 0 3 2 6 1 3 0 1 0 0 2 1 8 0 5 1 4 - 1 5 0 1 0 2 9 8

   Approval recommended by:
   [Signature]
   [Date: 3/13/13]

   Department Head or Program Chair (Type Name & Sign)

   Chair, College Review Committee
   [Signature]
   [Date: 3/21/13]

   Dean of College
   [Signature]
   [Date: 3/21/13]

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

   Submitted to Coordinating Board by:
   [Signature]
   [Date] Chair, GC or UCC
   [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 – 3/10
Texas A&M University at Galveston
Marine Biology Interdisciplinary Program

MARB 610 - Course Syllabus
Professional Development

Instructor: Dr. Anna R. Armitage  Office: OCSB 259
Office Phone: 409-740-4842  Email: armitaga@tamug.edu
Office hours: By appointment

CLASS DETAILS: 3 credits, Spring 2013, Time TBA, Location TBA

TEXTBOOKS: None required

PREREQUISITES: Graduate student status in a TAMU or TAMUG graduate program

I. COURSE DESCRIPTION: This professional development course will cover topics including proposal and manuscript development, the peer review process, grant writing and administration, writing and speaking exercises, preparing oral and poster presentations, developing questions for quizzes and midterms, and library database management. Class discussions will include constructive critiques of participants' experimental designs, analytical approaches, and scientific writing.

II. COURSE AUDIENCE: M.S. and Ph.D. graduate students residing on the TAMUG campus and enrolled in the Marine Biology IDP or related programs.

III. LEARNING OUTCOMES: At the conclusion of this course students should be able to:
1. Improve their own proposals and manuscripts based on constructive critiques from peers.
2. Communicate scientific research findings to a variety of audiences.
3. Navigate the peer review and grant submission process.
4. Write clear, focused exam questions for undergraduate courses.

IV. INSTRUCTIONAL METHODS AND ACTIVITIES: The first several weeks will consist of presentations and discussions led by the instructor. In the latter portion of the course, students will lead discussions about manuscripts or proposal drafts that they are preparing for their thesis/dissertation research. Students are expected to participate in class discussions each week.

V. EVALUATION AND GRADE ASSIGNMENT

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Overall Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations &amp; assignments</td>
<td>75%</td>
</tr>
<tr>
<td>Discussion participation</td>
<td>25%</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = <60%

VI. ATTENDANCE AND OTHER COURSE POLICIES

Students are required to attend all class meetings. Participation is essential to do well in the class. Discussions and student input are considered an important part of the class. Class assignments are expected on time unless prior arrangements are made. Such prior arrangements will be granted only in exceptional circumstances such as medical emergencies that can be certified in writing by a physician, participation in a TAMU-sanctioned event, or other similar circumstances justified in writing. Submitting an assignment late without prior arrangement may lead to a grade of 0. Information concerning absences can be found in the University Student Rules handbook (http://student-rules.tamu.edu/).
The Honor Code, based on the long-standing affirmation that “An Aggie does not lie, cheat, or steal, or tolerate those who do,” is fundamental to the value of the A&M experience. As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggies’ Code of Honor and the Scholastic Dishonesty section in the TAMUG University Rules (http://aggiehonor.tamu.edu) will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction.

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 have the permission of that person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."

All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, take-home assignments, in-class materials, and lab materials. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students are required to attend all class meetings. Participation is essential to do well in the class. Discussions and student input are considered an important part of the class. Excused absences are limited to medical emergencies that can be certified in writing by a physician, participation in a TAMU-sanctioned event or other similar circumstances justified in writing. Information concerning absences can be found in the University Student Rules handbook (http://student-rules.tamu.edu/).

VII. **SPECIAL NEEDS:** 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 Office of Student Counseling and discuss your disability with your instructor(s) on the first day of class. For additional information, visit http://disability.tamu.edu. Information about the Office of Student Counseling on the TAMUG campus can be found at http://www.tamug.edu/counsel/services/dssprocedures.htm.

VIII. **STUDENT RIGHTS, RESPONSIBILITIES, AND REGULATIONS:** Students should be familiar with the University Regulations, which can be obtained from the Office of Student Services.

IX. **FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA):** FERPA is a federal law designed to protect the privacy of educational records. All efforts will be made in this class to protect your confidentiality. Please consult the Admissions and Records Office for further information.

X. **TENTATIVE COURSE SCHEDULE:**
Week 1: First class meeting, determine presentation schedule.
Weeks 2-8: Discussions/activities led by instructor
Weeks 9-14: Discussions led by students; a detailed presentation schedule will be determined at the first class meeting.

**Important Academic Dates for Spring 2013:**
14-Jan First day of spring semester classes.
21-Jan Martin Luther King, Jr. Day. Faculty and staff holiday.
4-Mar Mid-semester grades due in Enrollment Services, 10 a.m.
March 11-15 Spring break
2-Apr Q-Drop
30-Apr Last day of spring semester classes
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Marine Biology
   MARB 654 Coastal Plant Ecology

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

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________________________________________
   c. Cross-list with: ________________________________________________________________

   Cross listed courses require the signatures of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: MARB 430

5. Complete current course title and current catalog course description:
   654. COASTAL PLANT ECOLOGY. (3-3). Credit 4. Study of estuarine, coastal and dune plant communities and associated environmental factors affecting plants including the identification, distribution, ecological importance and management techniques of vascular plants in these communities.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   654. COASTAL PLANT ECOLOGY. (3-0). Credit 3. Study of estuarine, coastal and dune plant communities and associated environmental factors affecting plants including the identification, distribution, ecological importance and management techniques of vascular plants in these communities.

7. a. As currently in course inventory:

   Prefix Course# Title (excluding punctuation)  Lec. Lab SCH CP & Fund Code  Admin Unit HEC Code Level
   MARB 654 COASTAL PLANT ECOLOGY  0 3 0 3 0 4

   b. Change to:

   Prefix Course# Title (excluding punctuation)  Lec. Lab SCH CP & Fund Code  Admin Unit Acad Year HEC Code Level
   MARB 654 COASTAL PLANT ECOLOGY  0 3 0 0 0 3 2 6 3 0 1 0 0 0 2 1 8 0 5 1 4 - 1 5 0 1 0 2 9 8

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Dean of College

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date
   Chair, GC or UCC Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
MARB 689 (654): COASTAL PLANT ECOLOGY
DISTANCE EDUCATION OPTION 3 CREDITS FALL 2013

INSTRUCTOR: Dr. Anna Armitage
Office: OCSB 259
Office Phone: 409-740-4842
Email: armitaga@tamug.edu
Office hours: TR 1215-100 or by appointment

LECTURES
Room TBD Tuesday & Thursday 1100am-1215pm
Students can elect to attend lectures in person or view lectures online at any time after the posted class time.

COURSE DESCRIPTION
This course will cover several aspects of coastal plant ecology, including life histories, stress adaptations, competition, and trophic support. Students will learn the morphology, taxonomy, and ecology of higher plant species from local wetlands, dunes, and coastal marine habitats. We will discuss and analyze applied and management issues such as anthropogenic impacts, habitat restoration, and wetland delineation.

LEARNING OUTCOMES
In this course, students will:
- Gain a broad understanding of the ecology, functions, and management of vegetated coastal habitats
- Identify local coastal plants
- Discuss and analyze current issues in coastal management
- Improve critical analysis and writing skills

PREREQUISITES
- Graduate status in Marine Biology or a related program
- A functional e-mail account and access to the internet and TAMU eLearning.

TEXTBOOKS
There are no required textbooks; the following suggested text supplements course lectures and will be available at the TAMUG bookstore.

ADDITIONAL RESOURCES
- TAMU eLearning: posted lecture and lab notes, posted grades, email announcements, discussions
- Coastal Plant Guide wiki (beta version): An abridged version of Common Dune and Salt Marsh Plants of the Upper Texas Gulf Coast http://wikis.tamu.edu/x/2sODaq
- TAMUG Writing lab: writinglab@tamug.edu 409-741-4356 Williams Library 108

ATTENDANCE POLICY
Lectures can be attended in person, or recorded lectures will be available online within one day of class. Exams and quizzes can be taken in person during lecture periods or online. There will be ~3 online discussion sessions during the course; participation in these discussions is required. The discussions will be scheduled in accordance with the students’ availability.
Grading

- Reports from discussion sessions (~3) 300
- Online discussion participation 100
- Quizzes 50
- Midterm 1 100
- Midterm 2 100
- Midterm 3 100
- Midterm 4 (100)
- Final (cumulative) 150

TOTAL 900

Important note: There will be four midterm exams; the lowest grade of the four will be dropped and not counted as part of your total grade. If you miss an exam for any reason, that can be your dropped grade. Keep in mind, however, that you are still responsible for the material, since the final is both required and cumulative.

Grading scale:

≥ 90% = A
80-89 = B
70-79 = C
60-69 = D
≤ 59 = F

Tentative Schedule of Lecture Topics (Subject to Change!)

I. Introduction
   A. Terminology & plant anatomy
   B. Photosynthesis
   C. The coastal environment
   Midterm 1
   D. Habitat introductions

II. Biogeochemistry
    A. Nutrient cycles
    B. Climate change
   Midterm 2
    C. Eutrophication/wastewater management

III. Ecology
    A. Ecological interactions
    B. Diversity
    C. Food webs
   Midterm 3

VI. Applied ecology
    A. Ecosystem services
    B. Impacts
    C. Invasive species
   Midterm 4
    D. Policy & management
    E. Restoration

Final (cumulative)
Special Consideration

Items
MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: George Cunningham, Ph.D.
Associate Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Request for New Graduate Certificate

Attached, please find the appropriate a new certificate in the Educational Psychology department: Special Education in School Counselors Certificate

Pursuant to the directives of the College, the following information is provided:

1. Rationale: This certificate is designed to give those students in the school counseling program additional education and background regarding working with children who have special needs. This topic is a small component of the school counseling’s planned curriculum, and we expect that some students will want or need a stronger background on working with special needs children. This optional certificate will allow students to be better prepared when working with children of differing abilities.

2. Vote by the Program: The changes have the unanimous support of our department.

We appreciate your consideration of this course. Please contact us should you require any additional information.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
* Proposal Checklist *

Requested by the Department or Unit of: Educational Psychology

**Program Type, Level, Designation, Title, Description, Hours**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Certificate Program [x]</th>
<th>Degree Program [ ]</th>
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</thead>
<tbody>
<tr>
<td>Program Level</td>
<td>Undergrad Certificate [ ]</td>
<td>Grad Certificate [x]</td>
</tr>
<tr>
<td>Degree Designation (i.e., BS, BA, MA, MS, MAg, Med, PhD, EdD, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title of proposed program:</td>
<td>Special Education for School Counselors Certificate</td>
<td></td>
</tr>
<tr>
<td>Proposed CIP Code (if known):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief program description (provide a catalog description for undergraduate and graduate certificates):</td>
<td>Special Education for School Counselors Certificate</td>
<td></td>
</tr>
</tbody>
</table>

The Special Education for School Counselors Certificate (SESC) offered by the Department of Educational Psychology is designed to provide graduate students enrolled in the School Counseling program with the proficiency to work with children and families with disabilities. The SESC program requires 15 credit hours in designated courses. Students must earn a grade of “C” or better in each course used to meet the requirements. Students who pursue the SESC must complete all requirements prior to graduation.

Minimum program semester credit hours (SCH)  
Certificates - 12 hours*  
Bachelors - 120 hours  
Masters - 30 hours

| Proposed program hours: | 15 |

*12 hours minimum to appear on transcript

**Off-Campus or Distance Delivery**

<table>
<thead>
<tr>
<th>% of Program a student can take off-campus or through Distance Education</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 25%</td>
<td></td>
<td>Notification Only</td>
<td></td>
</tr>
<tr>
<td>□ 50%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
<tr>
<td>□ 80%</td>
<td></td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
<tr>
<td>□ 100%</td>
<td>September 1, 2013</td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
</tr>
</tbody>
</table>

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.**

**Program Delivery Mode**

<table>
<thead>
<tr>
<th>Location</th>
<th></th>
</tr>
</thead>
</table>

- [x] Distance Education / Internet In-State [x] Out-of-State [ ] Start Date September 1, 2013
- [ ] Out-of-Country Will this program be offered with another institution? Yes [ ] No [ ]
  If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

***Is this an approved SACS location? Yes [x] No [ ] If no, a program prospectus must be sent to SACS, Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

**Program Funding**

Has program funding been finalized at the department or college level? Yes [x] No [ ]

If no, explain or attach budget:

Will new costs for the first five years of the program be under $2 million? Yes [x] No [ ]

If new costs exceed $2 million, coordinating board approval is required.

Page 1 01/11/2012
Submitted by (Contact Person):
Linda Castillo
Name
Professor
Title
lcastillo@tamu.edu
Email
845-0891
Phone

Certification Statement
By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair
Victor Wilson
Typed or Printed Name
Chair, College Review Committee
Date
Dean of College
Date
Chair, University Curriculum Committee or Graduate Council
Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)
Typed or Printed Name
Chair, College Review Committee
Date
Dean of College
Date
Chair, University Curriculum Committee or Graduate Council
Date

Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Certificate Programs, Bachelor’s and Master’s Degrees

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document *Standards for Bachelor’s and Master’s Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval; and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. **Institution**: Texas A&M University

2. **Program Name** – Show how the program would appear on the Coordinating Board’s program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

   Special Education for School Counselors Certificate

3. **Proposed CIP Code**: 13.1101.00

4. **Brief Program Description** – Describe the program and the educational objectives:

   The Special Education for School Counselors Certificate (SESC) offered by the Department of Educational Psychology is designed to provide graduate students enrolled in the School Counseling program with the proficiency to work with children and families with disabilities. The SESC program requires 15 credit hours in designated courses. Students must earn a grade of “C” or better in each course used to meet the requirements. Students who pursue the SESC must complete all requirements prior to graduation.

   Number of Semester Credit Hours Required: 15

5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

   Department of Educational Psychology

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program:

   Fall Semester of Academic Year 2013

7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program:

   Name: Linda Castillo
   Title: Professor
   E-mail: lcastillo@tamu.edu
   Phone: 845-0891

Updated 06.07.2010
Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. Not applicable; preliminary approval was not granted more than four years ago.

B. Student Demand – Provide short- and long-term evidence of demand for the program. Not applicable; preliminary approval was not granted more than four years ago.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (include majors only and consider attrition and graduation.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>FTSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Quality

A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>15</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>0</td>
</tr>
<tr>
<td>Free Electives</td>
<td>0</td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work) (if not included above)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
</tr>
</tbody>
</table>
B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 601</td>
<td>Special Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 628</td>
<td>Consultation in SPED</td>
<td>3</td>
</tr>
<tr>
<td>SEFB 618</td>
<td>Applied Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 610</td>
<td>Special Education and the Family</td>
<td>3</td>
</tr>
<tr>
<td>SPED 632</td>
<td>Transition from School to Work</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL SCH</td>
<td>15</td>
</tr>
</tbody>
</table>

*Updated 06.07.2010*
C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Robertson, David Asst. Professor</td>
<td>PhD in Molecular Genetics&lt;br&gt;Univ. of Texas at Dallas</td>
<td>MG200, MG285&lt;br&gt;MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>Constance (Connie) Fournier, Clinical Professor</td>
<td>Ph.D. in Educational Psychology, University of Texas at Austin</td>
<td>SPED 601, SPED 628, coordinating committee</td>
<td>30%</td>
</tr>
<tr>
<td><em>Linda Castillo, Professor</em></td>
<td>Ph.D. in Educational Psychology, University of Utah</td>
<td>Coordinator</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mack D. Burk, Associate Professor</td>
<td>Ph.D. in Special Education, University of Oregon</td>
<td>SEFB 618</td>
<td>10%</td>
</tr>
<tr>
<td>Amy N. Sharp, Visiting Assistant Professor and Director of TAMU Family Support Network</td>
<td>Ph.D. in Special Education, Texas A&amp;M University</td>
<td>SPED 610</td>
<td>10%</td>
</tr>
<tr>
<td>Dalun Zhang, Professor</td>
<td>Ph.D. in Special Education, University of New Orleans</td>
<td>SPED 632</td>
<td>10%</td>
</tr>
<tr>
<td>Patricia Lynch, Clinical Professor</td>
<td>Ph.D. in Vocational Education, Texas A&amp;M University</td>
<td>Coordinating Committee</td>
<td>20%</td>
</tr>
</tbody>
</table>
D. **Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Students enrolled in the TAMU school counseling program will be recruited for the option of taking this certificate program. An incentive to enrolling for the certificate program is that two of the courses in this certificate program are already required for their degree plan. Further, school personnel trained in special education is something that is highly sought after by many school districts. We are also applying for a U.S. Department of Education grant that will provide stipends to students enrolled in the certificate program, thus providing more incentive to enroll.

E. **Library** – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

There will not be any new courses developed, thus the current library holdings are sufficient at TAMU.

F. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No new facilities or equipment will be required.

G. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The counseling psychology program, which will run the certificate program, is accredited by the American Psychological Association.

H. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The effectiveness and quality of the program will be assessed by student passing the Texas Examination of Educator Standards (TExES) School Counselor exam. This test is required in order for an individual to be certified as a school counselor in the state of Texas. The test consists of measuring competencies in working with diverse students including special education students.
III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel(^1)</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Library, Supplies,</td>
<td>$0</td>
</tr>
<tr>
<td>and Materials</td>
<td></td>
</tr>
<tr>
<td>Other(^2)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$0</td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included.
Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   ___________________________  ___________________________
   Chief Executive Officer        Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   ___________________________  ___________________________
   Board of Regents (Designee)    Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

   ___________________________  ___________________________
   Board of Regents (Designee)    Date