1. Approval of February 2013 Minutes

2. Discussion Items:
   a. Election of Vice Chair
   b. DVM Curricular Item Review (Matthew's Note attached)

3. New Course Requests:
   a. BICH 667 Molecular Probes
   b. BUSH 600 Bush School Graduate Study Abroad
   c. INTA 601 Leadership in International Affairs: institutions, Organizations and People
   d. INTA 632 Advanced Economic Development
   e. INTA 633 Political Consequences of Development
   f. INTA 634 Politics and Development Policies
   g. INTA 645 Women and Nations
   h. INTA 646 Foreign Policy Analysis
   i. INTA 647 State Building and State Failure in the Developing World
   j. INTA 648 Contemporary Civil Wars
   k. INTA 672 East Asian Security
   l. INTA 673 Chinese Domestic Politics in Transition
   m. INTA 674 US Foreign Policy in the Persian Gulf
   n. INTA 675 Religion and Politics in Iran
   o. INTA 676 International Politics of the Middle East
   p. INTA 687 Domestic Intelligence Operations: Legalities, Policies, and Procedures
   q. ISEN 650 Healthcare Delivery Systems Modeling and Analysis
   r. ISYS 645 IT Security Controls
   s. ISYS 655 Security Management and Compliance
   t. PSAA 613 Immigration and Education Policy
   u. SCMT 685 Directed Studies
   v. SCMT 689 Special Topics in…
   w. WFSC 605 Community Ecology
   x. WFSC 649 Principles of Fisheries Management

4. Course Change Requests:
   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:
   a. Mays Business School: Request for Change in Course Prefix Designations in the Department of Information and Operations Management
Minutes
In attendance: Mark Zoran, Dick Haney, Scott Miller, Mark Burris, Dennis Jansen, Patricia Hurley, Sara Khalifa, Leslie Feigenbaum, Kimberly Vannest, Sam Kirkpatrick, Nicole Kinslow, Julie Wilson, Jane Welsh, Dave Reed, Kevin Heinz, Jana Corley.

1. **Approval of December 2012 and January 2013 Minutes**  
The December 2012 and January 2013 minutes were approved.

2. **Discussion Items:**  
   a. **English Language Proficiency task force and TA training task force.** Two task forces have been created by Dr. Butler-Purry. Dr. Zoran is chairing the English Language Proficiency task force. This is the third task force to look at this issue in about 15 years. Their first meeting will take place next week. Dr. Miller is chairing the TA Training task force. They will look at current policies and at the types of voluntary and mandatory training.
   b. **Veterinary Professional Program reviews.** Currently matters relating to the Veterinary Professional Program go through UCC. The Provost is looking at this to see if UCC is the appropriate body to be reviewing Professional Program requests. Other options include shifting to Graduate Council or perhaps creating a Professional Program Council. As the merger with the HSC nears, and with the possibility of adding a law school, more questions regarding this issue are arising. The Provost will make the final decision.
   c. **Signature Recommendations for Theses and Dissertations.** A new approval form has been created based upon the recommendation of GC. The new form allows for one dissent. The names of all committee members will be listed on the cover page, but the words “Approved by” have been removed.
   d. **Academic Calendar.** Dr Cunningham is the GC representative on the committee that is looking at the academic calendar. There is a proposal to allow students to have a Thanksgiving break which would cancel classes the entire week of Thanksgiving. The options presented would result in finals and reading days being rescheduled. Discussion followed relating to the impact on graduate students, and Graduate Council recommends making no changes to the academic calendar in regards to the week of Thanksgiving. Any additional input should be sent to Dr. Cunningham.

3. **New Course Requests:**  
The following new course requests were approved by the Graduate Council with friendly amendments:
   a. ASTR 601 Extragalactic Astronomy
   b. ASTR 602 Astronomical Observing Techniques and Instrumentation
   c. ASTR 603 Stellar Astrophysics
   d. ASTR 604 Cosmology
   e. ASTR 605 Galactic Astronomy
   f. ASTR 606 Radiative Transfer
   g. ECMT 674 Economic Forecasting
   h. EDTC 641 Educational Game Design
   i. PHYS 641 Extragalactic Astronomy
   j. PHYS 642 Astronomical Observing Techniques and Instrumentation
   k. PHYS 643 Stellar Astrophysics
   l. PHYS 644 Cosmology
4. **Course Change Requests:**
The following course change requests were approved by the Graduate Council:

a. PHYS 606 Quantum Mechanics  
b. PHYS 607 Statistical Mechanics  
c. PHYS 611 Electromagnetic Theory  
d. PHYS 615 Methods of Theoretical Physics I  
e. PHYS 619 Modern Computational Physics  
f. PHYS 624 Quantum Mechanics  
g. VLCS 622 Equine Disease and Epidemiology

5. **Special Consideration Items:**
The following special consideration item was approved by the Graduate Council:

a. Liberal Arts: Request for name change from Master of Arts in Modern & Classical languages with an emphasis in Spanish to a Master of Arts in Hispanic Studies.
Discussion Items
Dear Eleanor,

In the process of proofreading catalog copy this year, the question came up about why DVM curricular items (courses or other proposals) are routed through the Undergraduate Curriculum Committee (UCC) rather than Graduate Council (GC). The UCC was formerly the “University” curriculum committee, which may have something to do with this history.

With the shift of the UCC to be explicitly undergraduate, we have decided that DVM curricular proposals will be routed through the Graduate Council effective FY 14 (beginning September 1, 2013). We will work to help ensure that committee members are sufficiently informed about any special considerations affecting this and other professional programs. You already have a representative on that committee, of course. Items for the undergraduate BIMS curricula will continue to route through the UCC, as is appropriate.

Please let me know if you have questions.

Pam

Pamela R. Matthews  
Vice Provost for Academic Affairs  
Professor of English  
Texas A&M University

Ninth Floor, Rudder Tower | 1248 TAMU  
College Station, TX 77843  
1248 | USA  
Tel: 1 979.845.4016 | Fax: +1 979.845.6994  
matthews@tamu.edu | provost.tamu.edu

Aggies Commit  
to learning for a lifetime
New Courses
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 Biochemistry and Biophysics

2. Course prefix, number and complete title of course: BICH 667 Molecular Probes

3. Catalog course description (not to exceed 50 words):  
The function of biomolecules in the context of living cells (in cellulo as opposed to in vitro); chemical tools and analytical techniques; application in the investigation of cellular processes; identification of biological problems and design

<table>
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<tr>
<th>Graduate classification</th>
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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)  
   M.S., Ph.D.

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)  
---|---|---  
BICH | 667 | MOLECULAR PROBES

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<td>6</td>
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Approval recommended by:  
Gregory D. Reinhardt  
Department Head or Program Chair (Type Name & Sign)  
Date  
David W. Reed  
Chair, College Review Committee  
Date  

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

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

Chair, GC or UCC  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services – 3/10
Course title and number: Molecular Probes BICH 667 (new course)
Term: SPRING
Meeting times and location: Tuesdays 9:00-10:00 am, room 403 BioBio building

Course Description and Prerequisites
Molecular probes is a graduate level, 1 credit course covering the strategies available to study the function of biomolecules in the context of living organisms (in vivo as opposed to in vitro). We will start by reviewing specific examples of chemical tools and analytical techniques that have been developed to interrogate protein function in vivo. We will discuss their application in the investigation of important cellular processes. We will then identify challenging biological problems and design, based on what we will have learned, new probes which could provide novel biological insights.

Prerequisite: Graduate classification

Learning Outcomes or Course Objectives
Upon completion of the course, students will be able to design probes that can report on the intracellular activity of biological molecules. To show mastery of the course materials, students will give a mid-term homework assignment and a final exam. In addition, students are expected to participate in a probe design project along with their classmates.

Instructor Information
Name: JEAN-PHILIPPE PELLOIS
Telephone number: 979 845 0101
Email address: pellois@tamu.edu
Office hours: Thursdays, 10:00-11:00 am or by appointment
Office location:

Textbook and/or Resource Material
There is no textbook associated with this class. All reading material will be provided in class. We will review the current literature.

Grading Policies
Grading will be determined by performance on a take-home problem set midway through the course, participation and contribution to a probe design project, and an in-class exam at the end of the course.
mid-term problem set 100
participation and probe design project 200
final exam 200
TOTAL POINTS = 500
Letter grades will be assigned as follows: A (500-450 points), B (449-400 points), C (399-350 points), D (349-301 points), F (300-0 points).
Attendance at all lectures and exams is mandatory unless the student's absence is for a University excused absence (Student rule 7: http://student-rules.tamu.edu/rule07) (e.g. doctor-verified illness, University-sponsored activity). Absence for any reason other than illness must be approved at least two days in advance. Unexcused absences will result in a grade of zero. Make-up exams will be offered for those with an excused absence, but the format of a make-up exam will not necessarily be the same as
that of the exam given to the entire class.

Student rule 7:  http://stuent-rules.tamu.edu/rule07

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to probing protein function in cellulo</td>
<td>In class notes</td>
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<tr>
<td>2</td>
<td>Fluorescence and microscopy</td>
<td>In class notes</td>
</tr>
<tr>
<td>3</td>
<td>Fluorescent proteins and protein tags</td>
<td>In class notes</td>
</tr>
<tr>
<td>4</td>
<td>Genetic manipulations</td>
<td>In class notes</td>
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<tr>
<td>5</td>
<td>Cellular targeting and transfection</td>
<td>In class notes</td>
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<tr>
<td>6</td>
<td>Quantitative analysis</td>
<td>In class notes</td>
</tr>
<tr>
<td>7</td>
<td>Protein chemistry and chemical reporters</td>
<td>In class notes</td>
</tr>
<tr>
<td>8</td>
<td>Literature review: protein protein binding</td>
<td>To be determined</td>
</tr>
<tr>
<td>9</td>
<td>Literature review: protein trafficking</td>
<td>To be determined</td>
</tr>
<tr>
<td>10</td>
<td>Literature review: protein activity</td>
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<tr>
<td>11</td>
<td>Literature review: in vivo studies</td>
<td>To be determined</td>
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<tr>
<td>12</td>
<td>Novel probe design discussion</td>
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<tr>
<td>13</td>
<td>Novel probe design discussion</td>
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<tr>
<td>14</td>
<td>Final exam</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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

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

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

1. Request submitted by (Department or Program Name): The Bush School

2. Course prefix, number and complete title of course: BUSH 600...2 Bush School Graduate Study Abroad

3. Catalog course description (not to exceed 50 words):  
For students in approved study abroad and reciprocal educational exchange programs

4. Graduate classification in the Bush School; approval of director

5. Prerequisite(s):  
Cross-listed with:  
Stacked with:  
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes ☐ No  
If yes, from ___ to ___

7. 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

8. This course will be:  

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

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

All graduate degree programs in The Bush School

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

<table>
<thead>
<tr>
<th>Prefix</th>
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<td>BUSH GRAD STUDY ABROAD</td>
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</table>

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services  
Date  
Effective Date

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

The purpose of this form is to open courses for registration on a faculty-led study-abroad program.

<table>
<thead>
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<th>Term or Intercession</th>
<th>Year</th>
<th>Department of</th>
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<tr>
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<tr>
<td>Credit Hours:</td>
<td>1-12</td>
</tr>
<tr>
<td>Enrollment Limit:</td>
<td>0</td>
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<td>Grade Type:</td>
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**If Variable-Credit:**

- How many hours were proposed and approved? |
- Will students be allowed to register for varying credit limits? **Yes**

**Instructor:** Charles F. Hermann

**Instructor UIN #:** 701003560

**Will instruction of this course be shared?** | Yes | No | If yes, please provide: |

**Additional Instructor:**

**UIN #:**

**Country or foreign location(s) of study abroad program:** China, South Korea, Germany, India

**Program dates overseas:** Variable

**Is this course cross-listed?** | Yes | No |
| If yes, Course Prefix and Number: | |

**If this is a Special Topics course, has it been taught outside the U.S. before?** | Yes | No |

**If Yes, how many times?**

**And where?**

**NOTE: The standard Special Topics form will need to be submitted by the department.**

**Should this course be considered for approval within any category of the University Core Curriculum?** | Yes | No |

**If Yes, see below.**

**Additional comments (prerequisites, satisfactory/unsatisfactory, stacked, etc.):**

**Graduate classification in the Bush School; approval of director:**

**To be included in the Core Curriculum, a separate departmental request and a request for Addition to the Core Curriculum form must be submitted to the Core Curriculum Council for each semester or summer term that a special topics course is to be taught (before August 1 for spring offerings). An approved copy of the form will be sent to the Department and the Office of the Registrar by the Faculty Senate.**

**I certify that I have obtained prior approval through the Study Abroad Program through the Study Abroad Program Policy Committee (SAPPC) for the following course(s) to be taught outside the U.S.**

**For Authorized Use Only:**

An approved copy has been sent to the Registration Office by the Core Curriculum Council/Faculty Senate.

**Date:**

**Signature:**

**For Authorized Use Only:**

Study Abroad Programs Office

**Sign:**

**Date:**

THECB Approved:
BUSH 600 Bush School Graduate Study Abroad  
Fall, Spring and Summer  
Location: TBD each term

Course Description and Prerequisites:  
Approved study abroad student participation; reciprocal education exchange programs. Reciprocal exchange participants will attend classes at a host partnership institution for a full semester or a 10-week summer session, maintaining sufficient credits for full-time status. Prerequisite: Admission to an approved program

Course Learning Outcomes:  
1. The course will provide a systematic way for capturing data on graduate students studying abroad.  
2. Students will gain an international perspective in their major through learning at a partner institution.  
3. Students will learn how to adapt and function in a new culture allowing them to be more comfortable and self-confident when meeting persons (clients and/or colleagues) from other cultures when they enter their chosen professions.  
4. Student will extend networking in their field of study beyond their home country.  
5. Study abroad will increase the student’s attractiveness as a potential employee.

Instructors: TBD

Required Course Materials: To be determined by the lead faculty for each study abroad; reciprocal exchange student materials will be determined by courses taken at the host institution.

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

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/academconduct.htm](http://www.tamu.edu/aggiehonor/academconduct.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](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 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

4. Prerequisite(s): 
   
   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)  
   
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</table>

   Approval recommended by: 

   [Signature]

   [Name]

   Department Head or Program Chair (Type Name & Signs)  
   Date  
   7/25/18

   Chair, College Review Committee  
   [Signature]  
   Date  
   7/25/18

   Dean of College  
   Andrew C. Card, Jr.  
   Date  
   [Signature]  
   7/25/18

   Chair, GC or UCC  
   Date  
   [Signature]  
   7/25/18

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

   [Signature]  
   Date  
   [Name]

   Associate Director, Curricular Services  
   Date  
   [Signature]  
   Effective Date  
   [Signature]

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

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.


• Karabell, Zachary and Philip Zelikow. 1994. “Prelude to War: US Policy Toward Iraq 1988-1990.” Harvard University, John F. Kennedy School of Government. Case C16-94-1245.0. [In seminar handout will be provided.]


• 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:
Texas A&M University Libraries Course Reserves for INTA 601
[Hereafter, Course Reserves]
https://library-reserves.tamu.edu/aries/aries.dll?SessionID=L110444174U&Action=10&Form=60&Value=3373

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.]

Seminar 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:
Inc.

Publications.

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

Seminar Readings:
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:

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 (PSLP). 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

4. Prerequisite(s):
   n/a

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)

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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. Cassady  
Dean of College  Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

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](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 were 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):
Explains 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

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)

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Approval recommended by:

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

Samuel F. Frisbie
Chair, College Review Committee Date 8/23/13

Andrew H. Carol Jr.
Dean of College Date 8/23/13

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 633: The Political Consequences of Development

Instructor: Xiaobo Lu
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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| 20     | **Weekly Memos (1-2 Page)**  
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. |
| 15     | **Weekly Reading Presentation**  
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 (*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?*). 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. |
| 50     | **Class Project**  
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 economy 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. 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.
Honor Code:

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

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

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 Objectives: 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 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 | 634 | POLITICS & DEVELOPMENT POLICIES
---|---|---
Lect. | Lab | SCH | CMP and Fund Code | Admin. Unit | Acad. Year | HIC Code
0 | 3 | 0 | 0 | 0 | 2 | 4 | 5 | 0 | 6 | 0 | 4 | 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  
Chair, College Review Committee  
Samuel  
Date  
Chair, GC or UCC  
Date

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

Submitted to Coordinating Board by:  
Date  
Effective Date

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

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- 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:
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: Bolivia’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


*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: Boliva’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: 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 645 WOMEN & NATIONS

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</tbody>
</table>

   Approval recommended by:
   Charles F. Herman
   Type Name & Sign
   Date

   Chair, College Review Committee
   Samuel J. Waddick
   Date

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

   Dean of College
   Andew H. Bredth, 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 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. 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.

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; Microlending, 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.

FINALE 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 identify) in order to enhance understanding of why certain policies emerge and prevail.

4. Prerequisite(s):

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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):

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<th>INTA</th>
<th>646</th>
<th>FOREIGN POLICY ANALYSIS</th>
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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:
Associate Director, Curricular Services 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:

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<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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<td>90%-100%</td>
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<td>70%-79%</td>
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<tr>
<td>60%-69%</td>
<td>D</td>
<td>Poor work, little understanding of concept</td>
</tr>
<tr>
<td>0%-59%</td>
<td>F</td>
<td>Lack of work, no understanding of concept</td>
</tr>
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</table>

**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:

http://www.usnwc.edu/NavalWarCollegeReviewArchives/1990s/1997%20Autumn%20pdf (I will also put a scan on Blackboard)

Mintz, Alex and Karl De Rouen, Jr., 2010. “”Types of Decisions and Levels of Analysis in Foreign Policy Decision Making,” Chapter 2 in their book Understanding Foreign Policy Decision Making, Cambridge: Cambridge University Press, 15-37


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:


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

**Readings:**

**In your texts:**

Post book

**On Blackboard and Online:**


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**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

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

**Readings in your texts:**

Allison and Zellikow, Chapters 3-7

**Readings on Blackboard and online:**


Operation Desert Storm, NOT Operation Iraqi Freedom

**RECOMMENDED READINGS FOR PART III**


Hermann Charles F., Janice Gross Stein, Bengt Sundelius and Stephen G. Walker, "Resolve, Accept, or Avoid: Effects of Group Conflict on Foreign Policy Decisions" International Studies Review Vol. 3 No. 2 (Summer 2001): pp 133-168 (Also used in Pt7)


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: Belarussian 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


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)
Something on democratic peace theory?

RECOMMENDED READINGS FOR PART VI
Choucri, Nazli, and Robert North (1975) "Lateral Pressure" in International Relations: Concept and Theory.


East, M., "The International System Perspective and Foreign Policy"

Licklider, Roy (circa 1995) "The Effect of the International System on Foreign Policy of Individual States," unpublished manuscript


**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)

Lots of chapters in Yetiv


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/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.
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
   IntA 647 State Building and State Failure in the Developing World

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?   ☑ 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 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)  | Lect. | Lab | SCH | CP and Fund Code | Admin. Unit | Acad. Year | EICL Code | Approval recommended by:
   --- | --- | --- | --- | --- | --- | --- | --- | --- | Charles F. Herrmann  
   (Department head or program chair)  
   Chair, College Review Committee  
   Date  
   Dean of College  
   Date  
   Chair, GC or UCC  
   Date  

Submitted to Coordinating Board by:

Associate Director, Curricular Services
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:

  RAND. Chapters 1-5.

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**


**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
   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 648 CONTEMPORARY CIVIL WARS
   Lect. Lab SCH CIP and Fund Code
   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. Herman
   Department Head or Program Chair (Type Name & Sign) Date 2/25/13
   Chair, College Review Committee
   Date
   Department Head or Program Chair (Type Name & Sign) Date 2/25/13
   (if cross-listed course)
   Dean of College
   Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

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

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<td>0%-59%</td>
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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/academischic.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.


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?


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?


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

• Mao, Tse-Tung. 1961. On guerrilla warfare. Selections (to be provided).

**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?


• Rothchild, Donald and Philip Roeder. 2005. “Power Sharing as an Impediment to Peace and Democracy.” In Sustainable Peace. Chapter 2. Also skim through a few of the case studies in Chapters 9-12.

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 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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   INTA 672 EAST ASIAN SECURITY

   Lect. Lab SCH CP and Field Code Admin. Unit Acad. Year EOE Code
   0 3 0 0 0 3 0 5 0 1 0 4 0 0 0 1 3 6 4 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Charles P. Hermann 9/25/13

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

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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/acadmisconduct.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):

- Alice Miller and Richard Wich, Becoming Asia: Change and Continuity in Asian International Relations Since World War II (Palo Alto: Stanford University Press 2011)

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**
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 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
   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  Course #  Title (excluding punctuation)
   INTA 673  CHINESE DOM POL TRANS

   Lect.  Lab  SHH   CIP and Fund Code
   0 3 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. Hermann
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee
   Date

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


Snow, Edgar, Red Star Over China (1968 edition is best); pp. 19-30.

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


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
Poliburo 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


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

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 | Course # | Title (excluding punctuation)
---|---|---
INTA | 674 | US Foreign Policy in the Persian Gulf

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Approval recommended by:

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

Chair, College Review Committee
Samuel W. Crockett
Date

Dean of College
Andrew H. Card, Jr.
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
INTA 674 U.S. Foreign Policy in the Persian Gulf
The Bush School of Government and Public Service

Instructor: Mohammad Ayatollahi Tabaar
Email: mtbaaar@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>
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<td>Response Papers (2)</td>
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<td>Presentation</td>
<td>TBD</td>
<td>10%</td>
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<tr>
<td>Group Projects (2)</td>
<td>TBD</td>
<td>Each 20%</td>
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<tr>
<td>Final Paper*</td>
<td>TBD</td>
<td>30%</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:**


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

**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.

**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


http://www.brookings.edu~/~/media/research/files/papers/2012/6/middle%20east%20pollack/middle%20east%20pollack.

**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):
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)

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

Chair, College Review Committee Date

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

Dean of College Andrew H. Card, Jr. Date

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 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 ascendancy 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.

**Course Grade:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Weight</th>
</tr>
</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>Book Review</td>
<td>TBD</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper*</td>
<td>TBD</td>
<td>40%</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

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).

**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](http://disability.tamu.edu).

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.


Tabaar, Mohammad Ayatollahi. "The Mosque and Media Politics."


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


**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):
   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 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  676  INTERNATIONAL POLITICS OF THE MIDDLE EAST

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP 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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, College Review Committee

Dean of College

Chair, GC or UCC

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>
</tr>
<tr>
<td></td>
<td>By Wednesday, November 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>By Monday, December 3</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Final Paper</td>
<td>Friday, December 7</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Topics due by October 11.*

**Grading Scale**

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<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
<td>Extraordinary, excellent work and mastery of concept</td>
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<tr>
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<td>F</td>
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</tr>
</tbody>
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**Required Textbooks:**


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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: 1-64.

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.

**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 2\textsuperscript{nd} & 4\textsuperscript{th}) - “The Arab Spring”: Egypt and Tunisia

Tuesday, October 2\textsuperscript{nd}:


*The Middle East*: 387-410.


*The Middle East*: 437-459.


Thursday, October 4\textsuperscript{th}:


Week Seven (October 9\textsuperscript{th} & 11\textsuperscript{th}) - Interventionism: Libya and Syria

Tuesday, October 9\textsuperscript{th}:

*The Middle East*: 551-575.

*The Middle East*: 675-701.

Additional readings to be determined.

Thursday, October 11\textsuperscript{th}:


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 22nd (Thanksgiving)

Tuesday, November 27th:


Additional readings to be determined.

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

Thursday, November 29th and Tuesday, December 4th

Readings to be determined.

**RESPONSE PAPER #3 IS DUE BY MONDAY, DECEMBER 3**

**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: Legalities, 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 programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   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

   Lect. Lab SCH CHP and Fund Code
   0 3 0 0 3 4 5 0 9 0 2 0 0 0 1 3 6 4 1 3 0 0 3 6 3 2

   Approval recommended by:

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

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Chair, College Review Committee Date
   Samuel J. H. Eard, Jr.

   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 687 Domestic Intelligence Operations: Legalities, Policies and Procedures

SYLLABUS

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Posting of Weekly Discussion Questions</td>
<td>30%</td>
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<tr>
<td>Weekly Response to Peers' Discussion Questions</td>
<td>10%</td>
</tr>
<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%
<table>
<thead>
<tr>
<th>Research Paper</th>
<th>40%</th>
<th>F= 59% and lower</th>
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<td>Total</td>
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</tbody>
</table>

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/APSAManual2006.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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
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<td>DQ2 Posting</td>
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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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</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>
<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>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/News/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>
<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>
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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>
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</tbody>
</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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<td>DQ 1 Posting</td>
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<tr>
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<tr>
<td>DQ2 Posting</td>
<td>Day 5</td>
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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 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>
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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>
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<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
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**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>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<td>Respond to at least two of your peers’ DQ1 postings</td>
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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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</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.

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<tr>
<td>DQ 1 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
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<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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<tr>
<th>Assignments</th>
<th>Due Date</th>
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<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.*

Form Instructions
1. Request submitted by (Department or Program Name): Industrial and Systems Engineering

2. Course prefix, number and complete title of course: ISEN 650 Healthcare Delivery Systems Modeling and Analysis

3. Catalog course description (not to exceed 50 words): Challenges in modeling and analysis of healthcare systems; deterministic and stochastic approaches to model and analyze healthcare systems; existing and emerging policies in healthcare and effects on healthcare system models.

4. Prerequisite(s): ISEN 620, ISEN 609, or approval of instructor

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)

M.Eng., M.S., Ph.D. in Industrial Engineering or related fields.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CP &amp; Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
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<td>2 1 5 0 1 0 0</td>
<td>6 1 6 2 1 4</td>
<td>- 1 5 0 3</td>
<td>6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Cesar O. Malave
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course title and number  ISEN 650 Healthcare Delivery Systems Modeling and Analysis
Term (e.g., Fall 200X)  Fall 2014
Meeting times and location  TBD

Course Description and Prerequisites
Examine challenges of modeling and analysis of healthcare systems. Analyze components of healthcare system, and examine the need for application of OR and IE tools to model and analyze healthcare systems. Apply deterministic and stochastic approaches to model and analyze healthcare systems. Study existing and emerging policies in healthcare and their effects on healthcare system models.

Prerequisites: ISEN 620, ISEN 609, or approval of instructor.

Learning Outcomes or Course Objectives
Learning Outcomes: Students should be able to 1. model, solve and analyze healthcare system problems using quantitative tools; 2. explain the complex interactions that exist in healthcare systems; and 3. describe the complexities that exist in the privacy, security and other policies in healthcare, and explain their effect on healthcare system models.

Instructor Information
Name  Amarnath Banerjee
Telephone number  979-458-2341
Email address  banerjee@tamu.edu
Office hours  TBA
Office location  4041 ETB

Textbook and/or Resource Material
None; reference and study material to be compiled and provided online

Grading Policies
- Classroom Participation: 10%
- Assignment: 25%,
- Midterm: 20%,
- Final: 20%,
- Class Project: 25%

Project paper and presentation will be graded based on the depth of review and understanding of the selected topical area, innovativeness and correctness of the model(s) developed, and the quality of the report and class presentation.

Grades will be calculated on the basis of total points earned. The points can be curved based on class average and may lower the following standard (out of a total of 100 points): A: 90-100, B: 80 - 89, C: 70 - 79, D: 60 - 69, F: < 60.
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to health care delivery systems, Industrial and Systems engineering in health care</td>
<td>Building a Better Delivery System: A New Engineering/Health Care Partnership (chapters 1-4)</td>
</tr>
<tr>
<td>2</td>
<td>Linear programming models in healthcare delivery systems and analysis</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>3</td>
<td>Linear and nonlinear programming models in healthcare delivery systems and analysis, DEA in healthcare delivery system performance comparison</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>4</td>
<td>Simulation in healthcare delivery system modeling and analysis, introduction to case study</td>
<td>Instructor Course notes and case study material to be provided</td>
</tr>
<tr>
<td>5</td>
<td>Case Study 1 – use of simulation to model and analyze a healthcare delivery system</td>
<td>Case study material to be provided</td>
</tr>
<tr>
<td>6</td>
<td>Heuristic tools to model and analyze healthcare delivery systems</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>7</td>
<td>Midterm Exam, Introduction to stochastic models in healthcare delivery systems</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>8</td>
<td>Stochastic models in healthcare delivery systems – Markov Chains</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>9</td>
<td>Case Study 2 – use of LP, heuristic models in analyzing a healthcare delivery system</td>
<td>Case study material to be provided</td>
</tr>
<tr>
<td>10</td>
<td>Stochastic programming models in healthcare delivery systems, system modeling tools</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>11</td>
<td>System modeling tools – IDEF, Axiomatic Design</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>12</td>
<td>Policy Issues, emerging concepts, challenges in modeling and analysis</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>13</td>
<td>Connectivity – HIT/HIE connectivity examples in different states</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>14</td>
<td>Project presentations</td>
<td></td>
</tr>
</tbody>
</table>

## Other Pertinent Course Information

If a test is missed, you must have a university excused absence. Make up-exams will be given in accordance with University Rules (see Rule 7 at http://student-rules.tamu.edu).

## 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

**Academic Integrity**

All students are expected to follow the Aggie Honor Code:

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

For additional information on the Honor Council Rules and Procedures, please visit: http://aggiehonor.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 Information and Operations Management

2. Course prefix, number and complete title of course: ISYS 645. IT Security Controls

3. Catalog course description (not to exceed 50 words): Familiarization with planning, design, and implementation of controls to minimize risks to business information; focus on the importance of managing business information security; introduction to the tools/concepts/theories to safeguard an organization’s information systems and IT assets; understanding of cryptography and application, operations, and physical security.

4. Prerequisite(s): ISYS 635

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 in Management Information Systems (MISy)

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)  
   ISYS 645 IT SECURITY CONTROLS  
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year ECL Code  
   0 3 0 0 0 3 1 1 0 0 0 0 6 1 6 3 4 1 5 0 0 3 6 3 2

   Approval recommended by: Rich Metters  
   Department Head or Program Chair (Type Name & Sign) Date  

   Mary Lea McAnally  
   Chair, College Review Committee Date

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

   Mary Lea McAnally  
   Dean of College Date

   Mark Zoran  
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:  
   Associate Director, Curricular Services

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

This course is designed to familiarize individuals with planning, design, and implementation of controls to minimize risks to business information. The purpose of this course is to educate a new generation of managers, planners, analysts, and programmers about the importance of managing business information security and introduce them to the tools/concepts/theories that will help them safeguard their organizations' information systems and IT assets. More specifically, the students are expected to have a better understanding of the following aspects of business information security:

1. Cryptography
2. Application Security
3. Operations Security
4. Physical Security

Prerequisite: Students enrolling in this course are expected to have successfully completed ISYS 635.

Learning Outcomes or Course Objectives

After completing the course, students will be able to plan, design, and implement the appropriate physical and technical controls to protect the information systems in an organization.

Instructor Information

Name
Ravi Sen
Telephone number
979-845-0659
Email address
rsen@mays.tamu.edu
Office hours
TBA
Office location
320S Wehner building
Textbook and/or Resource Material

There is no suggested textbook for this course. All course related material will be provided by the instructor or the instructor will inform the students about online resources where the course related material is available. All course materials will also be available at the MSC bookstore.

Grading Policies

The students will be graded on their performance in two exams, case analysis, project work, lab assignments, and class participation. The final grade is based on a 500-point system:

<table>
<thead>
<tr>
<th></th>
<th>Maximum Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam I</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance*</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

455+ = A
405-454 = B
355-404 = C
305-354 = D
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Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cryptography</td>
<td>Cryptography components and their relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symmetric and asymmetric key algorithms</td>
</tr>
<tr>
<td>2</td>
<td>Cryptography</td>
<td>PKI concepts and mechanisms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hashing algorithms and uses</td>
</tr>
<tr>
<td>3</td>
<td>Cryptography</td>
<td>Types of attacks on cryptosystems</td>
</tr>
<tr>
<td>4</td>
<td>Cryptography</td>
<td>Types of attacks on cryptosystems</td>
</tr>
<tr>
<td>5</td>
<td>Application Security</td>
<td>Software controls and their implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Database concepts and security issues</td>
</tr>
<tr>
<td>6</td>
<td>Application Security</td>
<td>Application attack types</td>
</tr>
<tr>
<td>7</td>
<td>Application Security</td>
<td>Security issues with program development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Security issues with object-oriented programming components</td>
</tr>
<tr>
<td>8</td>
<td>Application Security</td>
<td>Security issues relevant to expert systems and artificial intelligences</td>
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<td></td>
<td>Mid-Term Exam</td>
<td></td>
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</tbody>
</table>

2
<table>
<thead>
<tr>
<th></th>
<th>Operations Security</th>
<th>Administrative management responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Operations Security</td>
<td>Operations department responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Configuration management</td>
</tr>
<tr>
<td>11</td>
<td>Operations Security</td>
<td>Trusted recovery states</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Redundancy and fault tolerance</td>
</tr>
<tr>
<td>12</td>
<td>Operations Security</td>
<td>Threats for operational security</td>
</tr>
<tr>
<td>13</td>
<td>Physical Security</td>
<td>Administrative, physical, and technical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>controls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facility location, construction, management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical security risks, threats, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>countermeasures</td>
</tr>
<tr>
<td>14</td>
<td>Physical Security</td>
<td>Fire prevention, detection, and suppression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intrusion detection systems</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam (Time/Date TBA)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Policies**

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1. Participation in an activity that is required for a class and appears on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days -- student will provide [one or both of these at instructor's discretion] the following within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii.) Confirmation of visit to a health care professional affirming date and time of visit
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

**Academic Integrity:** Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggichonor.tamu.edu/](http://aggichonor.tamu.edu/)

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When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is **recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.**

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.
Americans with Disabilities Act (ADA)

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

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: ISYS 655. Security Management and Compliance

3. Catalog course description (not to exceed 50 words):
Familiarization with managerial and legal aspects of business information security; focus on importance of managing business information security and theories to help safeguard an organization's information systems and IT assets; understanding of Security Architecture and Design, Business Continuity and Disaster Recovery Planning, Laws Investigation and Ethics.

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 programs(s) (e.g., B.A. in history)

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

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>ISYS 6 5 5</th>
<th>SEC</th>
<th>MGMT</th>
<th>&amp; COMPLIANCE</th>
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</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Approval recommended by:
Rich Metters
Department Head or Program Chair (Type Name & Sign) Date 2/14/13

Mary Lea McAnally
Chair, College Review Committee Date 3/18/13

Mary Lea McAnally
Dean of College Date 3/18/13

Mark Zoran
Chair, GC or UCC Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course : ISYS 655 (Security Management and Compliance)
Term : Fall 2014
Meeting Time : TBA
Location of Class : TBA

Course Description and Prerequisites

This course is designed to familiarize individuals with the managerial and legal aspects of business information security. The purpose of this course is to educate a new generation of managers, planners, analysts, and programmers about the importance of managing business information security and introduce them to the theories that will help them safeguard their organizations' information systems and IT assets. More specifically, the students are expected to have a better understanding of the following aspects of business information security:

1. Security Architecture and Design
2. Business Continuity and Disaster Recovery Planning
3. Laws Investigation, and Ethics

Prerequisite: Students enrolling in this course are expected to have successfully completed ISYS 635.

Learning Outcomes or Course Objectives

After completing the course, students will be able to –
1. Plan, design, and implement information security architecture at an organization. [Application]
2. Identify the compliance and legal requirements of the information systems used in an organization. [Knowledge]
3. Develop, and implement disaster recovery and incident response at an organization [Application]

Instructor Information

Name : Ravi Sen
Telephone number : 979-845-0659
Email address : rsen@mays.tamu.edu
Office hours : TBA
Office location : 320S Wehner building
Textbook and/or Resource Material

There is no suggested textbook for this course. All course related material will be provided by the instructor or the instructor will inform the students about online resources where the course related material is available. In addition, the students need to purchase the following case studies and articles.

1. **Boss, I Think Someone Stole Our Customer Data** by Eric McNulty (HBR Case Study, Prod. #: R0709X-PDF-ENG)
2. **iPremier Co. (A)—Denial of Service Attack** by Robert D. Austin, Larry Leibrock, Alan Murray (HBR Case Study, Prod. #: 601114-PDF-ENG)

All case studies are available at the MSC bookstore.

Grading Policies

The students will be graded on their performance in two exams, case analysis, project work, lab assignments, and class participation. The final grade is based on a 500-point system:

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>100</td>
</tr>
<tr>
<td>Case Studies/lab assignments</td>
<td>100</td>
</tr>
<tr>
<td>Exam I</td>
<td>125</td>
</tr>
<tr>
<td>Exam II</td>
<td>125</td>
</tr>
<tr>
<td>Attendance*</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
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</table>

455+ = A  
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Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1    | Security Architecture and Design | Computer hardware architecture  
Operating systems architectures |
<p>| 2    | Security Architecture and Design | Trusted computing base and security mechanisms |
| 3    | Security Architecture and Design | Protection mechanisms within an operating system |
| 4    | Security Architecture and Design | Various security models |</p>
<table>
<thead>
<tr>
<th></th>
<th>Security Architecture and Design</th>
<th>Assurance evaluation criteria and ratings Certification and accreditation process</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Recovery and continuity planning requirements</td>
</tr>
<tr>
<td>7</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Business impact analysis Selecting, developing, and implementing DRP and BCP</td>
</tr>
<tr>
<td>8</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Backups and offsite facilities Types of drills and tests</td>
</tr>
<tr>
<td>9</td>
<td>Laws Investigation, and Ethics</td>
<td>Computer crimes and computer laws</td>
</tr>
<tr>
<td>10</td>
<td>Laws Investigation, and Ethics</td>
<td>Motives and profiles of attackers</td>
</tr>
<tr>
<td>11</td>
<td>Laws Investigation, and Ethics</td>
<td>Various types of evidence</td>
</tr>
<tr>
<td>12</td>
<td>Laws Investigation, and Ethics</td>
<td>Computer crime investigation process and evidence collection</td>
</tr>
<tr>
<td>13</td>
<td>Laws Investigation, and Ethics</td>
<td>Incident handling procedure</td>
</tr>
<tr>
<td>14</td>
<td>Laws Investigation, and Ethics</td>
<td>Ethics pertaining to IS professionals and best practices</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam (Date/Time TBA)</td>
<td></td>
</tr>
</tbody>
</table>

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3) Illness of a dependent family member.
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Request submitted by (Department or Program Name): Bush School of Government and Public Service
2. Course prefix, number and complete title of course: PSAA 613, Immigration and Education Policy
3. Catalog course description (not to exceed 50 words):
Explores contemporary issues and debates in US education policy as it relates to immigrant children and children of immigrants. Examines long-run and current issues that immigrant students face, such as educational assimilation, equity, and access to higher education. Includes readings from the education, economics, and sociology disciplines.

4. Prerequisite(s): Graduate Classification.

Cross-listed with:  Stacked with:

Cross-listed courses require the signature of both department heads.

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  □ No

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

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

   Master of Public Service and Administration Program

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

[Signature] 1/25/13
Department Head or Program Chair (Type Name & Sign)
Date

[Signature] 8/25/13
Chair, College Review Committee
Date

[Signature] 8/25/13
Dean of College
Date

Submitted to Coordinating Board by:

[Signature] 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
PSAA 689: Immigration and Education Policy
Spring 2013 Course Syllabus

Instructor: Dr. Kalena E. Cortes
E-mail: kcortes@bushschool.tamu.edu
Office: 1049 Allen Building
Phone: (979) 458-8030
Office Hours: Mondays 1:30-2:30 p.m. and Tuesdays 4:30-5:30pm.

Class Day, Time, & Location
TBA

Prerequisites: Intermediate microeconomic theory, quantitative methods I and II

COURSE DESCRIPTION

The goal of the course is to create and enhance a capacity for understanding contemporary issues and debates in U.S. education policy as it relates to immigrant children and children of immigrants (i.e., second generation). Long-run and current issues that immigrant students face, such as educational assimilation, equity, and access to higher education, will be examined. Readings from the disciplines of education, economics, and sociology will be incorporated into the curriculum.

The course begins with an overview of historical and current patterns of U.S. immigration. That is, what are some of the unique characteristics of post-1965 New Immigration? How is the process of “assimilation” different for immigrants today compared to their predecessors 100 years ago? The changes introduced in the 1965 Immigration Reform Act are the keys to understanding the unique challenges that immigrant students place on educators and schools administrators today.

Next, students will acquire comprehensive knowledge of the immigrant experience in the context of U.S. education policy, and develop an analytical framework to understand the current issues of immigrant children in U.S. schools. That is, how do immigrants differ from one another based on class, race, gender, generation, and national origin? How do immigrant children adapt to life in host-society schools?

COURSE OBJECTIVES

By the end of the course, students will able to:

- Describe the historical and educational experiences of diverse ethnic immigrant groups in the United States;
- Compare the educational choices and assimilation paths of immigrants and children of immigrants in the context of their respective cultural and socio-economic structures;
- Understand and contribute to the debates on immigration and U.S. education policy;
- Use the theories and statistical tools of the economics of education introduced in class discussions to analyze policy choices and interpret related data; and
- Recognize the strengths and limitations of quantitative research methods in studying immigrant education. How can educational policy toward immigrants be formulated or addressed by quantitative research?

REQUIRED MATERIALS


**OTHER READINGS (TENTATIVE)**


**COURSE REQUIREMENTS AND GRADING**

**Course Requirements:**

Students are required to attend each class, participate and lead discussions, turn in assignments on time, write a research paper, and give a presentation on their paper at the end of the semester. Final grades will be based on the following three components:
Class attendance and participation (25 percent): Your attendance and class participation are essential to your learning and to the learning of the rest of us. Students should read the assigned reading materials, come to class, and tell us what you think. Hence, 25 percent of your course grade will be based on your class attendance and participation. Although I do not expect public speaking, I do hope that you will share your thoughts with the class. There will also be opportunities to earn extra credit by leading class discussions throughout the semester. If you cannot make class, please let me know either by e-mail or phone.

Assignments (30 percent): You are required to submit five one- to two-page reflective questions/comments/objections about the assigned readings. It's up to you to choose the week and topic you want cover. I ask only that you incorporate the readings for that topic and tell us what you think and what questions/comments/objections emerged during your reading. These assignments should be seen as a chance for you to reflect upon your own understanding and interpretation of a particular topic.

Research paper and paper presentation (45 percent): The remainder of your grade will come from my evaluation of your individual 25-30 page (double-spaced) research paper. While students are encouraged to focus their efforts on an area that they find to be of personal interest, the topic should be appropriate for this course. Consultation with the instructor on the selection of a paper topic is welcomed (but please choose something that really interests you and furthers your scholarly or professional goals).

Data Sources:
If students prefer to carry out an empirical paper, you may do so as long as you provide detailed documentation in the appendix of your paper (which does not count toward the 25-30 page requirement). Over the years, I have compiled a list of data sources that collect information on immigrant status and educational outcomes. Below I list these data sources:

- Current Population Survey (CPS): Various years
- Integrated Public Use Microdata Series (IPUMS): Various U.S. Census Years
- Children of Immigrants Longitudinal Study (CILS): Wave 1, 2, and 3
- Los Angeles Family and Neighborhood Survey (L.A.FANS)
- Legalized Population Survey (LPS): Wave 1 and 2
- Fragile Families
- Mexican Migration Project (MMP)
- New Immigrant Survey (NIS)
- Texas Higher Education Opportunity Project (THEOP): Wave 1, 2, and 3

Grading Standards
All grades are weighted on a 4.0 system using the following scale:

- 90-100%: A (4.0) - Extraordinary, excellent work and mastery of concept
- 80-89%: B (3.0) - Good work and solid command of concept
- 70-79%: C (2.0) - Adequate work and sufficient understanding of concept
- 60-69%: D (1.0) - Poor work, little understanding of concept
- Less than 60%: F (0.0) - Lack of work, no understanding of concept
The following standards will be used for discussion and assignment grades based on a 4 point scale.

A (4.0) - Extraordinary, excellent work and mastery of concept: Mastery of the assignment communicated very effectively. There is little room for improvement with respect to the level, scope and depth of material for which the student was expected to be knowledgeable. The presentation's content reflects excellence in research, analysis, and communication in accordance with the highest levels of graduate-level scholarship. Class discussions demonstrate a solid grasp of the specific topic or comment under discussion. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication. The student participates in the class in accordance with all the best practices for learning. All discussions are respectful of others' ideas, opinions, and feelings and assist in clarification of other participants' perspectives. Reflective statements are included that include a theoretical rationale underlying the use of specific strategies or materials.

B (3.0) - Good work and solid command of concept: Manifests a solid understanding of the assignment that is communicated well. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated. No major errors or omissions. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable. Discussions generally demonstrate some comprehension of the specific topic or comment under discussion. Written responses are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication. The student participates in the class in accordance with best practices for learning. Discussions generally are respectful of others' ideas, opinions, and feelings. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.

C (2.0) - Adequate work and sufficient understanding of concept: Somewhat deficient. Although elements of the assignment are correctly presented, some significant elements are missing, poorly interpreted, or involve errors in fact or interpretation. The presentation may be weak or devote attention to matters that are marginal or unrelated to the assignment's subject. There is a 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. Discussions often lack a solid grasp of the specific topic or comment under discussion. Written responses often contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions often do not comply with established best practices for learning and/or often do not adhere to the ground rules of respect, confidentiality, and professionalism. Few reflective statements include the theoretical rationale underlying the use of specific strategies or materials included.

D (1.0) - Poor work, little understanding of concept: 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 content and writing is poor. Discussions lack a solid grasp of the specific topic or comment under discussion. Written responses with rare exceptions contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions generally do not comply with established best practices for learning and/or often do not adhere to the ground rules of respect, confidentiality, and professionalism. There is little, if any, reflective statements including the theoretical rationale underlying the use of specific strategies or materials included.

F (0.0) - Lack of work, no understanding of concept: Virtually all of the response is incorrect or it is simply missing either from the lack of effort or lack of comprehension of the subject. Discussions lack a solid grasp of the specific topic or comment under discussion. Written responses contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions do not comply with established best practices for learning and/or do not adhere to the ground rules of respect, confidentiality, and professionalism. No reflective statements are included to present the theoretical rationale underlying the use of specific strategies or materials included.

Extra Credit
There is no extra credit for this course.

Late Work Policy
Late work will not be accepted. In the case of an emergency (ex. hospitalization, family death), accommodations may be made with timely notification and appropriate documentation. Early work is always accepted.
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.

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.

CHEATING OR PLAGIARISM
All work submitted in this course must be your own work, produced exclusively for this course. The use of someone else's ideas, quotations, music, graphs/charts, and/or paraphrases must be properly documented, even if you have the permission of that person. Direct quotes must be in quotation marks and have the page number in the citation. Plagiarism will result in a zero for the assignment and may result in a failing grade for the class. Violations may also be noted on student disciplinary records. If you are in doubt regarding any aspect of these issues, please consult with the instructors before you complete the relevant assignment. Also, please refer to your copy of Credit Where Credit is Due: a Guide to the Citation of Sources for Bush School Students. (Paraphrased and adapted with permission from Dr. M. Rose Barlow, Psychology of Trauma syllabus, Academic Dishonesty section.)

ON GRADUATE SCHOOL
Much of your undergraduate education has taught you how to answer questions, the answers to which you were previously given. In graduate school you will learn how to ask questions, and thereby to find answers to previously unanswered questions. The transition from answering questions to asking them is generally not an easy one.

At the Bush School the learning process is designed to prepare students to assume responsible leadership positions. While here you will learn about how to use (and not misuse) management and policy making theory and data in order to be more effective and ethical public servants. This journey begins with the core courses of Economics, Leadership, Policy Formation, and Quantitative Methods. Acquiring specific content knowledge is not the end, however; it is simply the foundation for graduate level work.

With content knowledge as background, students develop and practice the attitude of reflection that permits comprehension to inform practical action. It is this understanding that enables the formulation of questions and ultimately your independent search for answers.
THE ROLE OF FACULTY:
Bush School faculty members play a critical role in your graduate education through their support of your learning. Faculty members are responsible for developing course content including selecting readings, designing assignments, and setting standards of performance. They serve as role models and mentors for the graduate student body and continue to expand the intellectual capacity of the Bush School and Texas A&M University with their own research, committee work, and publications.

The privilege of serving on the TAMU graduate faculty is taken seriously. This is reflected in our teachers' professional and scholarly activity and service to the university, to government and nonprofit organizations, and to the broader community of learning. Each faculty member is committed both to high academic standards and to your learning.

While its members share a strong commitment to students and learning, the faculty is diverse in its composition, experience, specialties, approaches to teaching, and in its opinions. The richness of your intellectual growth is enhanced by the differences you will see and experience.

THE ROLE OF THE STUDENT:
Students come to the Bush School with a wide range of backgrounds and levels of preparation. You are well prepared for some graduate study and tasks and are not at all prepared for others. While our faculty stands ready to help you, it is you who will make decisions about how to approach the difficult task of learning to analyze, think, support your ideas, and to ask and answer questions. The responsibility for your growth and learning is yours.

Graduate school is your new job: you will likely spend 50-60 hours per week attending class, completing readings, conducting research, writing papers, preparing presentations and discussions, and working problem sets. The configuration of the work varies: sometimes you will work alone, often you will work in teams to produce an assignment, mirroring the experiences you will most likely have in your professional career.

As a graduate student you will gain a great deal of experience in figuring things out. For example, your teachers will not tell you what you should remember or conclude from the readings – assignments are designed to help you develop your thinking skills, not to answer particular questions posed by the professor (although s/he will surely question you). You will be given guidelines by each professor, but you will rarely be given step-by-step instructions for assignments...your learning is your responsibility and graduate school offers the opportunity for you to practice learning in a setting which is both demanding and supportive. Although the content covered in your classes is important, it is only secondary to the critical thinking skills that you gain from studying and discussing this material. These skills will help you deal with the unfamiliar after you leave the Bush School.

Resources for your success are all around you at the Bush School. Faculty members will help you, administrative staff will help you, classmates and colleagues will help you. All TAMU resources are at your fingertips: on-line research capacity, writing instruction, student services, and technical resources. Yet you must decide to take advantage of all the richness of the university community in order to improve your grasp of an applied discipline in public service.

As Kant's criteria of "systematic" understanding suggests, you are about to commence learning to look through the lens and to look at the lens. Welcome to graduate school!!
**Course Schedule and Outline** – Note that additional readings will often be posted to supplement the textbook material. Please complete assigned readings before each class. Schedule is subject to change. Any changes will be announced in class.

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<th>Week #</th>
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<tr>
<td>Week #1</td>
<td>Introduction</td>
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<td>Week #2</td>
<td>Overall picture of immigration and education in the U.S.</td>
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| Week #3 | Historical and current patterns of U.S. immigration:  
  - How has immigration to the United States changed over time (i.e., 1965 Immigration Reform Act)?  
  - What are the current trends in U.S. immigration? Who are these new immigrants?  
  - How have the skills and educational levels of immigrants to the U.S. changed over time? |
| Week #4 | Past and new immigrant settlements  
  - Where do they live? Why do they choose those places? |
| Week #5 | Immigrant children in U.S. Schools (K-12 context)  
  - What type of schools are immigrant children attending (i.e., urban/rural, low/high SES etc.)?  
  - Are U.S. schools ready for these immigrant children? |
| Week #6 | Language and education  
  - English as a Second Language (ESL), Transitional bilingual education, Dual-language immersion |
| Week #7 | Attitudes towards immigrants  
  - The controversy over "special" programs for immigrants in light of overcrowded classrooms and limited financial resources at the local, state, and federal level  
  - The backlash against immigrants: California’s Propositions 187 (illegal immigration) and 229 (bilingual education) |
| Week #8 | Acculturation, assimilation, and integration of immigrant children  
  - What is segmented assimilation theory?  
  - What are the implications of segmented assimilation theory for studies of race, immigration, and education? |
| Week #9 | From immigrant to ethnic minorities: Second-generation  
  - How time changes your status in this country: Immigrants or natives? |
| Week #10 | Spring Break |
| Week #11 | First and second-generation immigrant college-going behavior (HED context)  
  - Postsecondary educational choices: No college vs. College-bound; 2-year vs. 4-year institutional attendance  
  - Retention and graduation trends |
| Week #12 | Tuition policy: In-state tuition for undocumented immigrants  
  - How many states have passed legislation allowing undocumented students to receive in-state tuition?  
  - What are the requirements for undocumented students to receive in-state tuition? |
| Week #13 | Conclusion and summary of course |
| Week #14 | Student Presentations |
| Week #15 | Student 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): Department of Information and Operations Management

2. Course prefix, number and complete title of course: SCMT 685 Directed Studies

3. Catalog course description (not to exceed 50 words):
Directed study on selected problems using recent developments in business research methods.

4. Approval of instructor and graduate advisor.

5. Prerequisite(s):

Cross-listed with: Stacked with:

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___ to ___

7. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester? ☑ Yes ☐ No

9. 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)

PhD in Information and Operations Management (INFO); MS in Management Information Systems (MISy)

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

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

2. Course prefix, number and complete title of course: SCMT 689 Special Topics in...

3. Catalog course description (not to exceed 50 words):
Selected topics in identified areas of operations and supply chain management.

4. Prerequisite(s):

Cross-listed with: Stacked with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☑ 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)

PhD in Information and Operations Management (INFO); MS in Management Information Systems (MISy)

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:

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

Mary Lea McAnally
Chair, College Review Committee Date

Mary Lea McAnally
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.
Curricular Services - 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title WFSC 605 - Community Ecology

3. Course description (not more than 50 words) Overview and in-depth knowledge of community ecology, historical development. Current issues, methodologies, and practical applications in natural resource management, biological conservation, agriculture, and human health. Practice critical thinking, communication skills, and professionalism.

4. Prerequisite(s) graduate classification Cross-listed 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 If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes ☐ No

7. Has this course been taught as a 489/689? □ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. Fall 2011-13

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

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) graduate programs in Wildlife & Fisheries Sciences, Marine Biology, Nutrition and Food Science

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

10. Prefix Course # Title (exclude punctuation) WFSC 605 COMMUNITY ECOLOGY

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Approval recommended by:

Head of Department 1/5/2013

Chair, College Review Committee 3/21/13

Dean of College 3/21/13

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Dean of College Date

Effective Date

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

OAR/AS-5/04
Fall 2012

WFSC 689-643 – Community Ecology (3 credit hours)

Instructor-Dr. Kirk O. Winemiller        email-k-winemiller@tamu.edu
Office-110-D Heep Labs Building (East Campus)  Phone-862-4020

Meeting Time/Place: Tu, Th 2:20–3:35 / Nagle 104

Course Format

Approximately half of the class sessions will consist of lectures by the instructor and instructor-led discussions. Other sessions will consist of student-led, instructor-facilitated group discussions of recent journal articles covering cutting-edge topics in community ecology.

Learning Outcomes

Through lectures, readings and discussions, students will obtain an overview and achieve in-depth knowledge of the field of community ecology, including historical development of the discipline, current issues and methodologies, and practical applications in areas such as natural resource management, biological conservation, agriculture, and human health. Students also will practice critical thinking, communication skills, and professionalism.

Topics

1. The Realm of Community Ecology:
   historical perspectives and key contributions, new perspectives and recent syntheses (3 lectures)

2. Historical Biogeography and Macroecology:
   speciation, isolation, ecological opportunity, adaptation, extinction, energy, productivity, biomass, metabolism, environmental gradients, species distribution models, island biogeography, metacommunity concept, habitat fragmentation, reserve connectivity, biotic homogenization (5 lectures)

3. Species Interactions
   competition, adaptive divergence, niche overlap, diffuse competition, niche complementarity, predation/parasitism, plant defenses, mutualism, commensalism, coevolution, coevolutionary mosaic, invasive species, epidemiology, biocontrol (5 lectures)

4. Metacommunities and Assembly Rules
   neutral model, patch dynamics, species sorting, mass effects, intermediate disturbance, community structure (functional traits, life history strategies, trophic), between-region convergence, supply-side ecology, invasive species, extinction vortex, empty niches, regime shifts, biotic indices (5 lectures)
5. Food Webs and Other Network Perspectives:
   overview of food web ecology, theories, empirical findings, food web dynamics, top-
   down and bottom-up controls, food web subsidies, stability-diversity-complexity-
   productivity relationships, network models, regime shifts, fisheries management,
   biodiversity reduction and ecosystem processes, species invasion & “ecological
   meltdown”
   (5 lectures)

6. The Challenge of Integrating Perspectives:
   spatial scales, temporal scales, natural vs. anthropogenic disturbances, life history
   variation and population regulation, alternative modeling perspectives (equilibrium,
   non-equilibrium, chaos), ecological complexity, ecological restoration
   (4 lectures)

No Required Textbook— The instructor will distribute reprinted articles for discussion. For
additional information, students may consult the following textbooks that deal with population
biology: Community Ecology by Peter J. Morin; Population Ecology and Community Ecology:
Processes, Models, and Applications edited by Herman A. Verhoef and Peter J. Morin; and
Community Ecology by Gary G. Mittelbach.

Summary/Critique Papers

45% of the course grade will result from three papers that summarize and critique recently published
journal articles dealing with community ecology. Each of these papers will be between 1.5 and 2
single-spaced typed pages. These papers will explore cutting-edge topics, and students’ writing will
display knowledge, critical thinking and effective communication. The instructor will provide a list
of candidate topics for the summary/critique papers. Students may go to any of the following
journals to select a paper to summarize and critique: Ecology, Ecological Monographs, Ecological

Final Exam

30% of the course grade will result from a final exam. The exam format will be similar to a
written doctoral prelim exam, consisting three short essay questions.

Class Participation

25% of the course grade will result from class participation. Students are expected to come to
class having read assigned readings and prepared to discuss content and related concepts in a
more than superficial manner.

GRADING

Three summary/critiques (15% each) = 45%
Final exam = 30%
Class participation = 25%

Total = 100%
Grading scale for final course average:  
>90% = A 
80-89% = B 
70-79% = C 
60-69% = D 
<60% = F

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, in Cain Hall or call 845-1637.

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

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title **WFSC 649 - Principles of Fisheries Management**

3. Course description (not more than 50 words) Basic knowledge fro ichthyology, biology of fishes and limnology related to applied aspects of freshwater and marine fishery science; Management techniques applicable to streams, ponds, reservoirs, estuaries and the oceans

4. Prerequisite(s) __________ Cross-listed with __________ Stacked with WFSC 410 __________ Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☒ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. Fall 2010-2; Fall 2011-3

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   graduate programs in Wildlife & Fisheries Sciences, Marine Biology, Nutrition and Food Science

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

10. Prefix | Course # | Title (exclude punctuation)
      | WFSC | 649 | PRIN OF FISHERIES MGMT |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>03</td>
<td>04</td>
<td>03 03 01 00 00 29 51 09 - 10</td>
<td>00 3 6 3 2</td>
<td>Level</td>
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</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department  📝  1/10/12

Chair College Review Committee  📝  1/16/13

Dean of College  📝  1/16/13

Submitted to Coordinating Board by:

Dean of College  📝  Date

Director of Academic Support Services  📝  Date

Effective Date

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

GAR/AS-5/04
WFSC 410-W/649DE - Principles of Fisheries Management

Lecture Day, Time, and Location:
TR 11:10 AM-12:25 PM, ZACH 223B

Laboratory Day, Time, and Location(s):
M 12:40PM-03:25 PM / BTLR 007 / NAGL 110 / Evans Annex 4th Fl Media Ctr
W 12:40PM-03:25 PM / BTLR 007 / NAGL 110 / Evans Annex 4th Fl Media Ctr

1. Overview
   a. Two over-arching goals connect Lecture and Laboratory in this course:
      • To gain a fundamental comprehension of fisheries and the management process, and an appreciation as to why it is important to understand these process.
      • To think and write like a scientist in order to adaptively negotiate, through interdependent teamwork, answers to questions and solutions to fisheries problems.

   b. During the semester you will study a range of aquatic systems from small ponds and streams, to large inland reservoirs and coastal estuaries. You will learn sampling techniques for fish other aquatic biota, their habitats, and the stakeholders involved in their management, and analysis of that data. You will follow guided-inquiry methods to work in teams on most assignments (see Research Team Rationale. You will be evaluated on several types of competencies (technical, personal, and professional), which are aligned with the objectives of the WFSC degree programs (see Learning Objectives).
      • Bachelor’s (http://catalog.tamu.edu/pdfs/BaccalaureateOutcomes-1pg.pdf) and
      • Master’s (http://catalog.tamu.edu/pdfs/Master'sOutcomes-1pg.pdf) and
      • Doctoral (http://catalog.tamu.edu/pdfs/DoctoralOutcomes-1pg.pdf)

   c. If you are to develop as a thinker, you will need to develop as a writer as well. To develop as a writer, you must impose upon yourself the same standards that good writers impose upon themselves. The key question I will ask myself as I grade your written work is “What specifically does this writing demonstrate about your ability to scientifically reason and communicate as a fisheries professional?” (see Student Grade Profiles, and Written Work).

2. Learning Outcomes and Assessment

Whenever you are doing a task for this class, ask yourself, if a competent independent observer watching closely would conclude that you are engaged in taking charge of your mind, of your ideas about the physical world or your thinking about that world, or would such a person conclude that you are merely going through the motions of doing an assignment and trying to succeed solely by rote memorization?

OUTCOMES:
   • Research and Recall information related to fisheries issues (e.g., text, tables, graphs, figures in text, journal articles, and other readings related to homework and writing assignments and quizzes)
   • Arrange Information (e.g., tables, graphs and figures), Compare and Contrast Information, and Identify Information Gaps needed to frame and solve a problem or project an outcome (e.g., reports, homework, quizzes)
   • Interpret data presented (e.g., tables, graphs and figures, readings in journals and text), and create your own graphs and tables (e.g., reports) included in written work to communicate to your audience (homework, microthemes, themes and reports) the relationships of information gained from data summaries and analyses to outcomes you expect for solutions that you propose for management problems (e.g., case studies, homework, quizzes, and exams).
   • Synthesize and Integrate pieces of Information in order to make Conclusions, Evaluate Alternatives, and make Predictions (e.g., case studies, homework, quizzes and exams)

MICROTHERMES: Microthemes (250 words) can take many forms, from summaries of assigned readings, to interpretation of provided data, to solutions to problems posed to you. To help sharpen your thinking, you are encouraged to discuss the assignment with your peers before you begin to write. Then write a tightly focused microtheme that meets
the stated length limitation. A Microtheme Rubric will be provided. The microtheme approach helps develop useful skills for future natural resource professionals, who undoubtedly will be called on to write short, focused prose (e.g., for news releases, agency or legislative briefs).

THEME: Following completion of your Microthemes, you will write one Theme (1,000 words) that includes more content and requires more extensive research and evaluation. A Theme Rubric will be provided.

POND MANAGEMENT REPORT:

Specific Guidelines (a Rubric) will be given to you, which contain point value and criteria for each section (e.g., Introduction and Methods) of the report. The Format follows the General Instructions section in...


Additional Resources on Style in Resources for Authors http://www.fisheries.org/afs/publications.html

QUIZZES:

Quizzes are usually based on the class topic for the day or homework assignment for that day. The quizzes are designed to help you assess your own learning and to monitor your readiness for the next stage of learning. Quizzes may be multiple choice and other objective styles.

FINAL EXAM:

A comprehensive closed-book exam will be given on the final exam date for this course. The exam is two parts, objective questions (matching, multiple choice, fill in blank), and also paragraph answers. The Final Exam includes questions related to case studies and homework sets you worked on. For paragraph answers, you will choose among offered questions that assess your learning retention and also your ability to transfer your learning to solving a different problem that is only slightly similar, but related to those in the case studies homework and online discussions.

3. Workload and Expectations
   a. This is a 4-credit course that consists of integrated lecture (3 credits) and laboratory (1 credit). You are expected to work on lab an average of 2.5 hours each week. In addition to the in-class and in-lab time scheduled for a 4-credit course, TAMU expects you to spend 8-12 hours/week (i.e., 2-3 hours/credit) outside of class studying and working (see Assignments). There will be significant preparation (reading, writing, and thinking) that you and your team will need to do before each class.

   b. In both lecture and lab you will need to do significant critical listening and speaking to learn the information discussed and to communicate your knowledge. You will be challenged to master quite a bit of material in order to expand your knowledge of fisheries science and management. So, come to classes well-prepared and ready to carefully listen to and follow instructions, else your assignments may take longer than you expected, writing papers may become very difficult, and your overall grade may decline (see Grading).

   c. Note to graduate students enrolled for WFSC 689. Requirements include (1) reading 2-3 additional journal articles, which cited at the end of the Case Studies, and appropriate citations and discussion of them as relevant to your homework for case studies, (2) additional essay questions (one on assignments and one on each exam). These generally require a more complex level of thinking and understanding of ecological concepts and problem solving than is generally expected of undergraduates, and each approximately one-half to one additional page of writing each.

If you strive to think and communicate like a scientist in your work throughout the semester, in the end, you will understand fisheries science and management (motto: Think like a scientist not like a student).

Power of a Paradigm - Try to shift your paradigm of involvement in this material from the role of learner to that of scientist-colleague. Read with the purpose in mind of sharing or discussing what you learn with someone else within 48 hours after you learn it. You will not only better remember what you read, but your perspective will be expanded, your understanding deepened, and your motivation to apply the material increased.
4. Human Resources
   a. Instructor: Dr. Fran Gelwick, Associate Professor
      • Office: 110-J in Old Herman Heap Lab Bldg. (next to Student Computing Center)
      • Phone (transfers to secretary or voice mail if no answer): 862-4172
      • E-mail (I generally read and answer email 9-10 AM, 4-5 PM Mon-Fri): fgelwick@tamu.edu
      • Office Hours (available by phone and in person): Tue, Wed, & Thur 9-10 AM (scheduled commitments away from office will be posted in announcements)
   b. Graduate Teaching Assistant:
      • Office: Old Heap Lab Bldg Rm 114 (Grad Student Carrels)
      • Phone:
      • Email:
      • Office Hours: TBA

5. Course Resources
   a. Required:
      • Access to and frequent readings in
        1. MW = Murphy & Willis, 1996, Fisheries Techniques, 2nd edition, American Fisheries Society;
        2. KH = Kohler & Hubert, 1999, Inland Fisheries Management in North America, 2nd edition, American Fisheries Society;
        4. Access to and frequent use (almost daily) of online resources for Assignments and Assessments on your TAMU e-campus Course Web Site
   b. Optional:
      • Graduate students will likely find the following very useful in their own work as well as reference materials for writing assignments in this course.
   c. Three-before-me: demonstrating your resourcefulness in solving problems
      • Please consult three different resources for information to answer your questions, before you come to me for help. You have multiple resources (including this syllabus) available to accomplish your work.
        1. Evans Library – of course! Including online searches you can run using ENDNOTE Reference Database Software available to all students (see TAMU SEL website), which allows you to download citations and find electronic files to use in working on your assignments.
        2. Instructional Technology Services – ITS personnel can help with technical problems (see links on e-campus web sites)
        4. Don’t overlook your peers in this class as human resources, especially your team members, but also those in other teams, and online (see also Team Discussion Tool), as well as your TA.

6. Policies and Guidelines
a. As a member of the Aggie Student Community, you are probably already familiar with the Student Rules and Aggie Code of Honor. However, you should also notice that these are periodically revised, and that you should review them at the beginning of each semester:
   • http://student-rules.tamu.edu
   • http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf

b. To remind you of these codes and encourage you to demonstrate that you acknowledge and understand their importance and take pride in adhering to them, you will have an opportunity to periodically review and sign the following statement with regard to your assignments and assessments:

   "An Aggie does not lie, cheat, or steal, or tolerate those who do. On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
   ____________________________________________ Your Signature

7. Grading and Criteria

Your grade in WFSC 410, 689 is based on the total number of points earned (700 points). The course is graded on a percentage rating scale (here compared to the Gablehouse length categories, based on angler opinions for North American Sport Fishes):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>(Trophy) A</td>
</tr>
<tr>
<td>85-89%</td>
<td>(Memorable) B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>(Preferred) B</td>
</tr>
<tr>
<td>75-79%</td>
<td>(Quality) C+</td>
</tr>
<tr>
<td>70-74%</td>
<td>(Stock) C</td>
</tr>
<tr>
<td>65-69%</td>
<td>(Sub-Stock) D+</td>
</tr>
<tr>
<td>60-64%</td>
<td>(Sub-Stock) D</td>
</tr>
<tr>
<td>55-59%</td>
<td>(&lt;&lt; Sub-Stock) F+</td>
</tr>
<tr>
<td>&lt; 55%</td>
<td>(&lt;&lt;&lt; Sub-Stock) F</td>
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</tbody>
</table>

a. Your TA and I will strive to give your assignments our utmost attention (whether submitted for feedback or a grade) and to return them to you as scheduled. If an illness or other emergency prevents you from completing assignments on time, you should make arrangements with the appropriate instructor, and if possible, before the due date. If you make such arrangements ahead of time, or present documentation of an excused absence, your assignment is not late (see 6. d. below).

b. Late Policy: Graded Assignments submitted on time are important to helping you do well. This demonstrates that you are not only reliable, but also you respect and value your own time and that of your peers and Instructors. Therefore, think ahead and plan to finish assignments such that you can turn in your work on time.

NOTE: Automatic 20% deduction is made for a graded assignment that is Late (i.e., after the time period in which it was originally due, but before the Missed Date on and after which you will not be able to submit the work and will not earn any points). Your assignment is NOT LATE if...

   (1) it is unavoidable, due to absence that is officially excused by the University, or
   (2) you turn in the assignment before the due date, or
   (3) you successfully negotiate with either your TA or me (as appropriate to the assignment) to consider your absence as excused, in which case you will receive a reasonable extension of the original due date.

NOTE: Technical difficulty with your own or University computers is NOT an automatic excuse for an otherwise late assignment. Plan to access information as soon as possible after it is made available and by using your own and University computers as necessary. If you have technical difficulty, communicate first with the appropriate ITS personnel (e.g., University labs contact the ITS help desk helpdesk@tamu.edu or
979- 845-8300 Monday-Friday, 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m. Central Time) as soon as possible to identify and resolve the problem.

Even if you have an excused absence, you are responsible for keeping yourself informed and updated about changes to class assignments as they are posted on E-Learning.

c. **Follow Instructions:** Drafts of writing assignments (submitted for feedback) will be considered incomplete if they do not follow the Assignment Instructions, and will be immediately returned without comment, and a 1% deduction from the final assignment score will be automatically assessed (on the final assignment) each time an incomplete draft is submitted.
   - You will have a rubric for writing assignments. It contains the quantitative criteria and levels of performance skills required in the assignment.

d. **Plan:** Dates for Assignments and Activities are approximated (see Schedule). Regularly check online Announcements and Calendar Tools, and listen for in-class announcements.
   - Plan to complete each assignment well-before the due date and prepare contingency plans to cope when unexpected stuff happens! You will be in a much better position to negotiate consequences of an otherwise late assignment.

e. **Scoring discrepancies:** If you feel that your graded assignment, exam, paper, or quiz was not scored properly and you want it to be re-considered, you must submit a written and printed paper stating your reasoned explanation of (a) why your score should be revised, (b) what your revised score should be, and (c) what other elements of your entire assignment demonstrate that you have achieved the outcomes of the assignment sufficient to support the score you believe it merits.
   - If we find it necessary to re-score your entire assignment, your final score may increase, decrease or stay the same. For team assignments all authors must agree and sign the written request for a revised score.

8. **Americans with Disabilities Act (ADA) Policy Statement**
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life:

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637."

9. **Academic Misconduct**
Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct (http://www.tamu.edu/aggiehonor/). Section 20 declares, "It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty." Further, Section 20 defines a variety of categories of academic misconduct.
10. Assignments (points):

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes at any time over current topic (10 @ 10 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Participation Professional Discussion combined Online Chat and Discussion Board (20 pts)</td>
<td>20</td>
</tr>
<tr>
<td>Microthemes (5 @ 250 words each x 20 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Problem Sets, Case Studies (18 @ 15 pts)</td>
<td>270</td>
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<tr>
<td>Theme (250 words x 4 pages = 1,000 words total)</td>
<td>200</td>
</tr>
<tr>
<td>Management Report (250 words x 8 pages = 2,000 words total)</td>
<td>160</td>
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<tr>
<td>Final (comprehensive)</td>
<td>150</td>
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<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

11. Schedule

Both the lecture schedule and the lab schedule are somewhat tentative. We reserve the right to modify the schedule as necessary. You will be given advance notice if the schedule needs to be changed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk #</th>
<th>Practical Applications</th>
<th>Chapters in Fisheries Techniques</th>
<th>Tue &amp; Thur Lecture</th>
<th>Case study Topics</th>
<th>Chapters in Inland Fisheries Management 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>9/1</td>
<td>Intro, AFS Electrofishing Safety</td>
<td>Ch 3, 5</td>
<td>Tue &amp; Thur, HWK Due Thur</td>
<td>3. Float trip S Dakota cyprind distribution - Assessment, Monitoring, Stream Community</td>
<td>Ch 11 &amp; 20</td>
</tr>
<tr>
<td>9/5-8</td>
<td>2</td>
<td>Pre-test, ID Fish,standard procedures for measuring fish lgth, wt, age</td>
<td>Ch 15, 16</td>
<td>Tue HWK &amp; Micro theme 1 Due</td>
<td>4. Effects Angling Unexploited Wisc Fish - PSD, Lgth-Freq, Inst. &amp; Tot. Annual Mortality, Exploitation, Regulation, Small Impoundments</td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td></td>
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<td>Thu HWK Due</td>
<td>6. Flannel mouth sucker condition Colo R - Lgth-Freq, PSD,WR, GPUE, Precision, Bias, Integrate Habitat, Season, &amp; Food, River Fishes</td>
<td>Ch 2, 11, 21</td>
</tr>
<tr>
<td>Date</td>
<td>Wk #</td>
<td>Practical Applications</td>
<td>Chapters in Fisheries Techniques</td>
<td>Tue &amp; Thur Lecture</td>
<td>Case study Topics</td>
<td>Chapters in Inland Fisheries Management 2011</td>
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<tr>
<td>9/12-9/15</td>
<td>3</td>
<td>Fish ID, standard procedures for collecting fish and measuring stream habitat</td>
<td>Ch 6, 7</td>
<td>Tue HWK &amp; Micro theme 2 Due</td>
<td>19. Size structure assessment pallid sturgeon - Lght-Freq, PSD, CPUE, Recruitment Patterns, Regulation, Endangered Species, Assessment, Monitoring, River Fishes</td>
<td>Ch 2, 7, 11, 12, &amp; 21</td>
</tr>
<tr>
<td>9/19-9/22</td>
<td>4</td>
<td>Fish ID, Standard procedures for diet analysis</td>
<td>Ch 17</td>
<td>Thu HWK Due</td>
<td>8. Pred eat Prey, Inadvert introd N Pike, Sandhills Nebraska - Lght-Freq, PSD, CPUE, Small Natural Lake, Trophic Interactions</td>
<td>Ch 2 &amp; 16</td>
</tr>
<tr>
<td>9/26-9/29</td>
<td>5</td>
<td>ID, Weigh, measure, otoliths, gut contents</td>
<td></td>
<td>Tue HWK &amp; Micro theme 3 Due</td>
<td>14. Interpret size structure fish sample - Dynamic Rate Functions, Growth, Mortality, Recruitment, Gear Bias, Monitoring.</td>
<td>Ch 2 &amp; 11</td>
</tr>
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<td>Thu HWK Due</td>
<td>21. Northern Pike reproduction early life hist, recruitment patterns - Index of Abundance, Reservoir, Trophic Upsurge, Habitat, Pop Assessment, Monitoring</td>
<td>Ch 2, 8, 10, 11, &amp; 17</td>
</tr>
<tr>
<td>10/3-10/6</td>
<td>6</td>
<td>Pond Assessment by on-campus students</td>
<td>Ch 7, 8</td>
<td>Tue HWK &amp; Micro theme 4 Due</td>
<td>16. Sampling Gear Biases, bluegills - Lght-Freq, PSD, Growth, Mortality, Recruitment, Assessment</td>
<td>Ch 2, 11, &amp; 17</td>
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<td>Thu HWK Due</td>
<td>22. Successful use protected slot, largemouth bass &amp; panfish - PSD @ Age 3, Indirect Effects, Pop Dynamics, Small Impoundment</td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td>10/10-10/13</td>
<td>7</td>
<td>ID, Weigh, measure, guts, otoliths</td>
<td></td>
<td>Thu HWK Due</td>
<td>9. Misapplication Min Lght Limit Crappie - CPUE, PSD, Growth Increments, Regulations, Small Impoundment</td>
<td>Ch 2, 7, 16</td>
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<td>Tue, Thu HWK Due</td>
<td>24. Developing pond mgmt plan - PSD, Wr, Human Dimensions, Stakeholder Roles, Communication, Vegetation, Assessment, Spring-fed Pond</td>
<td>Ch 2, 5, 6, 10, 11, &amp; 16</td>
</tr>
<tr>
<td>Date</td>
<td>Wk #</td>
<td>Practical Applications</td>
<td>Chapters in Fisheries Techniques</td>
<td>Tue &amp; Thur Lecture</td>
<td>Case study Topics</td>
<td>Chapters in Inland Fisheries Management 2011</td>
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<tr>
<td>10/17-10/20</td>
<td>8</td>
<td>Data Analysis &amp; Writing</td>
<td>12. Protected Slot for Largemouth bass, size structure persistence - CPUE, PSD, Lgth-Freq, Lgth Increment, Small Impoundment</td>
<td>Tue, Thu HWK Due</td>
<td></td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td>10/24-10/27</td>
<td>9</td>
<td>Data Analysis &amp; Writing</td>
<td>5. Communism meets Tragedy commons - Management Recommendations, Social &amp; Economic Factors, Human Dimensions, Communication, Regulating Harvest</td>
<td>Tue, Thu HWK Due</td>
<td></td>
<td>Ch 5, 6, 7, 11, 14, 16</td>
</tr>
<tr>
<td>10/31-11/3</td>
<td>10</td>
<td>Data Analysis &amp; Writing</td>
<td>31. Rehabilitation Lentic Habitat - Stakeholders, Communication, Human Dimensions Siltation, Trophic Upsurge, Small Impoundment</td>
<td>Tue, Thu Theme Due Thu</td>
<td></td>
<td>Ch 5, 6, 10, 13, &amp; 16</td>
</tr>
<tr>
<td>11/7-11/10</td>
<td>11</td>
<td>Stream Web Video</td>
<td>26. Exotic species Brazil, native fish restoration, economics - Introductions, Human Dimensions, Stakeholders, Pollution, EIS, Community Integrity, Economics</td>
<td>Tue, Thu HWK Due</td>
<td></td>
<td>Ch 5, 6, 8, 10, 11, 12, 14, &amp; 20</td>
</tr>
<tr>
<td>11/14-11/17</td>
<td>12</td>
<td></td>
<td>17. Managing lake Oahe walleye Imbalance food web - Size Structure, Stakeholders, Regulating Harvest, Large Impoundment</td>
<td>Tue, Thu HWK Due</td>
<td></td>
<td>Ch 2, 5, 6, 7, 13, 14, &amp; 17</td>
</tr>
<tr>
<td>11/21-11/23</td>
<td>13</td>
<td>Thanksgiving - No lab</td>
<td>28. Manage prey (Mysis) resources Colorado Reservoirs - Dams, Ecological Integrity, Food Web Imbalance,</td>
<td>Tue HWK Due</td>
<td></td>
<td>Ch 10, 12, 13, &amp; 17</td>
</tr>
<tr>
<td>11/28-12/1</td>
<td>14</td>
<td>Data Analysis &amp; Writing</td>
<td>27. Manage small scale MX trophy LMB Tourism - Human Dimensions, Management Limitations, Communication, Commercial Fishing, Economics</td>
<td>Tue, Thu Mgmt Report Due Thu</td>
<td></td>
<td>Ch 5, 6, 7, 10, 11, 13, 14, &amp; 16</td>
</tr>
<tr>
<td>12/6</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>Last Class Day Review</td>
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<tr>
<td>12/12</td>
<td>From 8-10AM</td>
<td></td>
<td></td>
<td></td>
<td>2-h Comprehensive Exam</td>
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</tr>
</tbody>
</table>

**Notes:**
- HWK: Homework due
- Mgmt: Management report due
- Th: Thursday
- Tue: Tuesday

**Key Terms:**
- CPUE: Catch Per Unit Effort
- PSD: Pollock, Sheephead, Dolly Varden
- Lgth-Freq: Length-Frequency Distribution
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 Nuclear Engineering

2. Course prefix, number and complete title of course:
   NUEN 618 Multiphysics Computations in Nuclear Science & Engineering

3. Change requested
   a. Prerequisite(s): From: Math 609 & NUEN 602
      To: Math 609 & NUEN 606
   b. Withdrawal (reason): ________________
   c. Cross-list with: ________________

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

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

   Prefix: NUEN 618
   Course #: Multiphysics Computations in Nuclear Science & Engineering
   Lect: 0202031423010006
   Lab: 2090003632
   SCH: 6
   CHP and Fund Code: 0006
   Admin: 2090
   Unit: 003632
   Level: 6

   b. Change to:

   Prefix: NUEN 618
   Course #: Multiphysics Computations in Nuclear Science & Engineering
   Lect: 0300031423010006
   Lab: 209013 14
   SCH: 6
   CHP and Fund Code: 0003632
   Admin: 2090
   Unit: 003632
   Level: 6

Approval recommended by: ___________________________ 2-12-2013
Department Head or Program Chair (Type Name & Sign)

Date

Chair, College Review Committee 2-20-13

Date

Dean of College

Date

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 – 02/11
February 12, 2013

To Whom it May Concern:

NUEN 618 Multiphysics Computations in Nuclear Science and Engineering incorrectly list the prerequisites as MATH 609 and NUEN 602. The following courses are a prerequisite:

- MATH 609
- NUEN 606

The change is made from NUEN 602 to NUEN 606 because NUEN 602 is no longer offered by our department. We would like this change to be reflected with the most recent catalog.

Sincerely,

[Signature]

Robb Jenson
Program Coordinator – Graduate Programs
robb.jenson@tamu.edu
Course title and Number: NUEN 618 - Multiphysics computations in nuclear science and engineering.
Term: Fall 2011
Meeting times and location: MW 4:10-5:25 (3 credit-hours)

Course Description and Prerequisites

This course introduces tightly coupled multiphysic simulation techniques and their application to typical problems arising in nuclear science and engineering (e.g., reactor dynamics and safety transients, conjugate heat transfer, radiative transfer, fluid structure interaction).

Most of the numerical methods currently in use in nuclear reactor safety analysis, for instance, trace back to the late 1970's through the late 1980's. At that time, multiphysics phenomena were computed and analyzed through a "divide and conquer", whereby each physic component was treated using mono-disciplinary codes and coupling among the intertwined physical processes was weak and often done a priori using envelope values. With advances in computer software and hardware (e.g., the message passing interface paradigm from the mid 1990's), computer codes have been increasingly coupled to one another, so as to model reality with a higher degree of fidelity. However, this coupling was performed in an explicit fashion, whereby some physic components was lagged in time, a mathematical approach known as operator-splitting that resulted inconsistent coupling schemes. Over the last decade, a new approach, based on a monolithic view of the whole multiphysics problem, has successfully been applied to a wide range of problems, from plasma physics to hemodynamics. These techniques, based on a derivative-free approach to Newton's method, are now being applied to problems of interest in nuclear science and engineering.

This course focuses on advanced numerical techniques for nonlinear coupled multiphysics applications: this includes a review of operator-splitting technique and their advantages and drawbacks, a presentation of derivative-free Newton's technique for a monolithic approach to multiphysics simulations, a description of recent trends and issues in multiphysics code development.

Multiphysics examples treated in class or as homework will include: nuclear reactor transients and accidents (such as rod ejections and loss of pump flow), radiative transfer, conjugate heat transfer, and nuclear fuel swelling and deformation. All of these applications include several physic components and are examples where an accurate treatment of the multiphysic coupling is required. The various physic component include: neutronics, thermal-hydraulics, heat conduction, mechanics of stress and deformation.
This course is intended for second-year Master students and Ph.D. students who wish to pursue a career in computational physics and/or reactor coupled neutronics/thermal-hydraulics analyses.

The course pre-requisites are MATH 609 and NUEN 606. A brief list of the knowledge and tools acquired in the two pre-requisite courses (and their pre-requisites) is given below, for informational purposes:

1. Neutronics/thermal-hydraulics:
   a. Neutron balance equation, delayed neutrons;
   b. Point Reactor Kinetics Equations (PRKEs), in-hour equation, some simple approximations to the PRKEs such as constant delayed source, prompt jump, etc...
   c. Heat conduction in a fuel pellet;
   d. Convective heat exchange;
   e. Conservation laws of thermal-hydraulics (mass, momentum, energy);

2. Numerical analysis:
   a. Laplace transforms;
   b. Solving a system of linear equations (i.e., how to invert a matrix using Gaussian elimination, LU decomposition or any iterative methods);
   c. Solving a system nonlinear equations using Newton’s method;
   d. Time-dependent ODEs and simple time discretizations (explicit Euler, implicit Euler, Crank-Nicholson, explicit Runge-Kutta methods);
   e. Knowledge of spatial discretization schemes (e.g., finite differences);
   f. Knowledge of eigenproblems .

Learning Outcomes or Course Objectives

The students will be introduced to state-of-the-art modeling of multiphysic methods development and their applications to nuclear science and engineering.

Class time will be divided between:

- understanding of the mathematical aspects of multiphysics simulation techniques,
- understanding the various physical phenomena taking place in various multiphysics applications typically found in nuclear science and engineering.

Upon completion of this course, students will be equipped with the necessary tools to continue education and pursue a career as a computational physicist, with a solid knowledge of current trends in multiphysical simulation techniques and depth in understanding coupled phenomena occurring in nuclear applications.

Instructor Information

Name: Dr. Jean C. Ragusa
Telephone Number: 979-862-2033
Textbook and/or Resource Materials

No textbooks are required for this class. Students are expected to take notes during lectures; some class notes may be typed and posted on the instructor’s webpage. Recent research articles will be reviewed and discussed in class to present some mathematical techniques for multiphysic simulations and their applications.

Supplementary Reactors Physics Texts:

- G. Keepin, "Physics of nuclear kinetics", Addison Wesley, 1965

Supplementary Numerical Methods Texts:

- W. Hackbrusch, "Iterative Solution of Large Sparse Systems of Equations", Springer-Verlag, 1994

Also note that (1) our library (http://library.tamu.edu/) has many reactor physics/numerical methods books and (2) we have access to online journals, such a Elsevier (http://www.sciencedirect.com/).

Grading Policies

Homework assignments will be assigned every week or every other week. Homework assignments will be due at the beginning of class on their due date. Late homework will be deducted 10% per day
after the due date (in portion of 24 hours). The Aggie Honor Code will be strictly enforced: "An Aggie does not lie, cheat, or steal or tolerate those who do." The Code forbids the following:

- Cheating: Attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- Fabrication: Making up data or results; submitting fabricated documents.
- Falsification: Manipulating results such that research is not accurately represented in the research record.
- Multiple Submissions: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors.
- Plagiarism: Using another person's ideas, work, processes, results, writings, words, etc. without giving appropriate credit.
- Complicity: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

Exams: One mid-term exam may be scheduled (in early November). A take-home final project will be given in lieu of a final exam.

The grades will be determined on the usual scale:

\[
\begin{align*}
A & \geq 90 \\
80 & \leq B < 90 \\
70 & \leq C < 80 \\
60 & \leq D < 70 \\
F & < 60
\end{align*}
\]

Grades will be computed according to the weight distribution given below.

- Assignments 50% (or 70% if no mid-term)
- Mid-term 20%
- Final 30%

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. course overview, &lt;br&gt;2. examples of multiphysics problem sin nuclear engineering, &lt;br&gt;3. review of neutron balance equations (transport, diffusion, energy-dependent, multigroup, eigenvalue problem, extraneous source problem), &lt;br&gt;4. review of heat conduction and single-phase fluid conservation laws</td>
</tr>
<tr>
<td>2</td>
<td>1. Adjoint neutronic equations, &lt;br&gt;2. Heuristical derivation of the PRKEs, &lt;br&gt;3. physical basis of neutron kinetics and control (fission principle, delayed</td>
</tr>
<tr>
<td></td>
<td>neutrons precursors, delayed neutrons, Doppler effect, moderator effect</td>
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</tbody>
</table>
| 3 | 1. Exact derivation of the PRKEs from the space-time equations,  
   2. Choice of weighting function and flux factorization, 
   3. The two notations for PRKEs, 
   4. Analytical solutions of the PRKEs w/o feedback (Nordheim equation, Laplace transforms) |
| 4 | 1. Approximate solutions of the PRKEs w/o feedback (Constant precursors approx., small reactivity linearization, Prompt jump, Ramps, Periodic variations) |
| 5 | 1. Amplitude and shape equations, quasi-statics methods, 
   2. Feedback effects in the PRKEs and the space-time settings |
| 6 | 1. Numerical techniques for initial value problems (IVPs) 
   2. Mono- and multi steps methods, 
   3. Error analysis, step size control |
| 7 | 1. Feedback physics, Doppler effect, temperature coefficients, types of reactors 
   2. Analytical and numerical solution of the PRKEs w/ feedback |
| 8 | 1. Numerical methods for nonlinear system of equations and nonlinear IVPs 
   2. Jacobian-free Newton Krylov techniques for non linear systems |
| 9 | 1. Coupled neutronics/heat conduction |
| 10 | 1. Conjugate heat transfer |
| 11 | 1. Radiative heat transfer |
| 12 | 1. Fuel deformation and swelling |
| 13 | 1. Space-time kinetics for reactor accidents |
| 14 | 1. Fluid structure interaction |
| 15 | 1. Review, help with the final take home exam, and wrap-up |

**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: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)_
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

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

2. Course prefix, number and complete title of course: PSAA 617, State and Local Government: Institutions and Policy

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

   Cross-listed courses require the signature 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: ___________________________

5. Complete current course title and current catalog course description:
   State and Local Government: Institutions and Policy
   Professional masters students gain a practical, working knowledge of the institutions and processes through which state and local policy is made and implemented. Students also learn about and apply the theoretical and empirical tools used to evaluate policy at the state and local levels. Prerequisite: Graduate classification.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   U.S. State and Local Government: Institutions and Policy
   Professional masters students gain a practical, working knowledge of the institutions and processes through which U.S. state and local policy is made and implemented. Students also learn about and apply the theoretical and empirical tools used to evaluate policy at the U.S. state and local levels. Prerequisite: Graduate classification.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<td>617</td>
<td>State and Local Governance</td>
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<td>Lecture</td>
<td>Lab</td>
<td>SCH</td>
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   b. Change to:

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<td>617</td>
<td>U S S T A T E A N D L O C A L G O V T</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0 0</td>
</tr>
</tbody>
</table>

   Approval recommended by: ____________________________
   Date: ____________

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

   Submitted to Coordinating Board by: ____________________________ Date: ____________

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

   Curricular Services – 02/11
Statement of Support
Justification for Title and Course Description Changes for PSAA 617

The attached Course Change Form is for PSAA 617, “State and Local Government: Institutions and Policy”. We request changes in the course title and description to incorporate the phrase “U.S.” to more accurately depict that the course content is confined to domestic state and local government.
U.S. State and Local Government: Institutions and Policy
PSAA 617-600
Monday 1:30-4:20 Allen 1017

Instructor: Dr. Ann Bowman
Office: Allen 1089 Office Hours: Monday 10-12, Tuesday 1-3, and by appointment
Contact Information: E-mail: abowman@bushschool.tamu.edu Phone: 979 862 4779

Course Description
This course offers a comprehensive overview of the field of state and local government. In line with
the catalog description, it "provides a practical working knowledge of the institutions and processes
through which state and local policy is made and implemented." Policy is a central focus, but we will
address institutions and management in states and localities as well. Thus the class is useful for
MPA students, regardless of track.

Prerequisites
Graduate classification.

Course Objectives
This course is designed for students who anticipate employment at the state, regional, or local
levels of government. Therefore, it aims to provide (a) relevant theory and background,
(b) contemporary research on governmental functions and policies, (c) exposure to actual
jurisdictions and policymakers, and (d) opportunities for students to develop and apply
appropriate skills.

Texts (required)
Arbor: University of Michigan Press.
Executives and Middle Managers Make and Administer Policy. Albany: State University of New York
Press.
Stenberg, Carl W. and Susan Lipman Austin. 2007. Managing Local Government Services: A Practical

Class Environment
1. Respect is key to an effective learning environment. Please arrive on time and prepared to
contribute. Turn off cell phones during class. Respect, in this setting, requires that (a) you are
prepared and (b) your contributions reflect that preparation.
2. We will operate with a "screens down" approach to laptops during class, except as indicated
by your instructor.
3. All assigned readings are to be completed before the class for which they are assigned.
4. Please check email and e-learning regularly. I will communicate with you via email, both individually and as a class, and via the course website on ELearning. You are responsible for being aware of the information distributed through these media.

5. For writing assignments, use conventional fonts in either 11 or 12 point. All written work should be single-spaced, normal margins, and comply with instructions and Bush School standards. Assignments should be submitted electronically as Word documents to the e-learning website by noon on Monday of the week it is due (except the Quick Turnaround Memos). Include your name in the document's name for each assignment. Students are to work independently on all assignments, with the exception of the Local Government Policy & Implementation paper, which will involve 2-3 person teams. NOTE: writing quality matters. Poorly-written papers containing the same substantive information as well-written papers will receive lower grades.

Assignments

The maximum number of points possible in this class is 100.

State and Local Governments in the News
(5 points)
Each week, 2 students will select and distribute in class a news article about policy or management in state (first half of the semester) or local (second half) government(s) that appeared in the popular press during the preceding month. ("Popular press" includes national newspapers, major Texas city newspapers, news magazines, not blogs or ideological rants.) The students are responsible for bringing copies to distribute to other class members, and for leading the class discussion about the article. The point of this assignment is to acquaint you with some of the issues currently facing states and localities and to give you an opportunity to develop your interacting-with-an-audience skills.
Due dates: variable (see list on e-learning)

Weekly Reading Synopses
(20 points)
This assignment requires students to summarize the class readings each week. The summary does not require the use of outside sources and should be original to you. This is not group work. Analyses should be 2 pages in length and submitted to the e-learning website before noon on Monday. Grade penalty for late submissions.
Due dates: weekly beginning Class 2 (but not classes 7 or 14)

Discussion questions
(5 points)
Each week, 2 students will prepare a list of 3 discussion questions (individually) related to the reading. They should be thoughtful, important, and not simply opinion-seeking. These questions are to be posted and published on the e-learning site by noon on Monday. These questions will assist in guiding our in-class discussion of the readings.
Due dates: variable (see list on e-learning)

Quick Turnaround Memo
(10 points)
Each student will write a memo to a state agency head or a city manager (your choice, depending on your interest in the two levels of government) on an actual hot-button issue (selected by your instructor) facing the agency or the city, respectively. You will have 24 hours to write the memo.
The memo should identify the fault lines associated with the issue and advise the agency head or city manager on alternative courses of action. Consider the push back from various interests.

Paper length: 2 pages.
Due dates: State agency head memo – Class 5 (Assigned Feb 20, due Feb 21)
City manager memo – Class 12 (Apr 16, due Apr 17)

**Paper: Comparative state policy & management white paper**
(25 points)
Texas state government serves as our benchmark. Each student will select a public policy issue or a management issue relevant to Texas for research. (Instructor approval required.) Develop a white paper in which you: provide background on the issue, compare TX to other states, recommend and defend a course of action, and discuss the likely constraints and consequences associated with your recommendation.
Paper length: 6 pages.
Due date: Class 7 (March 5)

**Paper: Local government policy & management**
(25 points)
Students will be assigned to a 2 or 3 person team to research a local public policy issue (determined by your instructor) in three jurisdictions: a large non-Southwestern U.S. city, a large city in the Southwest (but not San Diego), and the local B-CS area. (It could be city policy toward business attraction, affordable housing, infrastructure development, etc.) For the non B-CS jurisdictions, the research will involve the cities’ official websites (and e-mail correspondence with relevant officials) as well as published materials. In the B-CS area, students are expected to conduct interviews with local officials involved in the policy, as well as consult available documents. The paper will describe each jurisdiction’s approach to the policy issue and analyze relative strengths and weaknesses, and discuss implementation issues. In the final section of the paper, the team will develop, present, and justify its own original approach to addressing the policy issue. (Be creative but within the realm of possibility.)
Paper length: 9 pages + bibliography, tables, graphs, etc.
Due date: Class 14 (April 30)

**Class contribution**
(10 points)
Students are expected to participate in class. This means having read the week’s readings and being prepared to take part in discussions about the readings. It also means bringing new (and relevant) issues into the discussion. Some students are more talkative than others, but if we learn to discuss issues effectively, we will learn from all class members. In addition, students in PSAA 617 are expected to be active participants in Bush School brown-bags and presentations related to state and local government. (Attendance at the CEIPPAM lecture on Feb 28 is required.)
Grading Policies

90 – 100 = A
Demonstrates consistently exceptional performance. Demonstrates a thorough understanding of the material. Assignments are professional, clear, concise, well written. Appropriately helps others to advance their learning. Supports class knowledge through positive interaction. Demonstrates a mastery of the material.

80 – 89.99 = B
Meets requirements of the course. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at an acceptable level. Contributes to class discussions.

70 – 79.99 = C
Demonstrates modest understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.

60 – 69.99 = D
Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.

< 60 = F

Course Schedule

<table>
<thead>
<tr>
<th>Course Schedule Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 23</td>
<td>Introduction to State and Local Government and Policy</td>
<td>1. Instructor's in-class handouts</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | Feb. 27| State government: Policy Implementation & evaluation                 | 1. Olshfski & Cunningham, *Agendas and Decisions*, chapters 4-7,  
| 7    | Mar. 5 | Comparative state governance & policy                                | Presentations: State government research papers |
2. Bowman & Kearney, "Taxing & Spending" |
<p>| | | | |</p>
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<tbody>
<tr>
<td>9</td>
<td>Mar. 26</td>
<td>Local government: the basics</td>
<td>1. Stenberg &amp; Austin, chapters 1-5</td>
</tr>
<tr>
<td>10</td>
<td>Apr. 2</td>
<td>Local government: Public services I</td>
<td>1. Stenberg &amp; Austin, chapters 6-10</td>
</tr>
<tr>
<td>11</td>
<td>Apr. 9</td>
<td>Local government: Public services II</td>
<td>1. Stenberg &amp; Austin, chapters 6-10</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 16</td>
<td>Local government: Opportunity &amp; crisis</td>
<td>1. Erie, et al., chapters 1-4</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 23</td>
<td>Local government: Crisis &amp; future</td>
<td>1. Erie, et al., chapters 5-8</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 30</td>
<td>Policy &amp; management in local government</td>
<td>Presentations: Local government research papers</td>
</tr>
</tbody>
</table>

**Academic Integrity Statement: AGGIE HONOR CODE**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

For work submitted electronically in PSAA 617, please include this statement at the end of the assignment: “In submitting this assignment I affirm that, on my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Plagiarism**

The University Student Rules define plagiarism as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources,"(p. 19).
Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

**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 or call 845-1637. For additional information, visit http://disability.tamu.edu
Texas A&M University

Departmental Request for a Change in Course
Undergraduate * Graduate * Professional

Submit original form and attachments

Form Instructions

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

2. Course prefix, number and complete title of course: PSAA 661, Public Personnel Administration

3. Change requested

   a. Prerequisite(s): From: Graduate Classification and approval of MPSA and MPIA director.
      To: Graduate Classification

   b. Withdrawal (reason):

   c. Cross-list with:

      Cross-listed courses require the signature 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:

5. Complete current course title and current catalog course description:

   Public Personnel Administration
   Organization and operation of civil service personnel systems in American governments. Prerequisites: Graduate classification and approval of MPSA or MPIA director.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Human Resources Management in Government and Public Service

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<td>PSAA</td>
<td>661</td>
<td>PUBLIC PERSONELL ADMIN</td>
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<th>Lab</th>
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<th>HICE Code</th>
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<th>Admin. Unit</th>
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</table>

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign)  Date
   William F. West

   Chair, College Review Committee
   Samuel H. Park, Jr.  Date
   Dean of College
   Andrew K. Ward, Sr.  Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC

   Date

   Effective Date
Statement of Support
Justification for Title and Prerequisite Changes for PSAA 661

The attached Change in Course Form is for PSAA 661, "Public Personnel Administration". We request a change in the course title to "Human Resources Management in Government and Public Service" to better reflect current terminology and course content.

We also request a change in the prerequisite listing from "Graduate Classification and approval of MPSA and MPIA director" to simply "Graduate Classification", as the approval of the program director is no longer necessary for course enrollment.
Human Resource Management in Government and Public Service  
PSAA 661-600  
Tuesday, 1:30-4:20 PM, Spring 2013  
Room 1041

Instructor: Prof. Blease Graham  
Office: Allen 1105  
Office Hours: Tuesdays 4:30 pm to 5:30 pm and by appointment  
Contact Information: E-mail: braham@bushschool.tamu.edu  Phone: 979-458-8028

Course description: PSAA 661: Human Resources in Public Administration  
Examines the organization and operation of public personnel (civil service) systems. While some technical matters are considered, the primary emphasis is on the public personnel function as a whole, especially from the perspective of line managers.

Course objectives:  
1. to understand the general principles of human resources management;  
2. to develop a practical framework that relates the history and theories of human resource management to best practices through in-class discussion of field observations, case studies and problem exercises;  
3. to explain the impact of political, social, technical, and economic influences on contemporary practices;  
4. to convey an understanding of these influences and their implications through development of an annotated model employee handbook; and  
5. to evaluate the most important trends and controversies in human resources administration

Texts (required):  

Class environment and Due Dates:  
1. Respect is important for an effective learning environment. Please be prepared to demonstrate thorough preparation in your class contributions. It is difficult to contribute if you are eating. Please arrive on time. Please turn pagers and phones to silent mode. Please do not interrupt others during class discussions, including impatient comments or electronic alarms or vibrations.  
2. You have no need to text, tweet, facebook, or use other social media in this class.  
3. We will operate with a “screens down” approach to laptops during the class, except as indicated by your instructor.  
4. Readings are to be completed before the class for which they are assigned.  
5. For writing assignments, use either Times New Roman (11 or 12 point) or Arial (10 or 11 point). All written work should be double-spaced and comply with instructions and Bush School standards. Writing quality is an important skill for public administrators. Poorly written papers, even with quality contents, will be graded lower.  
6. For Powerpoint presentations, please send to me and class members before the class meeting to which it applies.
Assignments: The maximum number of points possible in this class is 100.

I. Case Discussion Questions
(2 cases from the Berman text @ 7.5 points each for 15 points total)
Each case has discussion questions. Please prepare answers to these questions, independently, before the paper is due. Individual papers should not exceed five (5) pages. Please submit a printed copy of your individual responses before the class meeting. Note the assigned week for each case. The cases will be discussed thoroughly in class.

For each case study response, a number value on a 100 point scale will be assigned based on:
Substantive content: [reflects accurate, thorough, and direct answers through use of text and/or relevant additional readings with appropriate citation of sources] = 50%
Commentary: [student's interpretation/discussion of material] = 30%
Examples: [how student relates materials beyond text (current events or illustrations) to other jurisdictions, cases, or questions] = 20%. Current websites will be rich sources to be cited for examples. Some will be provided in class. Governing magazine and newspapers also offer examples.

II. Powerpoint Presentations
(2 presentations @ 10 points each for 20 points total): (Note: There are 20 selections in the reader. The assignment is to pair the selection in the reader with a current article. Some journals are Public Administration Review and Review of Public Personnel Administration. Thus, with 10 students there will be 2 presentations each to cover all 20. Once the class convenes, we will make a schedule for the powerpoint presentations. The number of presentations will vary given the final enrollment total.)

- Each presentation of the reader and the updated article will be graded by the class instructor as well as students in the class. A grading sheet will be provided.
- Presentations should capture the essential elements in the reading and the article should last approximately ten minutes, roughly 6-8 slides. The number of slides will vary depending on the content of the readings.
- The presentation should be e-mailed to the instructor one day before the class meeting for which it is assigned.

III. Human Resource Management Tools (10 points total):
   a. Sample Job Description (5 points). Note: A handout will be provided.
   b. Sample Employee Evaluation Form (5 points).

IV. Annotated Model Handbook Research Paper (25 points)
   i. The Handbook is due Week 14 and each will be discussed in Class Week 14.
   ii. The Handbook is a draft of a human relations department publication that you may be asked to produce or revise were you a staff member. There are model handbooks available for a municipality or a state government. There are several sources for similar information for an employee of the national government or a non-profit organization. Each student should choose a level of government or a non-profit context for the draft Model Handbook. Each section should be documented with research citations. More details will be provided in class.

V. Class contribution (10 points): Students are expected to participate positively in class, including having read the week's readings and being prepared to take part in discussions about the cases, the readings, and the handbook. Instructor will assess weekly. See Class Environment and Due Dates.

IV. Final examination (20 Points) Mixture of short answer and essay questions to be given as scheduled by the Bush School.
SPECIAL NOTE: Each element of the course must be completed by its specified deadline to receive course credit. Late assignments are not accepted. For unavoidable absences, please submit assignments by e-mail before class and follow up with printed copy. Punctual and thorough completion of work and regular class attendance indicate a professional perspective and demonstrate vital professional work habits.

Grade standards:

<table>
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<th>Points</th>
<th>Grade</th>
<th>Standard / Benchmark</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>Demonstrates consistently exceptional performance. Demonstrates a clear, thorough understanding of the material. Assignments are professional, clear, concise, well written. Supports class knowledge through positive interaction with other students. Demonstrates a mastery of the material.</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>B</td>
<td>Meets requirements of the course satisfactorily. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at a level that is acceptable. Contributes to class discussions.</td>
</tr>
<tr>
<td>70 – 79.99</td>
<td>C</td>
<td>Demonstrates a minimal understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.</td>
</tr>
<tr>
<td>60 – 69.99</td>
<td>D</td>
<td>Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.</td>
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<tr>
<td>&lt; 60</td>
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Academic Integrity Statement: AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

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

For work submitted electronically in PSAA 661, please include this statement at the end of the assignment:

In submitting this assignment I affirm that, on my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work.
Plagiarism

The University Student Rules define plagiarism as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources," (p. 19).

Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

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 or call 845-1637. For additional information, visit http://disability.tamu.edu
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
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| Week 1| Introduction to the course  
Review of Syllabus  
Introduction of Major Themes, Issues | • Reading #1, Competing Perspectives on Public Personnel Administration |
| Week 2| Public Service Heritage  
Personnel Manager and the Constitution  
Laws Governing the Workplace | • Text, Chapter 1, pp. 1-21  
• Text, Chapter 2  
• Reading #2, |
| Week 3| Personnel Manager and the Constitution  
Laws Governing the Workplace | • Text, Chapter 2, continued  
• Reading #14, 15 |
| Week 4| Intergovernmental Context | • Reader, 3, 4, 5  
• Due: 1st Case: item #15 text p. 38 |
| Week 5| Recruitment | • Text, Chapter 3  
• Reading #6, 7 |
| Week 6| Selection | • Text, Chapter 4  
• Reader, #11, 12 |
| Week 7| Position Management | • Text, Chapter 5  
• Due: Job Description |
| Week 8| Motivation | • Text, Chapter 6  
• Reader: 10 |
| Week 9| Compensation | • Text, Chapter 7  
• Reader, 19  
• Due: 2nd Case item #5, text p. 173 |
| Week 10| Benefits | • Text, Chapter 8  
• Reader, 9 |
| Week 11| Training | • Text, Chapter 9  
• Reader, 16 |
| Week 12| Appraisal | • Text, Chapter 10  
• Reader, 8  
• Due, Employee Evaluation Form |
| Week 13| Unions | • Text, Chapter 11  
• Reader 18, 13 |
| Week 14| Handbook presentations and discussion | • No additional reading |
| Week 15| Review for Final Exam | • Due: Annotated Handbook |

Final Examination As Scheduled
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Visualization
2. Course prefix, number and complete title of course: VIZA 630 Contemporary Art Studio/Seminar I

Attach a brief supporting statement for changes made to items 3a through 3b below.

3. Change requested
   a. Prerequisite(s): From: MFA in Visualization or approval of instructor; graduate classification. To: MFA or MS in Visualization status or approval of instructor; graduate classification.
   b. Withdrawal (reason): 
   c. Cross-list with: 
   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: 

5. Complete current course title and current catalog course description: 

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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Approval recommended by:

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

Leslie Feigenbaum
Chair, College Review Committee Date

Jorge Vargas
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or IICC 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 – 02/11
MEMORANDUM

TO: Prof. Leslie Feigenbaum, Asst. Dean for Academic Affairs
FROM: Prof. Tim McLaughlin, Department Head
DATE: January 7, 2013

SUBJECT: Prerequisite Change for VIZA 630 Contemporary Art Studio/Seminar I

We are requesting this prerequisite change to be similar to the VIZA 631 prerequisite in regards to the MS or MFA in Visualization student status.
**Texas A&M University**

**Departmental Request for a Change in Course**

**Undergraduate ▶ Graduate ▶ Professional**

- Submit original form and attachments

---

**Form Instructions**

1. **Request submitted by (Department or Program Name):** Visualization

2. **Course prefix, number and complete title of course:** VIZA 631 Contemporary Art Studio/Seminar II

---

**Attach a brief supporting statement for changes made to items 3, 4, 5 and 6 below.**

3. **Change requested**

   a. **Prerequisite(s):** From: MFA in Visualization or approval of instructor; graduate classification. To: MFA or MS in Visualization status and VIZA 630 Contemporary Art Studio/Seminar I or approval of instructor; graduate classification.

   b. **Withdrawal (reason):**

   c. **Cross-list with:**

   Cross-listed courses require the signature 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:**

5. **Complete current course title and current catalog course description:**

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6. **Complete proposed course title and proposed catalog course description (not to exceed 50 words):**

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7. **a. As currently in course inventory:**

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**Approval recommended by:**

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<th>Tim McLaughlin</th>
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<tr>
<td>Department Head or Program Chair (Type Name &amp; Sign)</td>
<td>Date</td>
</tr>
<tr>
<td>Chair, College Review Committee</td>
<td>Date</td>
</tr>
<tr>
<td>Jorge Vasquez</td>
<td>Date</td>
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<tr>
<td>Dean of College</td>
<td>Date</td>
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**Submitted to Coordinating Board by:**

<table>
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<tr>
<th>Sandra Williams</th>
<th>Sandra Williams</th>
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<tbody>
<tr>
<td>Associate Director, Curricular Services</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

Curricular Services – 02/11
MEMORANDUM

TO: Prof. Leslie Feigenbaum, Asst. Dean for Academic Affairs
FROM: Prof. Tim McLaughlin, Department Head
DATE: January 7, 2013
SUBJECT: Prerequisite Change for VIZA 631 Contemporary Art Studio/Seminar II

We are requesting this prerequisite change to help with the sequencing of the VIZA 630 and VIZA 631 courses in the Visualization curriculum.
Special Consideration Items
TO: Graduate Council

FROM: Dr. Richard Metters, Department Head
Department of Information and Operations Management

THROUGH: Dr. Mary Lea McAnally, Associate Dean for Graduate Programs
Mays Business School

DATE: February 13, 2013

SUBJECT: Proposal for Change in Course Prefix Designations

The Department of Information and Operations Management (INFO) in Mays Business School has recently received final approval from the Texas Higher Education Coordinating Board (THECB) to formalize its two undergraduate concentrations in the BBA INFO degree into two separate, stand-alone degree programs: a BBA in Management Information Systems and a BBA in Supply Chain Management.

In light of these changes, the INFO Department created new course prefixes to distinguish the Management Information Systems courses from the Supply Chain Management. The new prefixes are ISYS for Management Information Systems courses and SCMT for Supply Chain Management courses. These changes will become effective with the 2013-2014 undergraduate course catalog.

In an attempt to simplify our course offerings and maintain consistency between our undergraduate and graduate offerings, we are proposing that our graduate courses in Management Information Systems also carry the prefix of ISYS and our graduate courses in Supply Chain Management carry the SCMT prefix. In addition, we would like to restructure our course numbering system to achieve a more chronological sequence to the courses.

The following table lists the current course numbers for all INFO graduate classes and the corresponding changes we are requesting. The course titles, descriptions, credit hours, CIP/fund codes, etc. will remain as currently listed in the graduate catalog. The prerequisite courses are also not changing but are listed in the tables because their course prefixes will change from INFO to either ISYS or SCMT. Please note that no other changes will be made to any of these courses.

We would like for these changes to take effect with the 2014-2015 graduate course catalog.
<table>
<thead>
<tr>
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<th>Proposed Course Listing</th>
<th>Course Title</th>
<th>Course Prerequisites</th>
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<tr>
<td>INFO 601</td>
<td>ISYS 601</td>
<td>Fundamentals of Business Programming</td>
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<tr>
<td>INFO 610</td>
<td>SCMT 610</td>
<td>Quantitative Analysis for Business Decisions</td>
<td>No Change</td>
</tr>
<tr>
<td>INFO 612</td>
<td>ISYS 612</td>
<td>Management Information Systems</td>
<td>No Change</td>
</tr>
<tr>
<td>INFO 614</td>
<td>SCMT 614</td>
<td>Operations Management</td>
<td>SCMT 610 or equivalent; enrollment is limited to MBA students</td>
</tr>
<tr>
<td>INFO 616</td>
<td>SCMT 616</td>
<td>Supply Chain Management</td>
<td>SCMT 614 and MBA student</td>
</tr>
<tr>
<td>INFO 621</td>
<td>ISYS 630</td>
<td>MIS Project Management and Implementation</td>
<td>ISYS 620</td>
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<td>INFO 628</td>
<td>ISYS 615</td>
<td>Business Database Systems</td>
<td>No Change</td>
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<td>INFO 629</td>
<td>ISYS 620</td>
<td>Systems Analysis &amp; Design</td>
<td>ISYS 615 or concurrent enrollment</td>
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<td>INFO 631</td>
<td>ISYS 631</td>
<td>Information Systems Design and Development Project</td>
<td>Graduate classification and knowledge of one programming language</td>
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<td>INFO 633</td>
<td>ISYS 624</td>
<td>Advanced Systems Analysis and Design</td>
<td>Graduate classification in business; ISYS 620 or equivalent</td>
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<td>INFO 634</td>
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<td>Business Data Communications</td>
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<td>INFO 635</td>
<td>ISYS 656</td>
<td>Global Information Systems</td>
<td>ISYS 610 or equivalent, or approval of instructor. Cross-listed with IBUS 635</td>
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<td>INFO 636</td>
<td>SCMT 636</td>
<td>Decision Support Systems</td>
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<td>INFO 637</td>
<td>ISYS 637</td>
<td>Data Warehousing</td>
<td>ISYS 615 or approval of instructor</td>
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<td>INFO 638</td>
<td>SCMT 638</td>
<td>Information Technology in Supply Chain Management</td>
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<td>INFO 639</td>
<td>ISYS 643</td>
<td>Corporate Information Planning</td>
<td>ISYS 615 or equivalent or approval of instructor</td>
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<tr>
<td>INFO 642</td>
<td>ISYS 652</td>
<td>Customer Relationship Management and</td>
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<td>INFO 644</td>
<td>SCMT 645</td>
<td>Business Process Design</td>
<td>Graduate classification or approval of instructor; SCMT 614, SCMT 660 or approval of instructor</td>
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<td>Information Systems Sourcing</td>
<td>ISYS 624 or equivalent or approval of instructor; graduate classification in business</td>
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